

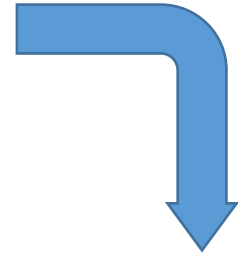
Red Clay Continuous Improvement Plan (CIP) Cycle of Inquiry Process

Long-Term Cycle

Building Leadership Team

Plan

- Analyze summative and longitudinal data.
- Identify the greatest areas of need for school priorities.
- Establish performance indicators and targets.
- Develop an action plan with specific action steps that involves all team members.

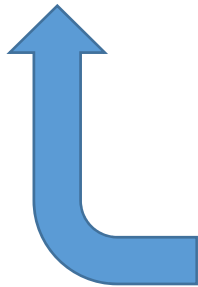


Act

- Don't wait until the end of the year to change your action plan.
- If you reach your target before the end of the year, choose a new target.
- Celebrate success along the way so that you are motivated to continue.
- Be open about your learning as a team; don't hesitate to examine best-practice literature.

Do

- Implement the action plan.
- Examine the issues of time to meet as a team and time to provide response to performance indicators.
- Determine how you will collect and analyze data. (leading and lagging)
- Consider how you will keep records of your work.



Study

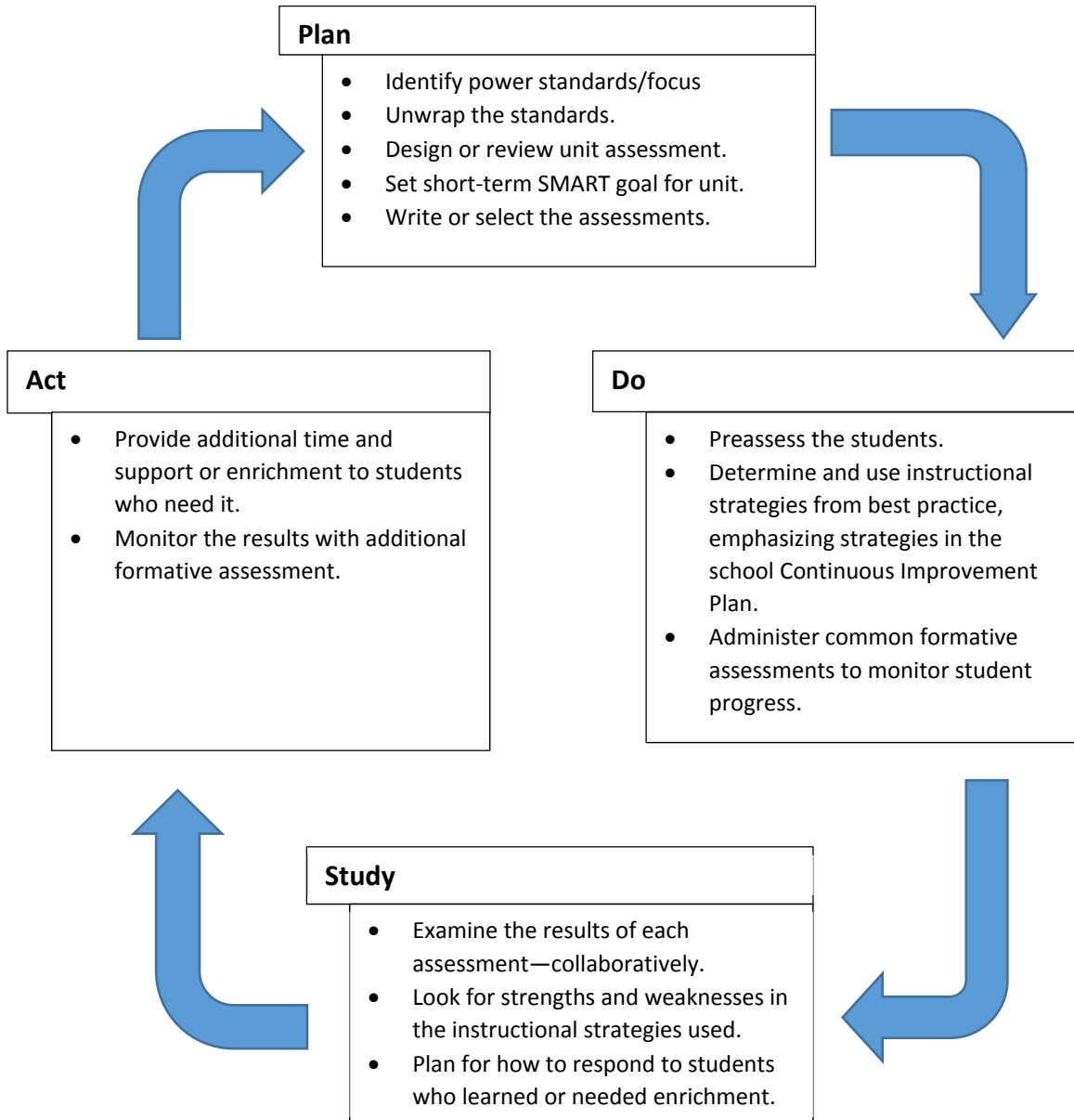
- Gather data throughout the year to monitor your results.(leading indicators)
- Review your performance indicators to make sure you are implementing your action plan.



Red Clay Continuous Improvement Plan (CIP) Cycle of Inquiry Process

Short-Term Cycle

Professional Learning Communities



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Work Cycle for Teams (BLT and PLC)

Prepare

Guiding Questions

- What norms should we follow to accomplish our team goals?

Team's Work and Products

- Group norms build through consensus and reviewed at least annually

Plan

Guiding Questions

- What is our school priorities (greatest areas of need), and why?
- What is our action plan for addressing these priorities during the year?
- What does research say about how to improve? Is there something we're doing already that we can build on?
- What data should we collect along the way to monitor the change? Do we need to design a common formative assessment or other data collection tool? (leading indicators)

Team's Work and Products

- Analysis of team data to related to school priority and development of a SMART goal (short or long term)
- Action plan that (1) addresses identified priorities and outlines how to improve learning with specific steps to take and data to gather through formative and summative measures (leading and lagging) and (2) addressed how the team will implement plans, review results, and revise practices based on findings (such as with lesson study, observations, walkthroughs, and team feedback)

Do

Guiding Questions

- How is the implementation of our plan going? Are we collecting data along the way? Do we need to learn more? Are we using agreed-on strategies and practices?
- Are any roadblocks interfering with our intervention or change in practice? How can we support each other? What resources can we use to support this implementation?

Team's Work and Products

- Implementing instructions as defined in the action plan, including common formative assessments and data collection.
- Monitoring the implementation of new strategies
- Gathering interim/leading data as defined in the action plan

Red Clay Continuous Improvement Plan (CIP) Cycle of Inquiry Process

Work Cycle for Teams (continued)

Study

Guiding Questions

- What has changed in our students' learning?
- Is the rate of change what we expected? More? Less? Are we leaving anyone behind?
- To what do we attribute these changes?
- Is there other data we want to gather?

Team's Work and Products

- Examine student work, results of common assessments, data collected, and other areas to determine the impact of actions on student learning.
- Determine other information that might be needed.

Act

Guiding Questions

- Did we meet our goal? What did we learn throughout this process?
- What recommendations do we have for continuous improvement in this area?
- How can we hold the gains? What might be our next steps?
- How did we work together?

Team's Work and Products

- Determine any immediate action steps or adjustments that are indicated (re-teaching, curricular adjustments, interventions).
- Develop recommendations for further work.
- Review group's performance (norms).