

Bloomington Living Hope Lutheran School

(Objective 1) BLH Lutheran School will ensure a rigorous academic program to meet the individual needs of students.

(Strategy 1) Improve the communication of student academic performance to caregivers.

	Action Steps	Timeline	Actor(s)	Progress Report
1	Transition to a standard electronic progress reporting format that regularly informs caregivers of children's academic progress Status: Completed August 2019	August 2019	Faculty / Principal	Full implementation of academic record keeping and reporting began August 2018. Parents receive weekly grade reports for all content areas each Monday at 5:00 PM. In Dec. 2018, BLS investigated granting access to students in Gr. 7 & 8, but did not proceed due to privacy laws protecting student digital data.
2	Include user-friendly current and longitudinal standardized test scores on the school website Status: Completed August 2019	August 2019	Principal	Spreadsheets of test scores by grade level, campus, year, and content area were generated to provide longitudinal data in numeric tables and graphic representations. The data includes local RIT scores as compared to national norms. Data is linked to the website and is revisited by faculty and Board each semester. In summer 2019 faculty generated a plan for growth. <i>The plan added a third MAP session in winter and moved fall testing to as early as possible in September to establish a baseline score. However, spring 2020 testing did not occur due to the pandemic.</i> ²⁰¹⁹⁻²⁰
3	Adopt and publish a school-wide grade scale Status: Completed August 2018	August 2018	Faculty / Principal	In 2018, the faculty adopted the grade percentage scale used by the College Board. It is published both in print and online in the newly revised Family Handbook. <i>Faculty continues to revisit grading and evaluation based on its book studies regarding standards-based grading systems.</i> ²⁰¹⁹⁻²⁰

(Strategy 2) Evaluate and update curricula to reflect current best practices.

	Action Steps	Timeline	Actor(s)	Progress Report
1	Document a revised seven-year, multi-step curriculum study plan Status: Completed Sept. 2018	August 2018	Faculty / Principal	Using a template patterned after the "Duluth Model," a seven-year curriculum study rotation was designed by the principal and adopted by the faculty in Sept. 2018. The plan was initiated in 2018 with study of the K-5 science curriculum, resulting in selection of materials grounded in the Next Generation Science standards and current instructional practices. <i>These materials were</i>

				implemented beginning fall 2019. The faculty is studying 6-8 literacy curriculum during the 2020-2021 school year. Study of the K-5 curriculum will occur in 2021-22. Math curriculum follows since Saxon is retiring its curriculum. ²⁰¹⁹⁻²⁰
2	Analyze the memory work and hymnology philosophy, methods, and scope / sequence Status: 2020-22	2020-22	Faculty / Principal	Discussion began at monthly faculty meetings, but no actions have occurred as of this draft date. In fall 2019, Mr. Eric Wolf joined the faculty. Mr. Wolf is studying in a ministerial education graduate program. He and the principal have discussed recommendations for the BLH “memory treasures” curriculum during the 2019-20 school year, which did not occur. This focus has shifted to the 2020-22 school years. ²⁰¹⁹⁻²⁰
3	Vertically and horizontally align and update the religion curriculum throughout grades K-8 Status: 2020-22	2020-22	Faculty / Principal, Pastors, Youth Minister	The latest revision of the WELS Catechism with its accompanying curriculum was adopted for use in Gr. 5 beginning in Sept. 2018. It will travel with students as they progress through Gr. 8 until in the fall of 2022 it is used throughout grades 5-8. Currently, K-4 use WELS <i>Christ Light</i> while 5-8 use LCMS <i>One in Christ</i> . In fall 2019, Mr. Eric Wolf joined the faculty. Mr. Wolf is studying in a ministerial education graduate program. He and the principal have discussed recommendations for the BLH religion curriculum during the 2019-20 school year, which did not occur. This focus has shifted to the 2020-22 school years. ²⁰¹⁹⁻²⁰
4	Implement a strategy whereby faculty visibly aligns curriculum to MN academic standards Status: Completed 2018-19	2018-19	Faculty / Principal	A Google document that lists the state standards by grade level for literacy was generated in Nov. 2018. Teachers complete the matrix with the date each standard is addressed, the skill derived from the standard, and the assessment used to measure learning. Two additional content areas (social studies, math) were added in spring 2019. Faculty is provided time during monthly grade level team meetings to update the matrixes. The faculty adopted a plan to add a standards matrix each year that new curriculum is adopted until standards in all content areas have been documented. Faculty is discussing reorganization of faculty meetings to include time for grade level teams to address embedding standards. ²⁰¹⁹⁻²⁰
5	Begin each lesson with a stated and/or written skill / learning target, written in the “I can”	2018-19	Faculty / Principal	Faculty generated examples of assessable skill based learning targets that 1) are drawn from standards, 2) begin with a verb, 3)

	format, grounded in standards, so students can answer the question “What are you learning?” Status: Completed 2018-19			include lesson content, 4) reach among the levels of Bloom’s Taxonomy, and 5) are measurable. During daily walk-throughs, the administrator observes for these statements, inquires of students as to what they are learning, & provides feedback. The next step is to generate an observation document to assess how this occurs in classrooms. This will align with the new WELS teacher evaluation system of observation and goal setting. ²⁰¹⁹⁻²⁰
6	Evaluate and implement updated technology curriculum in K-8 Status: Completed 2018-22	2018-19	Faculty	Miss Waters and Mr. Zoellner studied and proposed K-8 technology curriculum that includes coding, Google tools, and Internet safety / etiquette. As per digital learning during the 2020 pandemic, faculty is re-exploring the technology curriculum and how student / teacher efficacy has been impacted. ²⁰¹⁹⁻²⁰
7	Analyze MAP scores and develop an improvement plan Status: 2017-22	2017-21	Principal, Faculty, BoE	Test scores were longitudinally aggregated and presented in visual formats. The faculty and BoE study these each semester, and developed an improvement plan that added a third testing session and moved fall testing to early in September. The winter session was cancelled due to the COVID-19 pandemic. Thus, analysis of the improvement plan was extended by one school year. ²⁰¹⁹⁻²⁰
8	Incorporate a system of standards-based evaluation of learning, record keeping, and reporting into grading practices. Status: 2020-22	2020-22	Principal, Faculty, BoE	Faculty has studied <i>Grade Smarter Not Harder</i> (Dueck, 2014) and <i>Rethinking Grading</i> (Vatterott, 2015) to be informed about standards-based grading. Whereas there has not been strong support for a wide-scale change, faculty and Board are exploring how standards can be effectively incorporated into current assessment and evaluation procedures. ²⁰¹⁹⁻²⁰
(Strategy 3) Evaluate faculty and administrative staffing as it meets the current and future needs of students and their families.				
	Action Steps	Timeline	Actor(s)	Progress Report
1	Study trends and project enrollment to predict staffing, space, and other needs for 3-5 years Status: Completed 2018-19	2018-19	Principal, BoE	Principal studied congregational and school enrollment data, constructing graphic representations of trends and projections used for planning staffing and space needs for the next 3-5 years. Information was shared with Board of Ed. and faculty in November 2018, and is revisited and updated annually. Staffing for 2020-21 has been adjusted in the upper grade classrooms. However, these adjustments have afforded more individual and small group help for students via part-time tutors. ²⁰¹⁹⁻²⁰

2	Evaluate and provide for areas of educational and administrative need Status: 2020-21	2019-20	Principal & BoE	Church Administrator (former vice principal) had been responsible for curriculum, classroom visitation, standardized testing, and accreditation. The principal has assumed these responsibilities as of 2018-19. Focus has been on replacing staff as they retire rather than projecting for the future. A plan to add the position of vice principal was changed when the candidate for this position accepted a call. ²⁰¹⁹⁻²⁰
3	Document the principal evaluation process Status: 2020-21	2019-20	Principal & BoE	For several school years, blank WELS principal evaluation forms were provided to the faculty, staff, and BoE, who were invited to submit an anonymous form to the school offices. The data was compiled by office staff and transferred to a summative form that was then shared with the Board, signed by the chair, and submitted to the synod offices. A copy was then placed in the principal's personnel file. Though this procedure occurs, it has not yet been formally documented. Because the WELS is in the process of rolling out a new teacher and principal evaluation system for 2020-21, the Board will revisit this strategy when they know the new system. Thus, for 2019-20, an anonymous Google form developed by BLH was distributed to personnel and Board to collect principal evaluation data. ²⁰¹⁹⁻²⁰
4	Dialogue with each faculty member regarding her/his intentions for the next 1 to 5 years and outline a plan to add and/replace staff as needed Status: Completed 2020	2019-20	Principal, BoE, & Senior Pastor	Principal will record staff licensure, WELS certification, years of experience, and projected intentions for the next 1 to 5 years. Using this information, the principal outlined a projected staffing plan. Because two teachers retired in 2018-19, two took calls to other schools, and another retired in June 2020, focus has been on replacing staff rather than projecting for the future. This plan regularly evolves as faculty retires, become parents, or experience health concerns. ²⁰¹⁹⁻²⁰
5	Provide part-time teacher aides to tutor single and small groups of students to meet individualized learning needs Status: Completed 2018-19	2018-19	Principal, Church Admin.	The budget was amended to add or reassign part-time staff at each campus to tutor individuals and small groups of students. An online schedule of their available times was created on Google for teachers to sign-up students for help during the school day. Staffing adjustments for 2020-21 have afforded more teacher and part-time classroom aide availability to expand this program. ²⁰¹⁹⁻²⁰

(Strategy 4) Foster caring partnerships among teachers, parents, and students to maximize each student's potential.

	Action Steps	Timeline	Actor(s)	Progress Report
1	<p>Transition from parent-teacher conferences as a November event to frequent, rich, collaborative dialogue that includes personalized commentary when communicating academic progress</p> <p>Status: 2019-20</p>	2019-20	Faculty	<p>This strategy has been addressed through the adoption of weekly online grade reports. However, BLH must annually publicize its 24-hour teacher response to emails and phone messages policy. Digital distance learning and evaluation / record-keeping has emphasized the need for system alignment between School Speak and Google Classroom so that parents and students can easily track assignments and submitted / missing work.²⁰¹⁹⁻²⁰</p>
2	<p>Enhance and document services for students with learning needs</p> <p>Status: 2019-21</p>	2019-21	Principal, Faculty	<p>Principal and classroom teacher(s) attend all IEP meetings with public school district personnel and parents. Principal authors 504 documents and informs teachers of new and revised plans at monthly faculty meetings. A shared, editable Google matrix of diagnoses and interventions for students with special needs is available to teachers. Part time tutors have been hired at each campus (see Strategy 3 Action Step 4). A formal documentation of the process for identifying and recording prioritized interventions for student needs, including learning challenges and those of high capability, occurred in the 2019-20 year. In spring 2019, BLH called Mrs. Jill Wolf who has special education experience in her graduate studies. The principal has discussed with Mrs. Wolf assistance with special education services coordination. The next step in implementing this strategy is including Mrs. Wolf in special education endeavors during the 2020-21 year.²⁰¹⁹⁻²⁰</p>
3	<p>Investigate and implement research-based, best practices in positive behavior management</p> <p>Status: 2019-21</p>	2019-21	Principal, Faculty	<p>Using Title II funds, BLH scheduled a full-day presentation in 2019 and completed a book study of <i>Better than Carrots of Sticks</i>. Discussion on positive, restorative best practices in classroom management continued during faculty meetings. Adjustments were made to the 5-8 management system as per resources on current best practices (e.g. tracking incidents on clipboards, emphasis on student ownership, restorative practices). The next steps are to continue faculty study and to establish and publish uniform behavior expectations across the upper grades.²⁰¹⁹⁻²⁰</p>

(Strategy 5) Implement a faculty / staff development model that supports continual professional learning to benefit students.

	Action Steps	Timeline	Actor(s)	Progress Report
1	<p>Allocate budgeted funding for professional development (PD) opportunities, combined with Title II funding and unspecified donations, to offer growth opportunities for faculty and staff</p> <p>Status: Completed 2017-18</p>	2017-18	Principal, BoE, Budget Comm.	<p>The faculty employs Title II funding to complete book studies, attend off-campus workshops & conferences, purchase videos for the professional library, and attend graduate school. Teachers are encouraged to share a summary of their learning during faculty meetings. The school annually updates and adopts a professional development goals document to guide this endeavor. The church provides funding to assist teachers who choose to pursue graduate degrees and/or WELS certification. <i>In 2019-20, the principal communicated with the national church body to determine which teachers are WELS certified. As a result, the need for additional funding for PD was communicated to the church Council.</i>²⁰¹⁹⁻²⁰</p>
2	<p>Create and document a formal written faculty and staff evaluation process that includes minimum requirements for professional development</p> <p>Status: 2018-20</p>	2018-20	BoE, Principal	<p>A support staff evaluation process, instrument, and professional development policy was authored and adopted in October 2018. WELS evaluation forms are completed to accompany classroom visits and whereas PD documents are collected in personnel files. WELS leadership adopted a synod-wide teacher evaluation system that rolls out in 2020-21. <i>Teachers and principal are required to complete training modules as orientation for the new system. Faculty attended the first three modules, though Module IV is pending due to the pandemic. The new system is rubric-based and involves regular observation, goal setting, and peer coaching.</i>²⁰¹⁹⁻²⁰</p>
3	<p>Provide professional development to teachers for embedding technology in learning</p> <p>Status: 2018-22</p>	2018-21	Faculty	<p>Miss Waters attended educational technology conferences and Mr. Zoellner, working on an instructional tech. masters degree, prepared a K-8 technology curriculum for use beginning fall 2018. PD updates re. instructional technology occur during faculty meetings. <i>The faculty implemented distance digital learning via Google Classroom and other platforms beginning March 2020. Faculty is considering how embedding technology and applying IT tools will proceed at the next level. BLH is determining whether 1-to-1 devices, which exist in grades 5-8, can be implemented in other grade levels.</i>²⁰¹⁹⁻²⁰</p>

(Objective 2) BLH Lutheran School will improve and enhance its welcoming, safe, and supportive environment as an exemplary place for learning and growth.

(Strategy 1) Publish a readily available current Family Handbook that includes revised and needed policies.

	Action Steps	Timeline	Actor(s)	Progress Report
1	Author and publish policies on bullying, harassment, and hazing for parents/caregivers, students, teachers, and staff Status: Completed August 2018	Fall 2018	Faculty, Principal, BoE	Bullying, harassment, and hazing policies have been published in the Family Handbook, on the school's website, and in the School Emergency Plan. Each family received a copy of the Family Handbook with a signature form to verify receipt. The printed handbook was distributed at August 2018 orientations. The school hires professional speakers on preventing and managing bullying for students and parents each fall - usually one speaker for grades K-4 and another for grades 5-8. ²⁰¹⁹⁻²⁰
2	Author and publish fair and practical policies for recording student absences and tardiness Status: Completed July 2018	July 2018	Principal, Faculty, BoE	Student absence and tardiness policies were published in the revised Family Handbook both in print and on the school website before the start of the 2018-19 school year. The pandemic caused interruption to attendance tracking in spring 2020. ²⁰¹⁹⁻²⁰
3	Provide access to the Family Handbook for all parents/caregivers and verify its receipt Status: Completed July 2018	July 2018	Principal, Faculty, BoE	The revised Family Handbook was published in print and uploaded to the school website. Every family was given a print copy at fall orientation. The handbook includes a form that parents sign and return to school indicating that they have received it. Beginning in July 2018, the handbook will be revised annually with all deletions struck through and all additions underlined for the following year. Parents will provide a signed form indicating their receipt of the handbook every school year. Two policies were adopted for 2020-21: steps for how the school will address unpaid tuition, and expectations for parents who desire to hire a private tutor to work with their children during the school day. ²⁰¹⁹⁻²⁰

(Strategy 2) Author and implement a School Emergency Plan with summary information displayed in all classrooms.

	Action Steps	Timeline	Actor(s)	Progress Report
--	--------------	----------	----------	-----------------

1	Author a School Emergency Plan Status: Completed July 2018	July 2018	Principal, Faculty	The principal consulted with the MN School Safety Center, who twice visited to share information with both the principal and the faculty. Using a template MSC provided, a comprehensive School Emergency Plan was authored and adopted. Copies are stored in each classroom. The school also adopted a Hide, Leave, Shelter, Tell plan and displayed informative posters in each classroom. <i>The emergency plan is reviewed annually during fall faculty meetings and is explained to new personnel. Clearly there will be required revisions aligned to pandemic response.</i> ²⁰¹⁹⁻²⁰
2	Author policy for school safety drills and security protocol to be followed by all staff and students Status: Completed July 2018	July 2018	BoE, Principal, Faculty	These policies and procedures are included in the newly revised School Emergency Plan and Family Handbook. Note: The SEP has not been published on the website for security reasons.

(Strategy 3) Orient new faculty and staff to the BLH community to support them as role models for students and families.

	Action Steps	Timeline	Actor(s)	Progress Report
1	Create and publish an orientation guide for new Board of Education members Status: 2020-21	August 2019	Principal & BoE	Though it's been included as a tabled item on the BoE agenda, no formal action has occurred. <i>The principal will present a draft to the BoE for consideration in 2020-21.</i> ²⁰¹⁹⁻²⁰
2	Develop an orientation guide and checklist to complete with the arrival of new faculty / staff Status: 2020-21	2019-20	Principal & BoE	No formal action to document a formal process has occurred as of this draft date. From 2017-2019, the principal secured the services of instructional coach Dr. Greg Schnagl (Teacher Centricity) to assist in orienting and coaching new BLH faculty. <i>The principal will present a draft to the BoE for consideration in 2020-21.</i> ²⁰¹⁹⁻²⁰

(Strategy 4) Build and foster strong, God-fearing, and respectful student-to-student relationships, teacher-to-student relationships, and teacher-to-family relationships.

	Action Steps	Timeline	Actor(s)	Progress Report
1	Provide learning opportunities about bullying and related issues to students, families, teachers, staff Status: Completed fall 2017 and annually	2017-25	Principal, Faculty	BLH has hosted speaking events about bullying from Christian Family Solutions, the Pacer Center puppets, and Dave Eisenman (technology use and cyber-bullying). On Oct. 24, 2018, students were encouraged to wear orange in support of bullying prevention. Parents have been provided with bullying prevention information via emails from the principal. <i>Speakers for 2019-20 were from The Pacer Center and from Christian Family Solutions.</i> ²⁰¹⁹⁻²⁰

2	Design and implement a student-led and faculty supported Kindness Committee Status: 2020-21	2020-21	Faculty, Principal	Though the item has been included but tabled on faculty meeting agendas, no formal action has occurred as of this draft date. ²⁰¹⁹⁻²⁰
3	Embed awareness, acknowledgement, and celebration of diversity in curriculum and school culture Status: 2020-22	2020-22	Faculty, Principal, Students, Parents	Professional faculty learning re. racial, cultural, and ethnic diversity is scheduled for fall 2020 via ASCD. Parents and students will be included in conversations and endeavors with assistance from knowledgeable experts to meaningfully embed diversity in the curriculum and be reflected in school culture. ²⁰¹⁹⁻²⁰

(Objective 3) BLH Lutheran School will ensure that it has the financial sustainability to provide a high quality Christ-centered education at a family-friendly tuition rate.

(Strategy 1) Develop a marketing plan to enhance visibility both in the congregation and in local communities toward the goal of achieving full school enrollment.

	Action Steps	Timeline	Actor(s)	Progress Report
1	Revisit enrollment projections & trends and tuition rates of nearby schools to inform governance and stakeholders of tuition adjustment rationale Status: Completed fall 2018 and annually	2018-19	Principal, BoE	The principal completed a detailed study of enrollment trends and projections in October 2018. This is shared annually with the faculty and BoE. The Board uses this information to study fair and equitable tuition and its potential impact on staffing, enrollment, and resources needed to operate the school. Removed as this is an embedded institutional practice. ²⁰¹⁹⁻²⁰
2	Formulate and enact strategic initiatives for outreach and marketing Pre3- Gr. 8 in the congregation and area communities Status: Completed 2019	2018-19	BoE	BLH enhanced its use of Facebook, local news media, attending fairs, PostcardMania, and signage. In May 2019, the St. Thomas University Opus College of Business (Small Business Institute) completed a semester-long study of BLH marketing and presented a detailed plan. Additional digital media presence is included as a monthly agenda item for the school's governing board. ²⁰¹⁹⁻²⁰
3	Redesign the kindergarten roundup format and broadly publish invitations both in the congregation and in area communities Status: Winter 2019	January 2019	Principal, K faculty	Principal and K teachers redesigned the roundup format in Nov. 2018. A revised format drew together current preK and K families in January 2019 for an interactive experience among parents. New marketing strategies (e.g. Postcard Mania) publicized the events. Removed as this is now an embedded institutional practice. ²⁰¹⁹⁻²⁰
4	Update current school website	August 2018	Mr./Mrs. Dietsche	The website was redesigned, updated, and made live in September 2018. Several essential documents were added including the revised Family Handbook, graph representations of standardized

	Status: Completed Summer 2018			test scores, the bullying policy, before and after school care information, etc. The redesign includes a more user-friendly format with updated graphics. Removed as this is now an embedded institutional practice. ²⁰¹⁹⁻²⁰
5	Expand sources of tuition assistance to provide for the growing needs of BLH families Status: 2019-20	2019-20	BoE, Principal	BLH began using TADS to allocate tuition assistance in 2017-18. The process was refined in spring 2019 to provide a way for families who requested additional assistance to request it. Removed as this is now an embedded institutional practice. ²⁰¹⁹⁻²⁰
(Strategy 2) Inform and involve stakeholders in the development of ministry of BLH Lutheran School.				
	Action Steps	Timeline	Actor(s)	Progress Report
1	Draft a comprehensive, user-friendly, memorable mission statement and concise slogan and make these prominent and known among stakeholders Status: 2020-21	2020-21	Principal & BoE	The BLS campus explored a new road sign, which is cost prohibitive. BLH continues to explore manifestations of mission statements. As per the St. Thomas recommendations, in 2019-20 the BLH Board will adopt a unified mission and slogan and encourage its use among faculty, students, parents, digital media, and its advertising. To date formal adoption has not occurred. ²⁰¹⁹⁻²⁰
2	Post the strategic improvement plan on school website with regular updates Status: Fall 2019	Fall 2019	Principal & BoE	The latest draft of the plan is posted on the school website in the fall of 2019 as per MNSAA requirement. Removed as this is now an embedded institutional practice. ²⁰¹⁹⁻²⁰
3	Recruit key alumni to start an association and plan activities for all BLH alumni Status: 2020-21	2020-21	Alumni	No formal action has occurred as of this draft date.

(Objective 4) BLH Lutheran School will improve, enhance, and extend its infrastructure to support student learning.

(Strategy 1) Update building infrastructure.

	Action Steps	Timeline	Actor(s)	Progress Report
1	Improve Wi-Fi at both campuses Status: Completed 2108	Spring 2018	Church Admin.	Wi-Fi speed at both campuses was enhanced in the spring of 2018. However, difficulty with online testing in spring 2019 and digital learning in the spring of 2020 has caused a need for this concern to be revisited. ²⁰¹⁹⁻²⁰
2	Propose a plan and fundraise to replace the playground equipment and add green space at LH Status: 2021-22	2020-21	Principal, Faculty, BoE	No formal action has occurred as of this draft date. The item was tabled due to a need for roof repair, replacement of 10 furnaces, the dumpster enclosure at BLS, and the dry system at LH. ²⁰¹⁹⁻²⁰

3	Propose a plan and fundraise to replace / update the road sign with message capabilities at BLS Status: 2020-21	2020-21	Principal, Faculty, BoE	No formal action has occurred as of this draft date. The item was tabled due to a need for roof repair, replacement of 10 furnaces, the dumpster enclosure at BLS, and the dry system at LH. ²⁰¹⁹⁻²⁰
4	Add to air conditioning at BLS until all classrooms are cooled Status: 2021-22	2019 & beyond	Principal	Bids were accepted for 3 additional air conditioning units at BLS using funds from the annual garage sale. Electrical work makes the project cost prohibitive. The item was tabled due to a need for roof repair, replacement of 10 furnaces, the dumpster enclosure at BLS, and the dry system at LH. ²⁰¹⁹⁻²⁰
5	Improve and update the physical appearance of the aging BLH building. Status: 2017-2022	2017-22	Principal, Faculty, BoE	Walls were repainted with accent color and storage areas organized and decluttered. New flooring was installed in 1/3 of the building, to be finished in summer 2020. Faculty is exploring lockers for upper grades and other ways to enhance the building's appearance. A project to improve and repair BLS parking lot lighting is in progress. ²⁰¹⁹⁻²⁰
(Strategy 2) Brainstorm the limitless potential of BLH Lutheran School for Knowing Christ and Making Him Known.				
	Action Steps	Timeline	Actor(s)	Progress Report
1	Generate a “limitless future” or “dream scenario” to brainstorm possibilities for educational use of all 3 congregation locations including possible expansion of the LH campus Status: 2021-22	2021-22	BoE, Principal, Faculty, Council	No formal action has occurred as of this draft date.
2	Brainstorm the possibility of expanding BLH into the high school grade levels Status: 2021-22	2021-22	BoE, Principal, Faculty	No formal action has occurred as of this draft date.
3	Grow the Eagles Legacy Fund into a significant endowment that provides generous and regular financial resources to BLH Status: 2020-22	2021-22	BoE, Principal	The Board began study of the Eagles Legacy Fund in spring 2019. The BoE recommended revisions and campaign for its growth to the church Council. The Legacy Fund and other gift funds are included as a running Board agenda item. ²⁰¹⁹⁻²⁰