Luther Burbank Elementary School

Fullerton Elementary Network

2035 N Mobile Ave Chicago, IL 60639

ISBE ID: 150162990252102

School ID: 609818

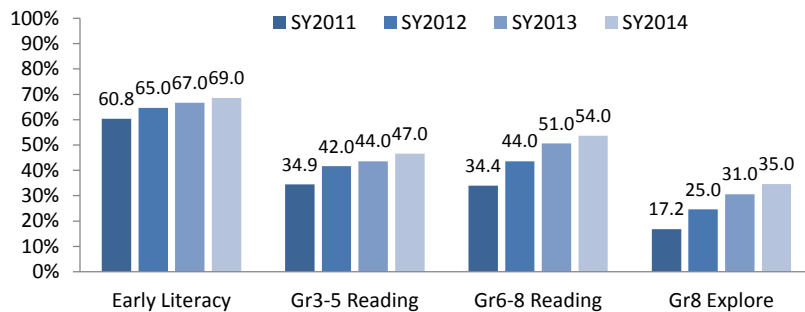Oracle ID: 22401

Mission Statement

Luther Burbank School's mission is to provide students with a strong foundation in order to prepare them for college and career readiness. We will maintain a constancy of purpose with all staff members working towards a common goal of success for each learner. In addition, we are dedicated to the continuous improvement that promotes rigorous and differentiated instruction. Burbank's students will be educated in a safe and secure environment that fosters responsibility, self-esteem, tolerance and respect for each other.
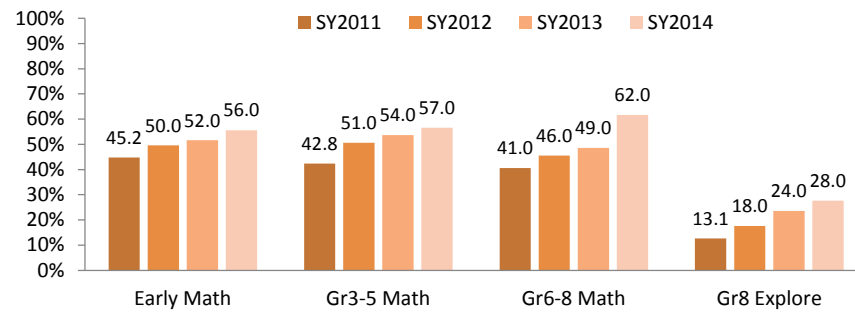
Strategic Priorities

1. Use Literacy Content Framework to provide rigorous, high-quality, evidence-based literacy instruction for all students.

2. Provide reading and math interventions for Kdg. - 8th grade students who are at risk of academic failure as identified by fall universal screeners.

3. Provide a supportive learning environment for all students with primary focus on Safety, Well-Being and Positive Development.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	60.8	65.0	67.0	69.0
Gr3-5 Reading	34.9	42.0	44.0	47.0
Gr6-8 Reading	34.4	44.0	51.0	54.0
Gr8 Explore	17.2	25.0	31.0	35.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	45.2	50.0	52.0	56.0
Gr3-5 Math	42.8	51.0	54.0	57.0
Gr6-8 Math	41.0	46.0	49.0	62.0
Gr8 Explore	13.1	18.0	24.0	28.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Luther Burbank Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Dr. Hiram F. Broyls	Principal
Maria Taneff	Assistant Principal
Dewain Thames	Lead/ Resource Teacher
Patricia Fortune	Lead/ Resource Teacher
Sandra Mardirosian	Classroom Teacher
Julianna Lopez	Support Staff
Carolyn Jacobson	Classroom Teacher
Brenda Henry	Support Staff
Eric Lugo	Community Member
Marta Villalobos	LSC Member
Antonia Villafranco	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

Luther Burbank Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	60.8	65.0	67.0	69.0	**Early Math** % of students at Benchmark on mClass	45.2	50.0	52.0	56.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.9	42.0	44.0	47.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	42.8	51.0	54.0	57.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.2	78.0	81.0	84.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	63.8	73.0	76.0	79.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.4	44.0	51.0	54.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	41.0	46.0	49.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.5	58.0	61.0	64.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	55.0	62.0	65.0	68.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	17.2	25.0	31.0	35.0	**Explore - Math** % of students at college readiness benchmark	13.1	18.0	24.0	28.0

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.2	97.0	97.8	99.2	**Misconducts** Rate of Misconducts (any) per 100	9.8	9.5	9.0	8.5

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	69.7	73.0	78.0	84.0	**ISAT - Reading** % of students exceeding state standards	11.3	15.0	20.0	26.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.0	86.0	90.0	93.0	**ISAT - Mathematics** % of students exceeding state standards	20.6	28.0	35.0	41.0
ISAT - Science % of students meeting or exceeding state standards	72.0	79.0	85.0	90.0	**ISAT - Science** % of students exceeding state standards	6.5	7.0	9.0	12.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**2**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Our goals this year were to utilize data to target instruction, incorporate higher order thinking in instruction and integrate vocabulary instruction into the disciplines. Teachers received professional development in the utilization of data for instruction, vocabualry instruction, and the use of H.O.T.s were on the agendas during grade level meetings. Observations and lesson plans indicate that many teachers have not fully implemented thes instructional goals. We will continue to provide staff development, monitor lesson plans and observe classrooms to ensure that teachers are using these best practices.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Data-driven goals and activities are initially determined from cooperative analysis by ILT and teachers. The principal participates in classroom observations, coaches teachers and has conferences about instruction to build dialogue and collboration, and to adjust instruction. He gives teachers individual support. The school's college and career culture includes career and high school fair orientations and college preparation discussions including experiences of successful Burbank alumni. Meetings are held to provide parents and community information about student goals and activities, parents offered opportunities to enhance their own skills and understanding as related to academics, technology, language and parenting.	

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	We encourage growth and development by providing teachers with broadened roles that foster leadership.shared and Some teachers serve as school leaders, some serve as leaders among peers. Although, a few teachers are unable/unwilling to assume additional responsibilities of leadership. Some of the committees that teachers serve on are the ILT, grade level chairs, RtI team, bilingual lead, PPC, CIWP team, union representative and data team. Teachers serve on committees to plan assemblies and to plan events such as our career fair, Black History month and Cinco de Mayo celebrations. Committees of teachers provide input on textbook selections, and for professional development. These structures are established to allow teachers to have interactions and input over educational issues, and to promote collective activity for decision-making. Teachers communicate openly, express their concerns freely, and are provided time and opportunities to share their learning expertise by providing staff development.	

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Our instructional leadership team consists of the principal, assistant principal, literacy coach and curriculum coordinator. We meet bi-monthly and analyze Scantron, Achieve3000, Dibels, mCLASS and/orUnique data to determine next steps for improvement in instruction for individual teacher or all staff. At least one, sometimes 2 members of the ILT always attend grade level meetings to collaboratively examine and analyze data, student work, plan instruction, share best practices, and follow-up on professional development. The ILT coordinates the efforts to provide staff development based on data and current initatives and our theory of action, such as Scantron training and use of data to plan instruction and vocabulary instruction in the content area.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The ILT members collect Scantron, Dibels, mCLASS, Achieve3000 data, Unique Learning System data, when new reports are availble. Based on this data, the principal and/or members of the ILT meets with grade levels and individual teachers to provide coaching support and have them to adjust their instruction, or develop a plan in order to increase student achievement.	

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**1**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Teacher's lesson plans indicate that the curricular pacing, scope and sequence of instruction have been determined by grade level teams and individual course teachers. Grade level teams use the units that match the ILS of instruction that are in their textbooks. 8th grade teachers further develop some of their units of their instruction by integrating the disciplines. Teachers do extend their units of instruction by gathering additional materials to teach with. Most teachers follow the pacing provided in their materials. Our materials are not primarily focused on fiction. To expose and encourage our students to read non-fiction, all students receive Scholastic magazines. We need to work on the scope, sequencing and pacing of our curriculum, and we need coherence across the school.	
	Instructional materials	-->		**4**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	We have the SCRMA Reading Street and Lectura reading series for grades Kdg. - 6. Math, science and social studies materials are aligned to the CPS scope and sequence charts and are standards-based. All classrooms receive Scholastic magazines, and fiction and non-fiction libraries. All grade levels have sets of materials. We use a checklist when we evaluate books that we intend to purchase to ensure that they are inclusive and provide for differentiation and the various learning modalities.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Assessment	-->		2
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	We use the common assessments tools that are identified by the District, and analyze them as part of the assessment of the learning process. Data is collected from these tests and analyzed as it becomes available throughout the year to ascertain impact on student learning. Agendas indicate that our ILT and grade level teachers do analyze DIBELS, mCLASS, Scantron, Achieve3000, and extended response data at meetings to make decisions about teaching. Grade-level and course team teachers use their reading and math selection and content area units tests, and extended response to inform instructional decisions. Bilingual and special needs students have assessments that correlate with their materials so the students are able to appropriately demonstrate knowledge. Students with special needs are given the tests that correlate with Unique Lerning System, and they are given the IAA. Our Instructional Support Leaders provided training to increase teachers' skills in utilizing formative data for instruction. We will receive further training in the use of assessments to inform instruction.	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Our teachers have based their literacy instruction on the State Goals and Benchmarks. Our goal is to provide high quality, challenging instruction. Based on classroom observations, and walk-through trends, some teachers are not using best practices, which includes higher order thinking skills, scaffolding and differentiation of instruction. Next year we plan to implement school-wide instruction based on the Literacy Content Framework, and include the CCSS.	

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**1**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Although we monitor our data, and are able to identify the students in need of interventions, and the gaps in data that exist, RtI is in its initial stages for full school-wide implementation. The greatest amount of infrastructure that is in place for implementation is in our primary grades. Kdg. through 2nd grade teachers, who use DIBELS interventions tools. 3rd through 8th grade teachers focused on data analysis practices and grouping practices, utilizing the Scantron Data Analysis Tools provided by the District. We are still in the early school-wide implementation stage. We will develop a plan to implement RtI in the school next year.	
Whole staff professional development	--->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	We implemented a year-long professional development plan in utilizing assessment, and vocabulary instruction to facilitate the attainment of goals that are outlined in our Theory of Action. We followed up on training at grade level meetings; we observed classrooms and checked lesson plans to monitor the training. While 85% of the teachers attended professional development, lesson plans and observations indicate that some teachers needed additional help. Those teachers were coached and had to develop a plan to adjust instruction. We plan to provide additional professional developmentin order to develop a shared focus when we implement our priorities in the upcoming school year.	

Professional Learning

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams* --->			**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Our teacher teams collaborate weekly with the common goal of improving teaching practices and student achievement. We have a grade level team protocol that has beenimplemented, and there are weekly agendas to ensure productivity and to keep track of data analysis and monitoring. ILT members are present to support teachers in planning their instruction to increase student achievment. Teams are inclusive of general and bilingual teachers, however it is challenging for our special education teachers to meet with the teams because of schedules, and the multiple grade levels that they teach. We plan to revise our master schedule so that all special education teachers are able to attend grade level meetings.	
	Instructional coaching --->			**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	The literacy coach goes into primary classrooms on a daily basis. She collects data through observations, classroom achievement scores, and teachers ask for support certain areas. We identify individual performance objectives for the teacher and structure subsequent sessions to address the objectives to ensure that coaching is job-embedded. The coaching level of intensity depends on the needs of the individual teacher and the availability of support personnel. Peer coaching and cross classroom visitation is used, however its used on a more limited basis. The work of the coach is monitored through observation data and achievement scores. We plan to continue to provide the time and opportunity for coaching to ensure the continual growth and development of our teachers.	

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* --->			**1**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The school is in the initital stages of implementing the CCSS, and teachers will receive training on how to build and maintain and culture which sets high expectations for the teachers and students.	
	Relationships --->			**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Most teachers work closely with small groups of students to allow for greater personalization and individualism. Classrooms are inclusive to serve students with special needs with their non-disabled peers. We celebrate our diverse cultures, with activiites and assemblies, such as our Black History Assembly and Cinco de Mayo celebrations. We engage our middle school students in activities that develop interpersonal skills, such reading buddies with the primary students. We translate all messages, meetings conferences and letters in English and Spanish. We need our teachers to focus on the importance of being an advocate for their students.	
	Behavior& Safety --->			**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	We strive to create and maintain a disciplined and respectful climate focused on learning. The school has a clear and agreed upon set of safety and discipline standards and rules. However, middle school students expressed that they do not always feel safe in and around the school's boundaries. We will create a safety plan, and will take meaures to closely monitor areas of concern to ensure the safety of our students within and around our school.	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Our academic status is shared in English and Spanish at the LSC and BAC meetings at the beginning of each school year. We send the information home to our parents in both languages. We host parent orientation, in which teachers inform parents about the grade level curriculum, the standards, the grading system, and expectations and goals for the year. Our middle school teachers proactively arranged to host parent orientation at night to increase parent participation, to inform them of the curriculum, and to discuss how together they can improve the educational experience of their child. We will continue to provide information to our parents in a timely manner.	
Ongoing communication	-->		**2**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Our 8th grade teachers implemented a third report card pick-up day to inform parents of their child's progress. We have parent orientation, we conduct meetings and have parent conferences as needed. We send monthly newsletters home to inform parents about upcoming events and ways parents can help thier chodren succeed in school. We will continue to keep our parents informed on an on-going basis.	
Bonding	-->		**3**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school has a welcoming environment. Connections are fostered with our parents and community members by offering the school as a site for social and educational services. We have a room set aside where parents have meetings and receive training in technology and ESL. We plan our Cinco de Mayo activities with our parents, we have pot luck lunches together. We have a parent volunteer program, and parents are invited to our assemblies and activities, such as our Science Explorer Day and Shooting Stars Motivational Program, where we invite parents to attend.	

DIMENSION 5: Family and Community Engagement

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	We have identified and collaborated with over 20 community agencies/resources to support families who are in need of specialized support. We communicate this information to the parents, and we invite agencies like World Vision into the school to inservice parents. Outreach to families in need of specialized support is provided on an as needed basis.	
	College & Career Exploration and election	-->		**2**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	We host a Career Fair, invite a high school panel to talk with the 7th and 8th grade students, and have High School Day field trips to expose the students to experiences, and help them make connections to academic preparation and future aspirations.	
	Academic Planning	-->		**1**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The 8th grade teachers have begun working on an guidance/advisory room, in which students can have access to materials about various high schools, colleges and careers. Only 17.2 % of our 8th graders met the College Readiness Benchmark in Reading, and 13.1% in math on the Explore Test. Teachers need to utilize the entire test to learn more about students career choices. The rigorous academic program that our students need will be provided when we fully implement the CCSS.	
	Enrichment & Extracurricular Engagement	-->		**3**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	We offer students extracurricular programs, such as Merit School of Music, science club, chess and sports teams, so they are able to build leadership skills, see themselves, their values, cultures and interests, and have a sense of belonging at school.	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
College & Career Assessments	-->		**1**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	We only use 2 assessments to confirm progress of our 8th grade students towards college readiness. Students participate in the Explore Test, and Achieve3000. We are just learning how to use the results of the Explore test to focus on areas of need in order to promote college and career readiness.	
College & Career Admissions and Affordability	-->		
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not Applicable	
Transitions	-->		**2**
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	We do communicate with our families to ensure effective transitions into the 3rd, 6th and 8th grades. We have parent conferences, and we send home letters to our parents so that they can be informed and understand the options that are available to their children. The counselor provides support to our 8th grade families through our high school matriculation program beginning in the fall and culminating with high school registration.	

DIMENSIO

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources*** --->			**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	We identify instructional priorities and align budgeting decisions and resource allocation to those priorities. Staff is selected, and intructional materials and equipment are purchased to ensure that they support instruction and student achievement. Educational priorities are evident in the school budget. We have a partnership with World Vision and Westcott, our sister school, who donates school supplies, and teaching resources to support teaching and learning at the school.	
	Building a Team --->			**2**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	We hire teachers after a vacancy is identified. We look for highly qualified teachers. We hire teachers based on the needs of the vacancy, such as a middle school endoresment. We conduct formal interviews, and we collaboratively select new hires. Grade and course level team teachers are always a part of the interview process because of their knowledge and expertise in the grade or content area. We send school recruiters to job fairs, and we build a pool of potential staff members through their recommendations, classroom observations of reassigned teachers and student teacher interns, and teachers who work part-time at our school.	
	Use of Time --->			**2**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Our school schedules are based on the number of minutes per subject or course. We do try to have minimal disruptions during instructional time. Our master schedule does allow for teachers to have common planning time, but it does not allow for blocks of time for structured intervention. Our new full day schedules will allow additional time for students to receive structured intervention.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Luther Burbank School's mission is to provide students with a strong foundation in order to prepare them for college and career readiness. We will maintain a constancy of purpose with all staff members working towards a common goal of success for each learner. In addition, we are dedicated to the continuous improvement that promotes rigorous and differentiated instruction. Burbank's students will be educated in a safe and secure environment that fosters responsibility, self-esteem, tolerance and respect for each other.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Use Literacy Content Framework to provide rigorous, high-quality, evidence-based literacy instruction for all students.	Less than 40% of the 3rd -8th grade students are at or above level on the Reading Scantron fall assessment. By using the Literacy Content Framework to provide rigorous instruction in literacy, all students will gain proficiency in the literacy skills that are basic to learning and critical to success in college and the workplace.
2	Provide reading and math interventions for Kdg. - 8th grade students who are at risk of academic failure as identified by fall universal screeners.	We rated ourselves a "2" in Intervention on the SEF. By improving our intervention methods we will ensure that all students who are at risk of academic failure will increase their achievement in reading and math.
3	Provide a supportive learning environment for all students with primary focus on Safety, Well-Being and Positive Development.	With less than 50% of the students reporting that they feel safe on the My Voice, My School Student Survey, safety needs support. By providing an orderly and secure enviroment, we wil promote all students' personal well-being and ensure a supportive context for learning.
4	Optional	
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Use Literacy Content Framework to provide rigorous, high-quality, evidence-based literacy instruction for all students.	Less than 40% of the 3rd -8th grade students are at or above level on the Reading Scantron fall assessment. By using the Literacy Content Framework to provide rigorous instruction in literacy, all students will gain proficiency in the literacy skills that are basic to learning and critical to success in college and the workplace.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify Team Leaders to develop understanding of CCSS, collaborate with teachers to facilitate unit planning and implementation, and support professional development throughout the year.	Professional Development	All	Principal	Summer 2012	Quarter 4		
Develop a plan to implement professional development on best practices using the Literacy Content Framework.	Professional Development	All	Principal & ILT	Quarter 1	Quarter 1		
Grade level meetings to understand the major shifts between the ILS and CCSS teaching practices within subjects and grades.	Professional Development	All	ILT & CCSS Team	Quarter 1	On-going		
Implement school-wide initiative for literacy content instruction that relate to the CCSS.	Professional Development	All	Principal	Quarter 2	On-going		
Monitor and evaluate teacher's use of Literacy Content Framework during observations and walk-throughs.	Instruction	All	Principal	Quarter 2	On-going		
CCSS Team Leaders train teachers on developing Quarter 1 units of instruction aligned to CCSS, to include performance tasks amd complex reading material.	Professional Development	All	Team Leaders/Administration	Quarter 1	On-going		
CCSS Team Leaders collaborate with peers to monitor and reflect on delivery and student performance at grade level meetings.	Professional Development	All	Team Leaders/Administration	Quarter 1	On-going		
Invest in texts sets to support increased nonfiction focus in every class.	Instructional Materials	All	Team Leaders/Administration	Quarter 1	On-going		

Strategic Priority 1

Deliver professional development on systematic approach to vocabulary instruction of high utility words used in academic language and use of complex text in close reading and questioning.	Professional Development	All	Team Leaders/Administration	Quarter 1	On-going		
Monitor professional development for implementation and sustainability of new practices; debrief with teachers.	Instruction	All	Administrative Team	Quarter 1	On-going		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Provide reading and math interventions for Kdg. - 8th grade students who are at risk of academic failure as identified by fall universal screeners.	We rated ourselves a "2" in Intervention on the SEF. By improving our intervention methods we will ensure that all students who are at risk of academic failure will increase their achievement in reading and math.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create an action plan to provide guidance and to promote consistency of implementation of RtI.	ILT/ Teacher Teams	All	RtI Team & Principal	Quarter 1	Quarter 1		
Identify struggling learners as identified on Fall Universal screeners and classroom performance.	Instruction	All	RtI Team & Teachers	Quarter 1	On-going		
Deliver evidence-based interventions and assessments to students who have been identified by universal screeners; tier assignments for students at and above level.	Instruction	All	RtI Teacher & Teachers	Quarter 2	On-going		
Progress monitor and evaluate outcomes for students who are receiving interventions, and students who are receiving instruction at or above grade level.	Instruction	All	RtI Team & Teachers	Quarter 2	On-going		
Re-establish school RtI Team, including an administrator, to create intervention plans for students who are at risk of academic failure.	Instruction	All	RtI Team & Teachers	Quarter 1	On-going		
Conduct an inventory of existing reading and math intervention tools in grades 3 - 8 for implementation of RtI.	Instructional Materials	All	RtI Team & Teachers	Summer 2012	On-going		
Investigate and invest in validated computer-based intervention programs for at risk students.	Instructional Materials	Other student group	RtI Team & Teachers	Summer 2012	On-going		
Identify staff; allocate funds for staff who will provide evidence-based interventions to struggling students.	Instructional Materials	Other student group	RtI Team & Teachers	Quarter 1	On-going		
Deliver professional development to all staff on implementation of RtI.	Instructional Materials	Other student group	RtI Team & Teachers	Quarter 1	On-going		

Strategic Priority 2

RtI Team and staff will identify struggling learners as identified on Fall Universal screeners and classroom performance.	Staffing	Other student group	RtI Team & Teachers	Quarter 1	On-going		
RtI Team build professional capacity for process and practices of RtI at grade level meetings.	Professional Development	All	RtI Team & Teachers	Quarter 1	On-going		
Analyze data to target students for instruction at and above level.	Instruction	Other student group	RtI Team & Teachers	Quarter 1	On-going		
Deliver professional development on instructional strategies for tiering assignments for students at and above grade level.	Professional Development	Other student group	RtI Team & Teachers	Quarter 1	On-going		
Monitor and evaluate outcomes for students who are receiving interventions, and students who are receiving instruction at or above grade level.	Instruction	Other student group	RtI Team & Teachers	Quarter 1	On-going		

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Provide a supportive learning environment for all students with primary focus on Safety, Well-Being and Positive Development.	With less than 50% of the students reporting that they feel safe on the My Voice, My School Student Survey, safety needs support. By providing an orderly and secure enviroment, we wil promote all students' personal well-being and ensure a supportive context for learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school safety leadership team, including an administrator to develop strategies & programs that maintain a high level of school safety.	ILT/ Teacher Teams	All	Principal	Quarter 1	On-going		
Investigate and identify 1 - 2 critical areas needing improvement and change.	ILT/ Teacher Teams	All	Safety Team	Quarter 1	Quarter 1		
Provide professional development on safety issues and promoting a positive affective environment.	Instruction	Other student group	Safety Team	Quarter 2	Quarter 2		
Implement programs that emphasize positive behavior for targeted populations	Instruction	Other student group	Safety Team	Quarter 3	Quarter 4		
Identify and fund consultant to seek out areas of improvement to focus school's change efforts.	ILT/ Teacher Teams	All	Principal	Quarter 1	On-going		
Share plans and policies with parents and community to gain input, increase involvement and support for areas of improvement.	Staffing	All	Principal	Quarter 1	On-going		
Define school-wide strategies for improvements in areas of change.	Staffing	All	Principal	Quarter 1	Quarter 2		
Develop plans to communicate and teach school-wide expectations and specific policies for identified areas of improvement.	ILT/ Teacher Teams	All	Safety Team	Quarter 1	Quarter 1		
Communicate expectations of appropriate behaviors with students.	ILT/ Teacher Teams	All	Safety Team	Quarter 1	Quarter 1		
Assign staff and and parents to strategic locations before, during, and after school to monitor areas identified for improvement.	ILT/ Teacher Teams	All	Safety Team	Quarter 1	Quarter 1		

Strategic Priority 3

Staff informed on plans and policies as outlined in th school-wide expectations; training on procedures complying with laws relating to school safety.	Parental Involvement	All	Principal Safety Team	Quarter 1	Quarter 1		
Staff informed on plans and policies as outlined in th school-wide expectations; training on procedures complying with laws relating to school safety.	Professional Development	All	Principal Safety Team	Quarter 1	Quarter 1		
Communicate expectations of appropriate behaviors with students.	Instruction	All	Teachers	Quarter 1	On-going		
Assign staff and and parents to strategic locations before, during, and after school to monitor areas identified for improvement.	Staffing	All	Principal Assistant Principal	Quarter 1	On-going		
Identify currciulum/programs that emphasize positive behavior for targeted populations.	Instruction	Other student group	Safety Team	Quarter 2	Quarter 4		
Integrate positive behavior programs into lesson plans/curriculum.	Instruction	Other student group	Teachers	Quarter 2	Quarter 4		
Evaluate the effectiveness of the safety plan, revise if necessary.	Instruction	All	Safety Team	Quarter 1	On-going		
Evaluate the effectiveness of the safety plan, revise if necessary.	Other	All	Principal Safety Team	Quarter 1	On-going		
End of year awards for students to celebrate improvements.	Other	All	Safety Team	Quarter 4	Quarter 4		
Use data to identitfy new areas for improvement, develop change strategies, implement polices and plans, and school-wide expectations.	ILT/ Teacher Teams	All	Safety Team Teachers	Year 2	On-going		

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps