



**LOS ANGELES UNIFIED SCHOOL  
DISTRICT**  
*Pilot School Annual Self-Review  
Report*

**Final Write Up**  
**For Submission to the:**  
Office of the Superintendent  
Office of Alternative Education  
Pilot Schools Steering Committee

***Baldwin Hills Elementary Pilot  
Gifted/High Ability Magnet Center***  
Local District: ***West***

Principal: ***Dr. Letitia Johnson-Davis***  
Date(s) of School Review: ***November-March, 2016-2017***

Reviewers:

***Kim Theard, GSC member & parent***  
***Melissa Ali, 4<sup>th</sup> grade Magnet Teacher***  
***Kristin Anayah, GSC member & parent***  
***Karen Angulo, Cafeteria Manager***  
***Dr. Kim Benjamin, TSP Coordinator***  
***Dr. Letitia Davis, Principal & parent***  
***NeCole Hawyood, Kindergarten Teacher***  
***Joyce Jackson, SAA***  
***Jheri Murdock, Parent/Community Rep.***  
***Jacquelyn Walker, 5<sup>th</sup> Grade Teacher***



## Action 1: The School Context

***Baldwin Hills Elementary Pilot & Gifted/High Ability Magnet Center,  
Location Codes: 2274 & 2275, Local District West***

**Grade Levels Served:** TK-5

**Principal(s) names:** Dr. Letitia Johnson-Davis

**Number of Certificated Staff Members:** 21

**Number of Classified Staff Members:** 24

1. Describe your school's geographical, demographic, educational and economic community base:

BHEP & GHA Magnet is located in an urban residential community comprised of 80% African American, 16% Hispanic or Latino, .1% White, .1% Filipino, 1% Pacific Islander and 0% American Indian/Alaska Native. Of the near 50,000 residents located in zip code 90016, 74% of adults over the age of 25 are High School Graduates, 19% have Bachelor Degrees, 6.4% have Graduate or Professional Degrees and 12% are unemployed. The Average Adjusted Gross Income is \$37,000.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

BHEP and GHA Magnet provides services for grades TK-5th. Our TK program is combined with Kindergarten. There is a Resource Specialist Program, as well as three Autism Special Day Classes; lower (k-1, 2-3), and upper (4-5). Our Magnet Center provides services for grades 1-5.

3. Indicate student enrollment figures:

176 students are enrolled in our Gifted High Ability Magnet Center and 202 are enrolled in our Community classes. The combined percentages of the total 378 include 11.7% that are identified as Gifted, 6.9% in the Master Plan Program, 12.2% in Special Education, 51.7% in the Travel Program.

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

76% of our students are identified within the poverty indicator.

5. Identify language, racial and ethnic make-up of the student body:

There are 87% English only, 3.7% Initially Fluent English Proficient, 6.0% Limited English Proficient, and 2.4% Reclassified Fluent English Proficient.

The racial and ethnic make-up is as follows: 71% Black, 23% Hispanic, 3% White, 0.3% American Indian/Alaska Native, 0.3% Asian and 1% Filipino with 0.5% unknown.

## Current School Data:

Graduation:

Based on our 3-5th grade SBAC scores for 2015/2016 students that met or exceeded CSS proficiency increased in ELA by 5% from 44% to 49% and in Math by 5% from 28% to 33%. These Data indicate that our efforts within the domains of ELA and MATH are yielding positive increases and therefore contributing to the District's goal of 100% Graduation. We posit that BH Pilot ES & GHA Magnet Ctr. create a school culture and climate that provides affirming and enriching activities, rigorous instruction, and early intervention, which are practices that help prepare elementary school students for successful culmination of primary grades and subsequent matriculation into middle and high school. Understanding the connection between primary academic achievement namely in the areas of ELA and Math as well as school attendance to graduation rates our school has chosen to focus on three areas that contribute to success in these areas. They are, Culturally Responsive Pedagogy, Project Based Learning/STEAM and Professional Learning Communities.

## Attendance:

Attendance: 2015/2016 and 2016/17 MyData attendance reports indicate that beginning of the year percentages for school wide attendance declined incrementally every month. Attendance rates for grades 1-5 are comparable to one another with little fluctuation whereas, TK-K drops significantly below the district's advanced attendance level of 96% or better. Baldwin Hills Pilot ES has budgeted for an additional day of PSA Counseling services. The additional services will strengthen efforts to decrease student absences, especially for the TK-K grades. Provide PDs, trainings, informational workshops, and parental support that are related to student attendance and academic success.

## Parent and Community Engagement:

According to our 2015/2016 School Report Card, We gained a 10% increase of school experience survey participation from 2014/2015 by Parents (from 56% to 66%), 11% increase by students (from 82% to 93%) and 34% by Staff (from 36% to 70%). We also held percentages ranging from 82% to 100% for questions regarding feeling welcomed, comfortability at school, and health and safety. Efforts to increase parent participation we commit to the following:

1. Increased and varied forms of communication between all stakeholders.
2. Providing incentives for participation, survey completion and event attendance.
3. Building relationships with stakeholders by way of TGIF Family Forum, Project Based Learning culminating events, school performances and Scholarly awards.

## School Safety:

Suspension//expulsion: According to MyData, in 2014/2015 and 2015/2016 there was a decrease in suspension rates by 30%. This year 2016/2017, 2 additional students were reported however our low percentages of reported suspensions [0.5%] remain lower than local district west's 0.8%. Baldwin Hills Pilot ES has budgeted for an additional day of PSA Counseling services. The additional services will strengthen efforts to address the unique needs of students experiencing behavioral challenges via additional counseling and student monitoring.

## Section 2: Problem of Practice OR Key Areas of Focus

*If stating a **Problem of Practice**, use the following instructions/questions to guide the writing of your school's narrative.*

- State the identified Problem of Practice(s).
- Cite the data used to support identification of the stated problem of practice.
- What are the key points of this dilemma and why are they important?
- What has been tried to remedy or manage this dilemma? What have been the results of those attempts?

*If listing **Key Areas of Focus**, use the following instructions/questions to guide the writing of your school's narrative.*

- List the key areas of focus for the school
- Cite data used that led the team to focus on these areas.
- What are the school's expectations and why are these priorities for this year?
- What has the school done or implemented to date that addresses these areas? What challenges did the school encounter and how were they addressed?

Our key areas of focus for the school are as follows:

- Professional Learning Communities (PLCs)
- Project Based Learning→STEAM (Recognizing that the arts is a vehicle for teaching not just language arts but Science Technology Engineering and Mathematics or STEM)
- Culturally Relevant Pedagogy (CRP)

These areas were selected for they are integral components of our Pilot School Plan as it relates to professional development for teachers and the core instructional areas teacher will embed in their practices.

With our first annual Pilot review, our team felt it important to affirm the positive, building on our strengths and determining recommendations that would help solidify those areas of strength as we continue to build other aspects of our Pilot Plan. From that initial review, now in year two as a Pilot School, we worked to monitor the areas of focus identified last school year. To that end, we set to refine our PLC process, invest resources into PBL training for our staff, partner with UCLA and their IMPACT program for professional development and introduce our new staff members to the core tenets of CRP, while we as a collective work to further our embodiment of that pedagogical practice.

With this being year two as a Pilot School, we are steadily working to refine processes and practices. To that end, in an effort to monitor our growth around our stated focus areas, we increased our number of instructional rounds from one cycle to two this school year. We also allotted professional development time around where we need to grow in alignment with our goals both before and after each of these instructional rounds. We have invested professional development time clarifying the kind of work to be done during PLCs (looking at student work-data, analyzing data, making observations, collaboratively strategize and plan) primarily through our reformed Pilot Leadership Team. During PLC time, our students are engaged in standards-aligned enrichment. Budget allotments have been made to invest in teachers attending PBL trainings and to date we have had four cadres of teachers attend, with the fifth cadre in queue for this May. Once this cadre attends the PBL Institute, all of our general education teachers will have completed this training. Over the last three years we have built upon our

understandings of how to pose/ elicit engaging, rigorous questions as part of our professional development in crafting effective lessons; we are working to grow further where students are facilitating discussions. As it relates to CRP, the majority of our teaching staff has acquired substantial hours of District provided professional development and resources that support students’ acquisition of Standard English through the Academic English Mastery Program (AEMP) for which, in the past, our school has served as a demonstration site. This is an area in which our school takes great pride; across all four stakeholder groups-families, students, classified as well as certificated staff, our integration of this approach is well received based on our survey responses. In fact, 99% of family respondents believe the focus on culturally responsive teaching and learning is helpful for their children. Several comments spoke positively of this and how refreshing it was for the parents and students to be using texts and stories that they could see themselves in. Across all three focus areas, growth from the first instructional round to the second are as follows: evidence of STEAM more visible, especially with Next Generation Science Standards, more diversity in literature and with corresponding tasks, using the arts to demonstrate understanding across content areas as well as an overall commitment to improving student achievement through the PLC process.

**Section 3: Tools & Resources**

*Identify rubrics and resources used during the review (e.g. observation tools, evidence and data gathering tools, TLF Rubric, Pilot School Quality Review Rubric, etc.). Discuss how these tools were used. Using the table below provide the overall rating for any applicable rubric used and the elements addressed from that rubric.*

RUBRIC AND ELEMENTS ADDRESSED	OVERALL RATING
<p>Project Based Learning→STEAM (Recognizing that the arts is a vehicle for teaching not just language arts but Science Technology Engineering and Mathematics or STEM)</p> <ul style="list-style-type: none"> <li>- Teachers posing/soliciting engaging questions to drive inquiry into unit of study</li> <li>- Students actively sharing &amp; co-constructing their understanding of text (language arts) with their peers</li> <li>- Students demonstrating their understanding of text (language arts) in multiple ways and/or with choice</li> <li>- Students demonstrating their understanding through the arts across the curriculum</li> </ul> <p><i>Instructional walk-thrus:</i>                      -Members of the pilot school annual review committee formed 3 teams of 3 to conduct four minute walkthroughs of classrooms. Each team was responsible for 7 classrooms. Members observed CRP and PBL/STEAM identified observables and scripted what the students were saying and doing, and what the teachers were saying and doing. They also noted “other</p>	<p style="text-align: center;"><b>(Effective)</b></p> <p style="text-align: center;">_Mod./Eff./Highly Eff.</p> <p style="text-align: center;">_Moderate/Effective__</p> <p style="text-align: center;">__Effective_____</p> <p style="text-align: center;">_Effective_____</p>

<p><i>observables” and walked the walls. Immediately following observations, the team met to independently note pluses and deltas, which were discussed whole group. This process was engaged in for both fall and spring semesters.</i></p> <p><u>Online teacher surveys:</u>  <i>-Teachers were sent a link to participate in a survey which posed questions around PBL → STEAM and CRP. 16 out of 21 teachers responded to this survey.</i></p> <p><u>Family surveys:</u>  <i>-Families were invited to participate in a survey, which posed questions about school climate (HEARt Card virtues &amp; restorative justice), school learning (CRP &amp; STEAM), and enrichment activities (engineering, yoga &amp; chess). 18 families responded to this survey.</i></p> <p><u>Online student surveys:</u>  <i>Students were invited to participate in a survey, which posed questions about school climate (i.e. HEARt Card virtues &amp; restorative justice), school learning (CRP &amp; STEAM), and enrichment activities (engineering, yoga &amp; chess). 143 students responded to this survey.</i></p>	
<p><b>Culturally Relevant Pedagogy</b></p> <ul style="list-style-type: none"> <li>- Teachers actively reshaping curriculum so that content is student-centered, with teacher as the facilitator, and with explicit validation and affirmation of students’ cultures</li> <li>- Teachers employing tenets of culturally mediated instruction through explicitly teaching student awareness of their cultural backgrounds, histories, and contributions</li> <li>- Classroom instruction will utilize culturally responsive literature (CR classroom library may also be visible), build on students’ learning styles and strengths, validate students’ cultural communication patterns (discussion forums and participation protocols), provide students multiple modalities to construct/demonstrate their understanding</li> </ul> <p><u>Instructional walk-thrus:</u>  <i>-Members of the pilot school annual review committee formed 3 teams of 3 to conduct four minute walkthroughs of classrooms. Each team was responsible</i></p>	<p style="text-align: center;">( <u>          <b>Highly Effective</b>          </u> )</p> <p style="text-align: center;">Effective-Highly Effective</p> <p style="text-align: center;">Highly Effective</p> <p style="text-align: center;">Highly Effective</p> <p style="text-align: center;">Highly Effective</p>

<p><i>for 7 classrooms. Members observed CRP and PBL/STEAM identified observables and scripted what the students were saying and doing, and what the teachers were saying and doing. They also noted “other observables” and walked the walls. Immediately following observations, the team met to independently note pluses and deltas, which were discussed whole group. This process was engaged in for both fall and spring semesters.</i></p> <p><u>Online teacher surveys:</u>  <i>-Teachers were sent a link to participate in a survey which posed questions around PBL → STEAM and CRP. 16 out of 21 teachers responded to this survey.</i></p> <p><u>Family surveys:</u>  <i>-Families were invited to participate in a survey, which posed questions about school climate (HEARt Card virtues &amp; restorative justice), school learning (CRP &amp; STEAM), and enrichment activities (engineering, yoga &amp; chess). 143 families responded to this survey.</i></p> <p><u>Online student surveys:</u>  <i>Students were invited to participate in a survey, which posed questions about school climate (i.e. HEARt Card virtues &amp; restorative justice), school learning (CRP &amp; STEAM), and enrichment activities (engineering, yoga &amp; chess). 143 students responded to this survey.</i></p>	
<p><b>Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>- Teachers involved actively in school improvement, visible teacher leadership</li> <li>- Teachers engaging in constructive conversation around instructional data (work samples, assessments, progress monitoring), continuous cycle of inquiry</li> <li>- Teachers formulating ideas about how to address areas revealed in looking at the data as teachers reflect on instructional practices</li> <li>- Teachers collaborating on how to support one another in addressing areas revealed in looking at the data; teachers learning from one another</li> </ul> <p><u>Teachers submitted meeting notes around PLC focus:</u>  <i>-Throughout the year, grade-level teams have submitted notes that document actions and discussions that have occurred during PLC time</i></p>	<p style="text-align: center;"><b>(<u>    </u> Highly Effective <u>    </u>)</b></p> <p style="text-align: center;">Highly Effective</p> <p style="text-align: center;">Highly Effective</p> <p style="text-align: center;">Highly Effective</p> <p style="text-align: center;">Highly Effective</p>



Instructional rounds/data analysis:

*-Members of the pilot school annual review committee formed 3 teams of 3 to conduct four minute walkthroughs of classrooms. Concurrently a 3 person team analyzed PLC documentation submitted by teachers to garner patterns, trends and evidence of alignment to our school objectives for PLC work.*

Online students surveys:

*-Students were sent a link to participate in a survey which posed the following question that relates to PLCs" "On a scale of 1-5, how much do you think the teacher planning time during STEAM enrichment help your class?" 143 students responded to this survey.*

### Section 4: Commendations & Recommendations

Please summarize the key findings of the School Review by providing commendations and recommendations. You can use the table below to align them to the school's chosen Focus Areas or to Fullan's Right Drivers (or both).

<b>Focus Areas:</b>	<b>Commendations</b>	<b>Recommendations</b>
<p><b>PBL/STEAM</b>                      Project Based Learning → STEAM                      (Recognizing that the arts is a vehicle for teaching not just language arts but Science Technology Engineering and Mathematics or STEM)</p> <ul style="list-style-type: none"> <li>- Teachers posing/soliciting engaging questions to drive inquiry into unit of study</li> <li>- Students actively sharing &amp; co-constructing their understanding of text (language arts) with their peers</li> <li>- Students demonstrating their understanding of text (language arts) in multiple ways and/or with choice</li> <li>- Students demonstrating their understanding through the arts across the curriculum</li> </ul>	<p><b>PBL/STEAM</b></p> <ul style="list-style-type: none"> <li>- Use of graphic organizers</li> <li>- Use of art/pictures across the curriculum</li> <li>- Visuals that accompany written, collaborative assignments</li> <li>- 3 of 7 are showing full STEAM curriculum, evident STEAM is an instructional focus</li> <li>- evidence of essential questioning</li> <li>- lots of student work with student explanation of task visible</li> <li>- unit theme work visible</li> <li>- lower grades: art work illustrating understanding of science, social studies, literature selections</li> <li>- lower grades: evidence of PBL units</li> <li>- lower grades: students working in small groups, engaging one another to build understanding</li> </ul>	<p><b>PBL/STEAM</b></p> <ul style="list-style-type: none"> <li>- More evidence of collaborative work</li> <li>- 4 of 7 did not have unit of focus posted (Community/State)</li> <li>- unsure which literature selection was being focused upon</li> <li>- post PBL unit focus/driving question so it's visible</li> </ul>

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<p><b>CRP</b></p> <ul style="list-style-type: none"> <li>- Teachers actively reshaping curriculum so that content is student-centered, with teacher as the facilitator, and with explicit validation and affirmation of students' cultures including a broader representation of all of our student community (of Islamic faith, non-ambulatory, etc.)</li> <li>- Teachers employing tenets of culturally mediated instruction through explicitly teaching student awareness of their cultural backgrounds, histories, and contributions</li> <li>- Classroom instruction will utilize culturally responsive literature (CR classroom library may also be visible), build on students' learning styles and strengths, validate students' cultural communication patterns (discussion forums and participation protocols), provide students multiple modalities to construct/demonstrate their understanding</li> </ul>	<p><b>CRP</b></p> <ul style="list-style-type: none"> <li>- Displayed work affirms culture across grades</li> <li>- 2 classes had projects related to Cesar Chavez/Dolores Huerta visible</li> <li>- 1 class explicitly teaching code switching</li> <li>- using student definitions/understanding for terms like "take a stand" and social justice</li> <li>- diverse literature available in class libraries including Native American, Latino, and African American (primarily African-American literature as literature selections)</li> <li>- culturally responsive participation protocols and discussion forums displayed in rooms</li> <li>- Lunar New Year artwork/study visible</li> <li>- Cultural artifacts visible</li> <li>- Students using iPads for Black History reports</li> <li>- "I Have A Dream" clouds moving from self, community to world</li> <li>- upper grades: strong and rich representation of culturally responsive literature</li> </ul>	<p><b>CRP</b></p> <ul style="list-style-type: none"> <li>- 2 of 7 classes have little to no cultural realia visible</li> <li>- only 1 of 7 room visits where teacher was facilitator and students were engaging one another in discussion</li> <li>- little evidence of S centered learning; most instruction was observed to be T led</li> <li>- need more evidence of backgrounds beyond our two primary student populations (African American &amp; Latino) for affirmation &amp; validation</li> <li>- CR libraries should be evident and accessible</li> <li>- Lower grades might consider more representation of CR theme incorporation onto bulletin boards/writing</li> </ul>
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<p><b>PLCs</b></p> <ul style="list-style-type: none"> <li>- Teachers involved actively in school improvement, visible teacher leadership</li> <li>- Teachers engaging in constructive conversation around instructional data (work samples, assessments, progress monitoring), continuous cycle of inquiry</li> <li>- Teachers formulating ideas about how to address areas revealed in looking at the data as teachers reflect on instructional practices</li> <li>- Teachers collaborating on how to support one another in addressing areas revealed in looking at the data; teachers learning from one another</li> <li>-</li> </ul>	<p><b>PLCs</b></p> <ul style="list-style-type: none"> <li>- T sharing/identifying S needs/problem of practice</li> <li>- T assessing to see S student levels</li> <li>- T discussing explicit strategies for S growth</li> <li>- T share out S growth from data</li> <li>- Integration of technology to support S growth</li> <li>- T looking at IABs/SBAC/blueprints, ensuring instructional rigor and alignment</li> <li>- Evidence of PBL planning/discussion → social studies and science</li> <li>- Evidence of desire for students to progress monitor for their own growth</li> </ul>	<p><b>PLCs</b></p> <ul style="list-style-type: none"> <li>- continue to build in opportunities for peer observation</li> <li>- needing consistency with use of data (“data used: n/a” or left blank) to maintain focus on student growth, progress and development</li> </ul>

## Section 5: School Goals (3-5 Goals)

*What are the 3-5 yearlong goals of the school (consider if the school needs to adapt these goals based on the review findings)? These should be SMART Goals (Specific, Measurable, Attainable, Relevant and Timely). If the school is using an Implementation Plan, implementation of these goals should be described. Also, identify how you are integrating these goals to your Single Plan, WASC, Public School Choice Plan, and/or Autonomous School Plan.*

### Goal 1:

**COLLABORATION: We will establish a system of collaboration that empowers all stakeholders-teachers, staff, students, and community. Teachers will plan and direct their growth in PBL/STEAM by ensuring sequential and purposeful calendared opportunities for professional development throughout the school year to grow in our efforts towards this goal. This will be measured by documentation of participation (i.e. PD announcements/sign-ins, agendas, certificates, etc.) and the correlating increase of students' meeting/exceeding proficiency as indicated in the SMART goal below.**

This goal is in alignment with our autonomous school plan, as well as, our Single Plan for School Achievement wherein funding for professional development is allotted and correlates to the SMART goal established for math. The PDs will further strengthen teachers' instructional practices; while also providing more opportunities for students to work one with another, posing their own questions, finding evidence for their responses, engaging actively in discussion and problem solving, as the teacher facilitates more student led discussions with visible/explicit visual anchors and/or supports present, to ensure higher order thinking questions are posed by both teachers and students across content areas. Teachers will also work toward integrating content in order to infuse more of the arts with math, i.e. model drawing, visual representations for problem solving and utilizing technology in innovative ways to build understanding. **Through engagement in this work, by June 2018 we will increase the number of 3-5th grade students, meeting/exceeding proficiency for the CSS in MATH, as measured by SBAC, by 4% in 3rd grade from 42% to 46%, in 4<sup>th</sup> grade from 34% to 38% and in 5th grade from 25% to 29%. We will increase the number of 3rd graders that meet and/or exceed CSS benchmarks in ELA by 5%, from 45% to 50%, 4th from 51%-56% and 5th from 51% to 56%, as measured by SBAC by June 2018.**

**Goal 2: CULTURE/CLIMATE: We cultivate a culture that promotes pride in diversity and various abilities. We will increase the development and utilization of culturally relevant lessons that include multi-faceted representation of cultures that extend beyond African American and Latino (the largest populations at our school), and intentionally include even the smallest percentages of ethnicities present at our school (Asian/Pacific Islanders, White, etc.) as well as the inclusion of various abilities (i.e. autism, ADD, non-ambulatory, or otherwise physically challenged). As a baseline measure teachers will indicate in their lesson plans and/or PLC documentation how these cultures will be incorporated into the curriculum, with the expectation that teachers will have demonstrated their meeting or exceeding this goal by December 2017 as indicated by submitted plans and Principal observations.**

This goal is in alignment with our autonomous school plan, as it directly addresses the culturally and linguistically diverse population we serve, as well as our goals to meet the needs of all students.

**Goal 3: Ensure PLCs are practical, purposeful, and productive. We will measure this through teacher submitted documentation of PLC meeting notes and instructional round feedback from peer observations, with the expectation that students will demonstrate growth within the 2017-2018 school-**

year, as indicated by the teacher-targeted focus areas noted throughout the DataWise process within grade-level PLCs.

This goal is in alignment with our autonomous school plan and our Single Plan for School Achievement.

**Goal 4 (optional)**

**Goal 5 (optional)**

**Section 6: Crosswalk: Applicable Plans (SPSA, PSC Plan, Pilot School Plan, ESBMM Plan, LIS Plan)**

Use the table below to identify alignment of goals and strategies across various plans that the school uses. Insert a (●) symbol under each applicable plan.

Objective/Goals /Strategies addressed by problem of practice	Single Plan for Student Achievement (SPSA)	WASC	Public School Choice (PSC) Plan	Autonomous School Plan (check applicable model): <input type="checkbox"/> ESBMM <input checked="" type="checkbox"/> Pilot <input type="checkbox"/> LIS	Other
Goal 1	●			●	
Goal 2				●	
Goal 3	●			●	
Goal 4					
Goal 5					

**Section 7: Now What? – Implement and Monitor**

Implementation of actions in the school improvement plan. All relevant school personnel should be aware of the actions to be implemented at individual teacher, class, or whole-school level. Actions must be monitored and schools will need to decide:

- How monitoring will occur
- Who will be responsible for monitoring
- How progress will be determined and reported

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- *When and to whom progress will be reported (for example, at staff meetings, planning meetings, Governing School Council meetings)*
- *If targets and actions are realistic or need to be changed*

*School leadership and staff roles in the ongoing and systematic monitoring of the implementation of the plan is important. In this regard, the gathering and use of information at specified intervals to check if the required improvements are being made is crucial. The implementation of the school improvement plan ultimately leads to a new cycle of school self-review.*

<b>OUR SCHOOL IMPROVEMENT PLAN</b>	
Summary of main commendations/strengths as identified in the last Pilot School Self-Review on (specify date):	The Pilot School Self Review was conducted across both semesters, November 2016-March 2017. The findings of this review indicated: Strength in Teachers' ability to pose/solicit engaging questions to drive inquiry into unity of study, Teachers' employment of culturally mediated instruction through explicitly teaching student awareness of their cultural backgrounds, histories and contributions, and Teachers' actively involved in school improvement and visible teacher leadership as evidenced by observation of active lessons, bulletin boards and/or PLC documentation.
Summary of recommendations or areas requiring improvement as identified in last Pilot School Self-Review:	Recommendations include Considering adjusting observation tool for the evaluation of students' actively sharing & Co-constructing their understanding of text (language arts) with their peers, as well as continued efforts to increase the cultural relevant practices for every cultural sub-group of the community.
Improvement targets (related to identified SMART Goals)	<ol style="list-style-type: none"> <li>1. By June 2018 we will increase the number of 3-5th grade students, meeting/exceeding proficiency for the CSS in MATH by 5%.</li> <li>2. By June 2018 we will increase the number of 3-5th grade students, meeting/exceeding proficiency for the CSS in ELA by 4%.</li> <li>3. By June 2018 establish a system of collaboration that empowers all stakeholders- teachers, staff, students, and community.</li> </ol>
Required actions	Organize PDs, improve PLC activities, expand on CRP (multiculturalism)
Monitoring: Persons responsible and how it will occur	Teachers will monitor peers by way of instructional rounds, documentation of meetings, PD attendance, and student growth.

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Timeframe for action	August 2017 to June 2018
Success criteria/measurable outcomes	See goals
Review dates	Mid-October 2017, Mid-January 2018, Mid-March 2018