# **2024-2025 Action Plan**

## **Chavez High School**

## **Marlen Martinez, Principal**

**School Action Plan – Needs Assessment**

Parameters and metrics established by the District

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

**Needs related to student achievement data**

After reviewing our End of Course exam data, we observed some positive trends, but it's clear that there's a need to increase the rigor across all subjects. In English I, we saw growth in the Meets and Masters categories, from 31% to 34% in Meets and 3% to 5% in Masters. However, in English II, data remained the same for Approaches, Meets, and Masters. Biology showed growth in Approaches, increasing from 68% to 74%, but Meets and Masters remained unchanged. Similarly, US History experienced growth in Approaches, from 79% to 89%, while Meets and Masters stayed the same. Algebra, unfortunately, showed no growth, remaining the same from the 2021-2022 school year to 2022-2023.

Our analysis indicates that the root cause of these trends is a lack of rigor. We must prioritize increasing the level of challenge and depth in our instructional practices to better prepare students for success in these exams and beyond.

**Needs related to improving the quality of instruction**

To meet campus goals, Chavez High School will:

* Utilize students' performance data to drive instructional planning and respond to meet our learners’ individual strengths and needs, by implementing data trackers to monitor progress.
* Embed the use of MRS in developing activities and initiatives that allow students to practice, grow, and master skills across all content areas. This will be done in response to progress data.
* Provide clear expectations and rigorous learning opportunities through differentiated scaffolding and support. This will ensure that all students are prepared for college and career readiness.

**System evaluation (**philosophy, processes, implementation, capacity)

To improve Chavez High School, we must implement a small group model effectively, establish robust PLC systems, and build leadership density. Here's how:

1. **Small Group Model:**
   * **Identify Needs:** Assess student data and form flexible groups.
   * **Provide Targeted Instruction:** Tailor instruction and monitor progress.
2. **PLC Systems:**
   * **Develop Purposeful Agendas:** Plan meetings with specific goals.
   * **Use Data:** Base discussions on student data and encourage reflection.
   * **Provide Support:** Offer professional development.
3. **Build Leadership:**
   * **Offer Development:** Provide leadership opportunities and promote shared leadership.
   * **Provide Mentorship:** Pair leaders and recognize contributions.
   * **Foster Continuous Improvement:** Encourage a culture of continuous learning.

By focusing on these areas, we can create a dynamic school culture that promotes student success at Chavez High School.

Key Actions

* + High Quality Instruction
    - IRT
    - Spot Data
  + Math/Reading Growth and Achievement
    - STAAR/EOC
    - MAP (MS)
    - STAAR Interim
  + Specialized Population Academic Growth
    - EB
    - SPED
    - 504
    - Domain III indicators
  + Postsecondary Readiness (HS) or Attendance/Engagement/Discipline (MS)
    - CCMR
    - TSI
    - Dual credit distinctions
    - Graduation Rate

**School Action Plan Template**

|  |  |
| --- | --- |
| **KEY ACTION ONE** | **Key Action** *(Briefly state the specific goal or objective.)*  **Enhance staff capacity in delivering top-tier instruction.**  We will implement a comprehensive approach. This includes regular Spot Observations, where teachers will receive timely feedback on their instructional practices. Additionally, the Instructional Rounds Team (IRT) will provide collaborative, in-depth analysis of teaching practices and student learning. Furthermore, targeted instruction will be provided to address specific areas of growth identified through these processes. Together, these initiatives will empower our staff to consistently deliver the highest quality instruction, ensuring optimal learning experiences for all students. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 70% of teachers will score at a 10 or higher on the spot observation walk through form by January 31, 2025, and 80% of teachers will score at a 10 or higher by May 31, 2025. * The average score from the first two IRT visits will be at a 10.5 or higher and a 11.5 or higher for the last two IRT visits with an overall average goal of 11. |
| * 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric. |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * **Establish a Clear Vision**: Clearly articulate the vision for top-tier instruction, incorporating MRS strategies, and communicate it regularly to all staff members. Ensure that the vision includes the implementation of MRS strategies to support instruction. * **Provide Resources**: Ensure that teachers have access to the necessary resources, such as professional development opportunities, instructional materials, and technology, to support their instructional practices. * **Implement Regular Spot Observations**: Schedule weekly Spot Observations for all teachers and provide timely feedback based on these observations to help improve instructional practices. On-the-spot coaching and written feedback will be provided weekly using the district spot observation to support teachers' growth in their skills. * **Facilitate Instructional Rounds**: Organize and facilitate Instructional Rounds conducted by the admin to provide in-depth analysis of teaching practices and student learning. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * **Participate Actively in Spot Observations**: Engage in Spot Observations with a positive attitude and openness to feedback, actively seeking opportunities to improve instructional practices. * **Collaborate with Colleagues**: Collaborate with colleagues to share best practices, seek advice, and provide support to one another in improving instructional skills during PLC . * **Implement Feedback**: Actively implement feedback received from Spot Observations and instructional rounds to improve teaching practices. * **Participate in Professional Development**: Attend professional development and PLC sessions focused on improving instructional practices and implementing strategies learned in these sessions in the classroom. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action One:**  **Enhance staff capacity in delivering top-tier instruction.** | | |
| **Staff Devel.** | Who: All Staff | | |
| What: Enhance teacher professional development to align with district expectations and instructional initiatives, ensuring that educators are equipped with the necessary tools and strategies to support student success. This includes providing targeted training in areas such as curriculum alignment, assessment practices, and differentiated instruction, with a focus on meeting the diverse needs of our student population. By aligning our professional development efforts with district priorities, we aim to strengthen instruction, improve student outcomes, and foster a culture of continuous learning among our educators. | | |
| When: Weekly PLC and Professional Development designated days. | | |
| Where: Chavez High School | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Training for implementation of MRS. |  |
| Materials/resources | Bins, White Boards, Highlighters, Dry erase Markers |  |
| Purchased services | N/A |  |
| Other | N/A |  |
| Other |  |  |
| **TOTAL** | |  |
| Funding sources: | | |

|  |  |
| --- | --- |
| **KEY ACTION TWO** | **Key Action** *(Briefly state the specific goal or objective.)*  **Reading and Math Growth and Achievement**  We are dedicated to fostering substantial growth in both reading and math for all our students, aligning our efforts with the STAAR/EOC standards. Through the implementation of data-driven instructional practices and targeted interventions, we are committed to ensuring that every student not only meets but exceeds these standards. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * In the 2024-2025 school year, students in Reading/Language Arts will move from 36% meets in May 2024 to 44% meets by May 2025.   + By January 2025, students in Reading/Language Arts will achieve 40% meets on STAAR Interim Assessment. |
| * In the 2024-2025 school year, students in Mathematics will move from 40% meets in May 2024 to 48% meets by May 2025   + By January 2025, students in Mathematics will achieve 44% meets on STAAR Interim Assessment. * In the 2024-25 school year, students in English I and English II with a writing score of at least 5/10 on the 2024 STAAR EOC will move from 22% to 45% and 40% to 55%, respectively, by May 2025. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * **Data Analysis:** Analyze assessment data to identify trends and areas for improvement in reading and math achievement to design professional development and PLC’s focus.   + Review Interim Assessment data to identify patterns in student performance and areas requiring further intervention. * **Targeted Interventions:** Implement targeted interventions for students who are not meeting standards, including small-group instruction, tutoring, and differentiated learning strategies.   + Identify students not meeting interim goals and provide targeted interventions through homeroom. * **Professional Development:** Train teachers through professional development focused on effective instructional strategies in reading and math, and data analysis techniques.   + The district curriculum department will collaborate with English I and English II teams to support implementation of HMH curriculum and internalization of content to enhance lessons. * **Lesson Internalization:** Leaders will model for teachers and provide feedback to teachers weekly on exemplars, annotations and embedded MRSs in all daily lessons. * **Curriculum Alignment:** Strengthen curriculum to make sure it aligns with state standards, data digs and to provide students with the skills and knowledge needed to succeed. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * **Data-Informed Instruction:** Using student data to revise instructional material and differentiate instruction to meet the needs of all learners. Regularly monitor student progress using formative assessments and adjust instruction accordingly to ensure growth and mastery of standards. * **Professional Learning Communities (PLCs):** Participate actively in PLCs to collaborate with colleagues, share effective practices, and analyze student data to improve instruction. Provide targeted instruction to students based on their individual needs, using strategies and interventions identified through data analysis. * **Lesson Internalization:** Teachers will model and complete exemplars, annotations and embedded MRSs in all daily lessons. * **Problem-Solving Skills:** Teach problem-solving strategies and provide opportunities for students to apply these skills in real-world contexts. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Two:** | | |
| **Staff Devel.** | Who: Mathematics/ Language & Literature Teachers and Admin | | |
| What: Our focus is on fostering substantial growth in both reading and math for all students, aligned with the STAAR/EOC standards. We are dedicated to implementing data-driven instructional practices and targeted interventions to ensure that every student not only meets but exceeds these standards. We aim to provide a supportive environment where every student can thrive academically and achieve their full potential in reading and math. | | |
| When: During PLC collaborations, Grade Level Planning and Professional Development | | |
| Where: Chavez High School | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | HMH and Pearson Professional Development |  |
| Materials/resources | HMH and Pearson Resources |  |
| Purchased services | N/A |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | |  |
| Funding sources: | | |

|  |  |
| --- | --- |
| **KEY ACTION THREE** | **Key Action** *(Briefly state the specific goal or objective.)*  **Enhance academic growth for EB, SPED, and 504 students through targeted instruction and personalized learning plans.**  Enhance academic growth for our specialized student populations, including English Beginners (EB), Special Education (SPED), and 504 students, we are committed to improving the services and instruction provided to meet their unique needs. This includes implementing targeted instructional strategies, personalized learning plans, and differentiated instruction. We will also enhance collaboration with specialized support teams to ensure that interventions are effective and individualized. Through ongoing data analysis and feedback, we will identify areas for improvement and implement evidence-based practices to support the academic growth of these student populations. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * In the 2024-2025 school year, 32% of African American, 36% of Hispanics, 40% of High Focus Groups will reach the MEETS level on STAAR English. |
| * In the 2024-2025 school year, 31% of African American, 40% of Hispanics, and 43% of High Focus Group will reach the MEETS level on STAAR Math. |
| * In the 2024-2025 school year, percentage of EBs will increase from 31% to 34% to meet state recommended target metric, and 45% for the South Division recommended target. * By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week’s coaching action step(s). |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * **Implement Targeted Instructional Strategies**: Provide professional development for teachers on effective strategies for teaching EB, SPED, and 504 students, such as differentiated instruction. * **Enhance Collaboration with Specialized Support Teams**: Schedule regular meetings between teachers, support staff, and parents to review student progress, discuss interventions, and adjust IEPs as needed. * **Monitor Implementation of IEPs**: Regularly review IEPs to ensure that they are being implemented effectively and that students are receiving the support they need to succeed academically. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * **Implement Individualized Learning Plans (ILPs)**: Follow the IEPs developed for SPED and 504 students, including implementing accommodations and interventions as outlined. * **Differentiated Instruction**: Use a variety of instructional strategies to meet the diverse learning needs of EB, SPED, and 504 students, including visual aids, and hands-on experiences. * **Participate in Professional Development**: Attend training sessions and workshops to enhance knowledge and skills in supporting the academic growth of EB, SPED, and 504 students. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Three:** | | |
| **Staff Devel.** | Who: All Staff | | |
| What: To enhance academic growth for our specialized student populations, including Emergent Bilinguals (EB), Special Education (SPED), and 504 students, we will implement targeted instructional strategies and personalized learning plans. This includes providing differentiated instruction tailored to their unique needs and enhancing collaboration with specialized support teams. We will analyze data regularly to identify areas for improvement and implement evidence-based practices to support the academic growth of these student populations. | | |
| When: During PLC collaborations, Grade Level Planning and Professional Development designated days. | | |
| Where: Chavez High School | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | We will train teachers on how to use data trackers, how to read IEP and service plans to track student progress. |  |
| Materials/resources | N/A |  |
| Purchased services | N/A |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | |  |
| Funding sources: | | |

|  |  |
| --- | --- |
| **KEY ACTION FOUR** | **Key Action** *(Briefly state the specific goal or objective.)*  **Data-Driven Approach to Enhance Postsecondary Readiness**  Our school is committed to ensuring that all students are well-prepared for success after graduation. To achieve this, we will implement a data-driven approach that utilizes multiple measures, including College, Career, and Military Readiness (CCMR) indicators, Texas Success Initiative (TSI) scores, and Graduation Rates. By analyzing this data, we will identify areas of strength and opportunities for growth, allowing us to tailor our efforts to meet the specific needs of our students. |
| **Indicators of success** *(Measurable results that describe success.)* |
|  In the 2024-2025 school year, 73% of students enrolled in a certification eligible CTE course will earn the certification by May 2024. This will lead to an approximate increase of at least 10% in CCMR points for accountability. |
|  In the 2024-2025 school year, graduation rate will increase by 3% with an overall goal of 85% of students graduating. |
| .By June of 2025, we will see a 5% increase in the number of students in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAT/ACT/TSIA). |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * **Establish a Data Analysis Team**: Create a team responsible for collecting, analyzing, and interpreting relevant data, including CCMR indicators, TSI scores, and Graduation Rates. This team should meet regularly to review data and identify trends. * **Set SMART Goals**: Based on the data analysis, set specific, measurable, achievable, relevant, and time-bound (SMART) goals for improving postsecondary readiness. * **Monitor Progress:** Continuously monitor progress towards goals and adjust interventions as needed. Regularly review data to ensure that efforts are having the desired impact. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * **Utilize Data in Instruction**: Regularly review student data, such as CCMR indicators and TSI scores, to tailor instruction to meet the specific needs of students and ensure they are on track for postsecondary success. * **Provide Individualized Support**: Identify students who may need additional support based on data analysis and provide individualized interventions, such as tutoring, mentoring, or academic counseling, to help them succeed. * **Promote Certification Programs**: Encourage students to enroll in certification eligible CTE courses and support them in earning the certifications by providing resources and assistance as needed. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Four:** | | |
| **Staff Devel.** | Who: All Staff | | |
| What: Commitment to enhancing postsecondary readiness through a data-driven approach stems from our belief that every student deserves the opportunity to succeed beyond graduation. By analyzing data on College, Career, and Military Readiness (CCMR) indicators, Texas Success Initiative (TSI) scores, and Graduation Rates, we can identify areas where students may need additional support and tailor our efforts to ensure they are well-prepared for success in college, career, and life. This approach not only helps individual students reach their full potential but also strengthens our community by producing graduates who are ready to contribute positively to society | | |
| When: During PLC collaborations, Grade Level Planning and Professional Development | | |
| Where: Chavez High School | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | TSI Coach will train and provide Accuplacer study application to support teachers in providing intervention to prepare students for TSI. |  |
| Materials/resources | Data |  |
| Purchased services | N/A |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | |  |
| Funding sources: | | |

**Action Plan Rubric School:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **Needs Assessment** | Action plan is based on a current needs assessment; however, the authors do not provide specific data or evidence to support the need. Student academic achievement and quality instruction are not the central elements of the assessment or there are insufficient data. The action plan includes a summary of the School’s needs. It is unclear whether addressing the needs outlined in the needs section will actually help raise student  achievement or help the organization reach its other goals. | | | Action plan is based on a current needs assessment. The authors use data to determine core needs. Student achievement data inform the needs assessment. The School analyzes instructional delivery and describes professional development needs. These needs are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals. | | | Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals. | | |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **Goals and Priorities** | The goals address School core needs and describe actions that may result in increased student achievement. However, there are too many goals or too many “priorities,” which may lead to a diffusion of effort. The goals are vague and do not provide focus. The goals are described in terms of programs instead of practices. | | | The goals focus on the most important actions that will lead to student achievement. The action plan addresses the School’s core needs. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools’ actions and prevents a diffusion of effort. Goals and priorities are connected to practices, not programs. | | | The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools’ actions and prevents a diffusion of effort.  Goals and priorities are connected to practices and principles of organizational effectiveness, not programs. | | |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **Indicators of success** | The action plan delineates indicators of success for each goal or objective. The indicators of success are not specific or measurable (or observable). There are too many indicators or the indicators do not allow for an assessment of progress before the end of the school year. | | | The action plan delineates indicators of success for each goal or objective. The indicators of success are specific and measurable (or observable). The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The number of indicators is not over-whelming and will not lead to a diffusion of effort. | | | The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not over-whelming and will not lead to a diffusion of effort. | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **Specific Actions** | The action plan outlines actions people in the organization will take in order to accomplish the goals and indicators of success. The actions are not specific or cannot easily be observed or monitored. It is not clear whether completing the actions will ensure attainment of the indicators of success. | | | The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. These actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. | | | The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps  will be completed. The specific actions include steps to train the staff if necessary. | | |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **Connection to District Plan** | The school’s or department’s action plan and the district action plan do not work in reinforcing ways. There is little attempt to understand and include the district priorities in the organization’s action plan. There is perfunctory mention of the district-level indicators of success to which the school or department will be held accountable. | | | The action plan is designed to work in concert with the district action plan. It supports or reinforces the district’s key actions while still addressing the unique needs of the school or department. The action plan addresses district- level indicators of success for which the organization will be assessed. | | | Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school’s or department’s action plan specifically refers to the district’s key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points  overlap the ones outlined in the district plan. | | |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **Systems Thinking** | The action plan pays little attention to system components or to the connections between the various departments in carrying out the action plan. The staff development plan, budget items, and the action plan are not tightly aligned. The action plan focuses on programs rather than practices. It does not incorporate actions to monitor progress or provide feedback. | | | The School’s action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. The action plan identifies specific staff development that is needed to effectively implement the plan. The staff development plan, budget items, and the action plan are tightly aligned. The action plan focuses on practices and leverage points. | | | The School’s action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systemic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback.  Staff development plans, budget items, and the action plan are tightly aligned. | | |

**Progress on Action Plan Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unsat Progr** | **essing Proficient** | **Exemplary** |
| **1 2 3** | **4 5 6 7** | **8 9 10** |
| **Progress on Action Plan** | * The principal does not provide a copy of the action plan that is color-coded or the highlighted copy is incomplete. * There is evidence that the assessment of progress has not been conducted accurately and rigorously. * There are several red items or the red items significantly impede overall accomplishment of the key action or the principal cannot provide a satisfactory rationale for not accomplishing the specific action or indicator. * Specific actions outlined in the action plan and the observations of instruction and staff actions in general are inconsistent. * The staff has difficulty explaining their role in carrying out the school’s key actions. | * The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Specific actions are highlighted. * There is evidence that the assessment of progress has been conducted accurately. * There are more than two red items; however, the items do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator. * There is general consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. Some behaviors or actual actions “on the court” are inconsistent with the assessment of progress. * Most of the staff can explain their role in carrying out the school’s key actions. | * The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Both indicators of success and specific actions are highlighted. * There is evidence that the assessment of progress has been conducted accurately and rigorously. * There are no more than two red items and, if there are red items, they do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator. * There is great consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. * The staff can explain their role in carrying out the school’s key actions. |