

Supporting the Strategic Plan Through School Improvement Planning

ANNE CHESNUTT MIDDLE

School Improvement Indicators:

CCS Priorities & Actions:

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

3A: Maintain safe and secure schools
3D: Build the capacity of schools to serve all students

A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)

1A: Implement robust learning experiences
1B: Define, understand, and promote educational equity

A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

1A: Implement robust learning experiences
1B: Define, understand, and promote educational equity
1C: Develop modern learning environments
1D: Create tiers of services

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

1D: Create tiers of services
3A: Maintain safe and secure schools
3B: Develop a behavioral and mental health framework

A4.16 - The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (5134)

1D: Create tiers of services
3D: Build the capacity of schools to serve all students

B1.01 - The LEA has an LEA Support & Improvement Team. (5135)

3D: Build the capacity of schools to serve all students

B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

2C: Develop educator talent pathways and data-driven professional learning
3D: Build the capacity of schools to serve all students

B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)

2C: Develop educator talent pathways and data-driven professional learning

B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

2A: Recruit and retain premier professionals
2C: Develop educator talent pathways and data-driven professional learning

C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

2C: Develop educator talent pathways and data-driven professional learning

E2.04 - The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. (5191)

4C: Strengthen community, business, university, municipal, and military partnerships

E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)

4A: Develop a districtwide family engagement outreach program
4B: Utilize diverse communications and marketing