Directions: In the table below, record any information that pertains to each of the four domains. This information will be used   
to help frame discussion and ongoing planning for continuous school improvement.

**Cycle of Continuous Improvement**

|  |  |
| --- | --- |
| **4 Domains** | **Essential Question to Focus the Work:** How will the analysis of the state assessment data  inform your next steps, grounded in each of the four domains, to improve student achievement? |
| **D1.** Turnaround  Leadership | * *Examine data for trends, patterns, growth and challenges. List standards where student performance at the school level showed a* ***gap*** *of about 5-10% or more between district and state. List standards where students* ***met or exceeded*** *district or state performance.*   English Language Arts:  Mathematics:   * *Prioritize needs (from the listed standards) based on state and local assessment data. This can include major or anchor standards of greatest impact, and requisite skills students may need to support growth and achievement in meeting or exceeding standards.* |
| **D2.** Talent Development | * *Consider professional learning needs for teachers aligned to prioritized needs. What support, resources, and other human capital will be needed to enact the professional learning?* |
| **D3.** Instructional  Transformation | * *School teams consider use of student learning data (evidence of what students know and are able to do) and instructional strategy data (methods, delivery, assessment, differentiation, etc.) in planning for what students need.* * *Locate or develop tools, systems, and structures to guide and track student progress based on the data analysis.* |
| **D4.** Culture  Shift | * *Consider ways to celebrate growth and achievement of students and for sharing teachers’ best practices widely.* |