

Burbank Independent Learning Academy

Chapter V: Schoolwide Action Plan

Goal 1: The Independent Learning Academy should improve the quality of guidance services provided to ILA students.

Rationale: It is critical for ILA students to be provided relevant information and guidance regarding academic and college/career choices, as well as support for their social/emotional learning. At this time ILA does not have a full-time counselor on site so students must go off campus to receive services. As we strive towards the ultimate goal of an on-site counselor we can encourage students to utilize off-campus BUSD counseling services.

Independent Learning Academy Schoolwide Learner Outcomes (SLOs) addressed:

- Effective Communication - ILA students demonstrate effective oral, written, technological, and visual forms of communication skills to self-advocate and convey ideas successfully.
- Critical Thinking - ILA students critically process information, make decisions, and solve problems independently and or cooperatively; use information and ideas from various resources to meet personal and curricular needs as addressed in the Common Core Standards.
- Develop Personal, Academic and Career Goals - ILA students will become dedicated learners while pursuing short-term and life-long learning goals, mastering necessary skills and social emotional learning and self-advocacy skills to cope with changing situations in their lives.

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
1.1 Continue to identify student support needs and improve services	-Administration -Teachers	- Personnel - Time	- Fall 2018	- Evaluate data from student surveys - Expand referral services	- Implementation of identified student support needs

				-Teacher feedback	
1.2 Continue to promote the BAS guidance counseling services	-Administration - Teachers	- Personnel - Time	- Spring 2017	- Review of student feedback from classes - Review of class curriculum - Meetings with supervising teacher	- Monitoring and tracking of students' transitions to college and/or career - Course/program evaluation feedback
1.3 Continue to promote CTE, GCC, LAVC, and high school dual enrollment programs	-Administration - Teachers	- Personnel - Time	- Fall 2016	- Meetings with supervising teacher - Monitoring and tracking student enrollment rates in courses/	- Course/program evaluation feedback - Communicate information about student enrollment rates in courses/ programs

				programs	
1.4 Create an on-campus ILA counselor position to support students in their learning and achievement of their transition goals	-Administration - Teachers	- Personnel - Time	- Fall 2019	- Examine Student/Parent/staff survey data - Interview process - Monitoring and tracking student engagement with counselor	- Student/Parent/staff surveys - Communicate information about student engagement with counselor
1.5 Create an on-campus ILA counselor position to support students' social/emotional needs	-Administration - Teachers	- Personnel -Time	- Fall 2019	- Examine Student/Parent/staff survey data - Interview process - Monitoring and tracking student engagement with counselor	- Student/Parent/staff surveys - Communicate information about student engagement with counselor

Goal 2: The ILA should take appropriate steps to improve campus safety and security.

Rationale: Overall, based on student, parent, and staff surveys, ILA is considered a safe campus. As with all schools, however, there are precautions and adjustments needed to improve campus safety and security. Currently, ILA does not have a full-time dedicated security personnel and must rely on staff from Burbank Adult School to assist with security.

Independent Learning Academy Schoolwide Learner Outcomes (SLOs) addressed:

- Social Responsibility - ILA students demonstrate interpersonal skills by learning and working independently and collaboratively in a diverse environment.
- Effective Communication - ILA students demonstrate effective oral, written, technological, and visual forms of communication skills to self-advocate and convey ideas successfully.
- Critical Thinking - ILA students critically process information, make decisions, and solve problems independently and or cooperatively; use information and ideas from various resources to meet personal and curricular needs as addressed in the Common Core Standards.

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
2.1 Perform routine trainings and communications about the emergency plan, perform routine application, and post evacuation procedures in all classrooms	-Administration -Teachers	- Personnel - Time	- Ongoing	- Paperwork from scheduled drills - Evacuation procedures and maps posted in each room	-Safety and Student Council Meetings -Supervising teachers -Administration and BUSD personnel

2.2 Improve campus supervision for student safety	-Administration - Teachers	- Personnel - Time	- Fall 2019	- Teacher observations - Parent feedback	- Supervising teachers to administration
2.3 Utilization of RAPTOR system to verify visitors to ILA campus	-Administration -Teachers	- Personnel - Time	- Spring 2019	- RAPTOR stickers affixed to student contracts	- Communication between teachers and parents
2.4 Ensure a safe and comfortable physical environment with regular maintenance of facilities, student spaces, and grounds	-Administration -Teachers	- Personnel - Time	- Ongoing	- Student, parent, & staff school climate surveys - Weekly meetings - Safety and Student Council meetings	- Teachers and admin to facilities - Safety and Student Council Meetings
2.5 Improve/fix communication devices to prepare every room for emergencies	-Administration - Teachers - Maintenance/facilities department	- Personnel - Time	- Fall 2018 - Ongoing	- Check devices regularly	- Teachers report to admin

Goal 3: The ILA should develop a plan to address building a sense of community through the promotion of student activities.

Rationale: ILA students are unique in their different academic and social needs. Utilizing online curriculum means most students are not on campus at the same time. The challenge is getting students together to be able to interact with each other and foster a sense of community on the ILA campus. Students, parents, and staff form relationships via weekly meetings that help create strong bonds. Students and parents need to also be encouraged to participate in activities and events at schools of residence, with some help from ILA.

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- Critical Thinking - ILA students critically process information, make decisions, and solve problems independently and or cooperatively; use information and ideas from various resources to meet personal and curricular needs as addressed in the Common Core Standards.

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
3.1 Create a poster to promote the “8 Conditions of Student Success”	-Administration - Teachers	- Personnel - Time - District Print Center	- Spring 2019	- Information to teachers - Creating poster	- Teachers and administration
3.2 Acknowledge positive student	- Teachers	- Personnel	- Ongoing	- Teacher feedback	- Weekly meetings

behaviors at weekly meetings	- Parents	- Parents		- Weekly meetings	- Student surveys
3.3 Continue to recognize students through “Student of the Month” award	-Administration - Teachers	- Personnel - Color Printer	- Fall 2018 - Spring 2019	- Teacher feedback - Student of the Month award forms - Weekly meetings	-Bulletin board -Teachers to students at weekly meeting
3.4 Assist students and parents to access district high school apps	- Teachers - Parents	- Personnel - Parents - Student, parent, staff phones	- Fall 2019	- Communicate with parents and students - Downloading apps on phones	-Students to teachers at weekly meeting
3.5 Create ILA Student Council	-Administration - Teachers - Parents - Students	- Personnel - Parents - Students	- Fall 2019	- Agendas/ meeting minutes - Teacher, student, parent feedback	- Student Council

Goal 4: The ILA should develop a professional learning community (PLC) related to the systemic review and analysis of student data and curriculum in order to promote and deliver high quality instructional practices that accelerate learning, improve student learning outcomes, and prepare students for college and or post-secondary pursuits.

Rationale: The systemic review of student data provides an important foundation for teachers to gauge the levels of skills and knowledge acquired by students in order for them to be successful in high school and to gain acceptance and be successful in colleges, career technical training, and employment in the 21st century.

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
4.1 Establish monthly meetings to review, analyze student data	-Administration - Teachers	- Personnel - Time	- Fall 2019, ongoing	- Information to teachers - Teacher feedback	- Teachers and administration
4.2 Continue to update data spreadsheet	- Teachers -Administration	- Personnel - Time	- Ongoing	- Teacher feedback - Monthly meetings	- Monthly meetings - Student surveys
4.3 Review students SLOs reflections each semester	-Administration - Teachers	- Personnel - Time	- spring 2019, ongoing	- Student feedback	-Staff meetings

4.4 Continue to update elective course offerings	-Administration - Teachers	- Personnel - Time	- spring 2019, ongoing	Student feedback Parent feedback Teacher feedback	Staff meetings Student surveys Parent surveys
4.5 Discuss and review opportunities for professional development	Administration - Teachers	Personnel - Time	-spring 2019, ongoing	Teacher feedback	Staff meetings