Continuous Improvement
Proficiency Levels

		Stage 1	Stage 2	Stage 3	Examples of Stronge and CI Connections may include but are not limited to:
STEP 1	Learning Requirements	Learning objectives are created, but not displayed.	Learning objectives are displayed.	Learning objectives are clear and all stakeholders know and understand them.	1.1 1.8 2.5
STEP 2	Classroom Goal	Learning goal/s is created based on teacher discretion.	Learning goal/s is aligned to standards.	Learning goal is aligned to district adopted standards and goals.	1.6 4.4 5.5
STEP 3	Chart and Analyze Results	Data measuring progress toward goals are displayed for the beginning and end of the year.	Data measuring progress toward goals are displayed for the beginning, middle, and end of the year.	Data measuring progress toward goals are displayed and current when appropriate. The teacher refers to them throughout instruction.	4.1 4.2
STEP 4	Classroom Mission Statement	Mission statement was created by one person and is posted.	Mission statement has been jointly developed and is posted.	Mission statement is collectively developed. It guides processes and behaviors to promote learning.	Standard 5: Learning Environment
STEP 5	Plan	Identify the specific knowledge or skills that are going to be addressed for mastery.	Identify the specific knowledge or skills that are going to be addressed for mastery. Students understand mastery criteria during the learning process.	Identify the specific knowledge and/or skills to be addressed for mastery. They are clearly communicated and defined for students. The proficiency requirement is known prior to the learning cycle.	2.1 2.4 3.6 4.4
STEP 6	Do	Post learning strategies, interventions and activities that will help students meet learning targets.	Post learning strategies, interventions and activities that will help students meet learning targets. Engage students in determining which will help them achieve targets.	Post learning strategies, interventions and activities that will help students meet learning targets. Engage students in determining which will help them achieve targets. Use the information.	Standard 3: Instructional Delivery 2.3 4.3
STEP 7	Study	Short learning cycle results are posted.	Short learning cycle results are posted. The data is analyzed with students.	Short learning cycle results are posted. The data is analyzed with students to determine what is working and what should be changed.	Standard 4: Assessment For and Of Learning
STEP 8	Act	Teacher develops and implements a new action plan for the next cycle of learning.	Teacher develops and implements a new action plan for the next cycle of learning. Action plan is posted and shared with students.	Students are participants in creating an action plan for the next learning cycle. Action plan is posted. Students understand their role in the improvement process.	2.3 2.4 4.6