School Name/Number: Clayton High School
School Address: #1 Mark Twain Circle
Plan Year(s):   2014-15
Date prepared: 15-Oct-14

Principal Signature:

....
                                                             Date

Local Board Approval Signature:

....
                                                             Date

School Improvement Team Membership

Committee Position*	Name	Committee Position*	Name
Principal	Dan Gutchewsky		
Assistant Principal	Ryan Luhning		
Instructional Coordinator	Stacy Felps		
Learning Center Director	Carroll Lehnhoff-Bell		
AdvancEd Chair	Craig Sucher		
PDC Committee Member	Dave Aiello		
PDC Committee Member	Lauren Compton		
PDC Committee Member	Emily Grady		

* Add to list as needed. Each group may have more than one representative.

How to Use This Template

General Information	This school improvement plan template is designed to help us streamline the SIP process and allow for uniformity of information across our schools. Please note that this template has several tabs across the bottom of the Excel worksheet. Each tab corresponds to a distinct step in the planning and goal writing process.

Reference Tabs – These tabs provide information to aid the planning process.	District Goals: This tab provides a comprehensive list of the School District of Clayton's long range goals. Data Sources: This tab lists a variety of data sources that the school improvement teams could use as they work through the goal setting process. District Mission and Vision: This tab lists the current (draft) mission and vision for the School District of Clayton.

School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.	Step 1 – Cover Sheet – Use this form to document who provided input in this process. Step 2 – School Data Analysis Summary – This tab provides guiding questions to help begin data analysis. Steps 3 through 6 – School Goals – These tabs provide space to record up to five goals for the building determined from the priorities set in the data analysis portion of this exercise.

Review of Previous Year's Work

Review last year's goals and answer the following questions:

1. What did you accomplish?

Math- The CHS math teachers determined that using CatchUp Math during class time was not an effective way to diagnose and remediate deficiencies. The Math General Sequence PLC attempted to identify patterns in deficiencies, but determined that, other than working with fractions, deficiencies are largely individual. The CHS 9th grade and WMS 8th grade teachers met to discuss specific adjustments to curriculum.

Climate- Twice a year, students, staff, and community members come together for CHS Beatification Day aimed at sprucing up the CHS campus. Students and staff are recognized on their birthdays with a GNN announcement, birthday card, and pencil. Preparations were made to bring in the Link Crew program implemented during 2014-15.

Technology- Through a district-wide shift, the ISTE Nets are addressed through the Career Review process. There were three Faculty Meeting opportunities for technology based professional development.

English Literacy- Grade level writing maps were aligned with the CHS Writing Guide. Grade level writing assignments were aligned and expectations articulated.

2. Reflection and adjustment of plan during last school year:

Math- Conversations between CHS and WMS were energizing, informative, and have given ideas for future work. CatchUp Math was used outside of class for diagnosis and remediation of individual skills.

Climate- This work has been received well. We continue to expand in this area.

Technology- We recognize that our plan was overly ambitious. Narrowing the focus to teachers in Career Review made it manageable.

English Literacy- Goals were accomplished. They feel that they have a more coherent framework for these courses. Freshman teachers have agreed to use the same core text selections.

3. Reflection on root causes: Do you believe you identified the root causes of your problem correctly? If not, how did you adjust as the year

Yes.

4. Reflection on implementation:

Did you implement every action in last year's plan? Where these actions successful? Did they have the intended results?

We feel good about the outcomes of the plans in all areas except Technology. In order to provide proper training and support, the original plan was not tenable. Focusing on teachers in the Career Review process allowed Gene Gladstone to provide individual training and support. Over time, all teachers will benefit from this model.

Draft District Vision and Mission Statements
Mission:
Inspiring each student to love learning and embrace challenge within a rich and rigorous academic culture.
Vision:
Developing leaders who shape the world through independence, creativitiy and critical thinking.

Strategic Themes

Academic Excellence

We will promote excellence in learning experiences and outcomes, fostering intellectual and personal development for each student.

Teacher, Staff and Administrator Excellence

We will attract and retain high-quality, diverse teachers and administrators and encourage career-long growth and development to foster a culture that positively impacts student learning.

Growth and Development of the Whole Child

We will foster students' intellectual and personal development by supporting their physical, social and emotional well-being

Resource management

We will be prudent stewards of our resources through rigorous planning and budgeting and by working to enhance community, public and private support.

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

- Missouri Asssessment Plan (MAP)

- ERB

- SRI

- NWEA-MAP

- Explore, PLAN, ACT

- EOC

- School Climate information (e.g., Tripod, CSCI)

- Local Data: (e.g., grade-level assessments, surveys, program-specific assessments)

- School demographic information related to attendance, grades, course enrollments, etc.

- School information related to interventions

School Data and Summary Analysis
Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

ACT, PLAN, and EOC scores indicate that the majority of our students do very well. Our composite ACT is the second highest for a public school in Missouri. Our climate surveys show that the students have positive attitudes towards school, and compared to other public schools we rate very highly. On a typical day, we have more than 90% of students in attendance and over 90% of students participate in an extracurricular activity during their time at CHS. The AdvancEd survey indicates that teachers and students are very satisfied with our school and work. Walk-throughs make it evident that teaching and learning are clearly our top priority.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Despite overall success, EOC tests and ACT performance indicate that some students are not yet demonstrating proficiency. Through observation and work in DLC, we recognize the lack of a common framework for instruction. Conversations with Globe staff and the Relationships googledoc indicate that we still have work to do with increasing connectedness in our building.

3. What data is missing, and how will you go about collecting this information for future use?

The data that we analyzed was enough to suggest three goals.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1) Based on Building Leadership conversations and AdvancEd survey results, the need for a shared instructional model and common language around teaching and learning has been identified. This will also be important as we respond to the new changes in Missouri Educator Evaluation.

2) Our work with Phil Warrick has taught us that "targeted incremental change" is needed to move from good to great. A focus on students lacking specific student skills will help them increase proficiency and move CHS forward.

3) Climate surveys reinforce the importance of relationships in building a positive school climate. To this end, we will continue to find ways to promote positive relationships.

Goal and Associated Strategies

Area for improvement and supporting data: Student skills- EOC, EXPLORE, PLAN (ASPIRE), ACT

School Goal 1: **Supports this District goal:(use drop down menu)**	To increase student skills in students on the brink of proficiency as identified by EOC and EXPLORE exams. Academic Excellence
Target: **Indicator:** **Milestone date:**	12-15 students per grade level (9-11) who have scored +/- 5 points within proficient cut-off on two or more EOC exams 80% of target group will show evidence of increased student skill as measured by the ASPIRE or ACT. May, 2015

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:

Strategy: Identification of students that fit target criteria

Action steps:	Dates:		Dates:
Compile EOC and EXPLORE data (10/1/14)		5	
CSIP Team meets to identify potential students (11/30/14)		6	
Identify "final" list (11/30/14)		7	
Identify each student's target skills (12/15/14)		8	

Strategy 2:

Strategy: Teacher collaboration around identified students to determine best ways to support indiviual students

Action steps:

Notify teachers of identified students (12/15/15)	Review ASPIRE and ACT results for identified students (7/15/15)
Designate collaboration time for conversations about individual students (2/13/15)	Revise action plans based on results (Fall, 2015)
Develop Action Plan for individual Students (2/13/15)	7.
Teachers will Collect and Share data via Google Doc (5/15/15)	8.

Strategy:

Action steps:

Plan

Strategy 3:

1	5
2	6.
3	7.
4	8.

Do	**What data will be used to determine whether the strategies were deployed with fidelity?**
	• EOC, Explore • TBD
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	• TBD
	What does data show regarding the results of the implemented strategies?
	• TBD

Revise	**Based upon identified results, should/how should strategies be changed?**

Goal and Associated Strategies

Area for improvement and supporting data: Lack of a Shared Instructional Model (Good to Great/ Marzano/DLC)

School Goal 2: **Supports this District goal:(use drop down menu)**	Articulation of a School Wide Shared Instructional Model Teacher and Administrator Excellence
Target: **Indicator:** **Milestone date:**	All CHS Teachers Emergence of Common Language of Instruction at CHS as evidenced by teacher goal setting and observation evaluation data June, 2015 (on-going)

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

<table>
<tr>
<td rowspan="20">Plan</td>
<td colspan="3">Strategy: All teachers focus on Marzano Element 1: Making Learning Objectives Explicit</td>
</tr>
<tr>
<td rowspan="2">Strategy 1:</td>
<td colspan="2">Action steps: Dates: Dates:</td>
</tr>
<tr>
<td>Provide book, Becoming a Reflective Teacher, to all teachers for summer reading (6/1/14)</td>
<td>5</td>
</tr>
<tr>
<td>Identified as shared Building Focus via mini-lesson during faculty meeting. (8/15/14)</td>
<td>6</td>
</tr>
<tr>
<td>Included as a professional gaol for all teachers in Talent Ed (September/2014)</td>
<td>7</td>
</tr>
<tr>
<td>Building CHS PDC Mini-lesson (November, 2014)</td>
<td>8</td>
</tr>
<tr>
<td colspan="3">Strategy: All teachers will one identify one other element of instruction to focus on for this academic year</td>
</tr>
<tr>
<td rowspan="5">Strategy 2:</td>
<td colspan="2">Action steps:</td>
</tr>
<tr>
<td>Provide book, Becoming a Reflective Teacher, to all teachers for summer reading (6/1/14)</td>
<td>5Element groups will create an artifact displaying their learning. Teachers will do a Gallery Walk of these artifacts in preparation for the February PD Day. (January, 2015)</td>
</tr>
<tr>
<td>Identify common groups aligned by element to serve as a professional devolpment group throughout the year. (8/15/14)</td>
<td>6</td>
</tr>
<tr>
<td>Included as a professional gaol for all teachers in Talent Ed (September/2014)</td>
<td>7.</td>
</tr>
<tr>
<td>Ongoing meetings with element groups throughout year during professional development time. (June, 2015)</td>
<td>8.</td>
</tr>
<tr>
<td colspan="3">Strategy: Connecting Evaluation Work to Identified Instructional Practices</td>
</tr>
<tr>
<td colspan="3">Action steps:</td>
</tr>
</table>

Strategy 3:	Each teacher will identify two elements of instruction that will serve as the focus of their professional observations and evaluations. (10/15/14)	5	
	Implementation of an "Evaluation Moment" at faculty meetings and BLC meetings (ongoing)	6.	
		7.	
	4	8.	

	What data will be used to determine whether the strategies were deployed with fidelity?
Do	• All teachers have a professional goal based on Element #1 and a second based on an Element of choice. • All teachers have a copy of the book. • Each teacher is involved in an Element group. • TBD
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	• Evaluation documentation will show that teachers are implementing and making progress with strategies aligned to these goals. • Increase in use of common instructional language. • Evaluation Moments in both Faculty Meetings and Leadership Council meetings will • Department Chair walk-throughs will show evidence of use of the Feedback Protocol. • TBD
	What does data show regarding the results of the implemented strategies?
	• TBD

	Based upon identified results, should/how should strategies be changed?
Revise	

Goal and Associated Strategies

Area for improvement and supporting data: Climate- Clayton High School will demonstrate a culture/climate that promotes and fosters positive relationships between

School Goal 3: **Supports this District goal: use drop down menu)**	Every student will have meaningful, positive relationships with adults and peers. Growth and Development of the Whole Child
Target: **Indicator:** **Milestone date:**	Every student Student self-report via note card exercise and climate survey June, 2015

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan		
	Strategy 1:	**Strategy:** Implementation of Link Crew Program

	Action steps: Dates:	Action Steps: Dates:
Strategy 1:	Complete training for Link Crew Leaders (Summer, 2014)	Identify potential Link Crew Leaders for next year. (Spring, 2015)
	Complete orientation program for 9th grade students (August, 2014)	6
	Complete Freshman Finals Fiesta (December, 2014)	7
	Explore other opportunities for collaboration between upperclassmen and freshmen. (ongoing)	8

Strategy: Provide and promote community service opportunities for students and staff to work together and foster relationships while helping the larger community.

Action steps:

Strategy 2:	Work with the Activities Director and Community Service club to identify new opportunities for community service. (ongoing)		5
		2	6
		3	**7.**
		4	**8.**

Strategy: Recognize the personal celebrations of students through public announcements and acknowledgments by staff.

Action steps:

		Acknowledge birthdays and accomplishments on GNN. (ongoing)	5
Strategy 3:		Principal will acknowledge birthdays by delivering a card and pencil. (ongoing)	6.
			7.
		4	8.

Do	**What data will be used to determine whether the strategies were deployed with fidelity?**
	• Three teachers attended Link Crew Training in preparation for the implementation of the Link Crew program. • Students are recognized on GNN for birthdays and accomplishments.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	• Student self-report on Climate Survey • Students identify an adult they feel connected to (Notecard Activity)
	What does data show regarding the results of the implemented strategies?
	• TBD

	Based upon identified results, should/how should strategies be changed?
Revise	