**Halpin ECC Action Plan**

Systems Thinking and Action Planning



## revised March 2024 Mike Miles

Updated by Tealisha Riley on 9/19/2024

**Effective Districts – Planning Diagram**



**Core Beliefs**



**Vision**

### ① Philosophy first

**② Guiding**



**Operational Framework**



**Systems Thinking**

Stakes in the ground of a likely future; Actionable picture of success

What the organization values; beliefs and priorities that drive action

### frameworks

-- Focus on instruction

-- System alignment

-- Leadership density

-- Underlying principles

-- Wholescale systemic reform

**③ Needs**



**Quality of Instruction**

**System Evaluation**

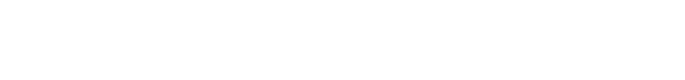
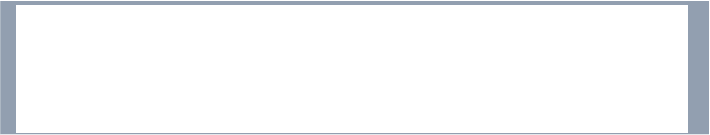
**Needs Assessment**



**Achievement Data**

**Assessment**

**④ District**



**District Action Plan**

**Action Plan**



**Performance metrics**

**Key Actions**

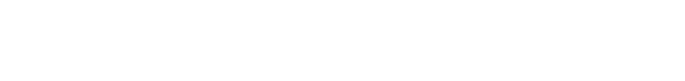
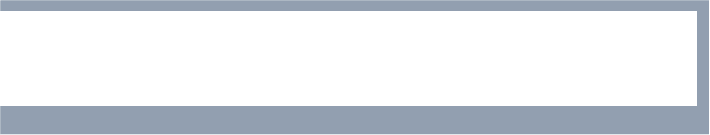


**Priority Work Areas**

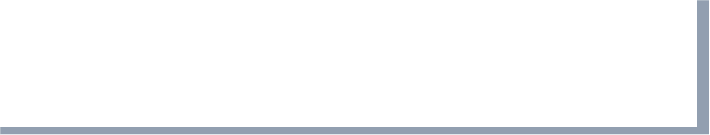
**⑤ Empowerment and Accountability**



**Targets and Parameters for School Leaders**



**School Action Plan**



**Dept. Action Plan**

**Goals and metrics for Central Office staff**

-- Student achievement

-- Quality of instruction

-- Other key goals

**School Action Plan – Needs Assessment**

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

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

Majority of teachers at Halpin have over 10 years of teaching experience. They implement practices that need refining due to lack of professional development in previous years. We currently have PLC systems in place where teachers meet Monday to plan with their team. They analyze TEKS, create lesson LO/DOLs that are aligned, and work on internalizing the slide decks. Teachers also meet on Thursday’s or Fridays for PLC focusing on the cadence of data analysis, lesson internalization and instructional at bats. Our goal is to continue improving teacher capacity through PLC along with weekly coaching and feedback.

**Key Findings**

Halpin Early Childhood Center has a population of students that are 99% socioeconomically disadvantaged. Students at Halpin ECC are approximately 75% Hispanic and 25% Black. Overall performance in literacy and math instruction show that there is a need to improve the quality of instruction in our English speaking classrooms in both PreK and Kindergarten. Furthermore, due to high levels of academic growth from the beginning of the school year to the middle of the school year in kindergarten, students did not show the same level of growth from middle of the school year to end of the school year. The goals for the 2024-2025 school year are to improve the quality of math and literacy instruction, incorporate SOR strategies in all content areas, and to create an English development block in bilingual classes that provides explicit and systematic instruction in English to our Spanish speaking students.

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

* Professional Development: Increase teacher capacity through TEKS/Guideline analysis, lesson internalization, and At Bats
* Professional Development: Heggerty Training for PreK teachers
* Professional Development: English Language Development block implementation
* Coaching: Focusing on increasing student engagement through the implementation of MRS strategies, both planned for and conducted in the moment due to student feedback while monitoring and adjusting
* Family Engagement: Train parents on Lovescaping, Love and Literacy so that they are able to support their children in literacy at home.
* Data Driven Instruction: Teachers will continuously collect student data during instruction and BOY/MOY/EOY assessments. Data will be used to form small groups of instruction and to adjust instruction in the moment.

**School Action Plan – Needs Assessment**

**Parameters and metrics established by the District**

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

**Key Actions**

1. Improve the quality of SOR instruction in all grade levels and across content areas.
2. Embed a campus wide intervention block.
3. Close learning gaps of black students.
4. Provide monthly science of reading planning sessions for teachers to attend to improve SOR content knowledge.

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

* Literacy across all content areas
* PLC on Science of Reading Strategies
* Strategic MRS at the PreK and Kindergarten level
* Build knowledge capacity of Science of Reading in PreK

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

* Kindergarten MAP Math Overall MOY Growth: 57th percentile.
* Kindergarten MAP Math Overall MOY Achievement grew from 47th to 56th percentile.
* Kindergarten MAP Math MOY Growth for Black students: 43rd percentile. Achievement from BOY to MOY dropped from 59th to 54th percentile.
* Kindergarten MAP Math MOY Growth for Hispanic students: 62%
* Kindergarten MAP Math achievement from BOY to MOY grew from 47th to 62nd percentile.
* Kinder MOY DIBELS Literacy: 58% of students at or above level
* PreK CIRCLE English Math MOY: 80% of students proficient
* PreK CIRCLE English Literacy: 72% of students proficient
* PreK CIRCLE Spanish Math MOY: 71% of students proficient
* PreK CIRCLE Spanish Literacy MOY: 88% of students proficient

**Needs related to student achievement data**

1. Improve quality of math and literacy instruction.
2. Incorporate SOR strategies in all content areas.
3. Increase amount of student writing a activities in all subjects.
4. Create ELD block in Bilingual classes that focuses on English SOR.

**School Action Plan Template**

|  |  |
| --- | --- |
| **KEY ACTION ONE** | **Key Action** *(Briefly state the specific goal or objective.)*   * 100% Special Education Teachers will implement high quality instructional alternative curriculum for all lessons and content areas. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 100% of ARDs and IEPs will be held in compliance with state law. This will be measured through the scheduling ad calendaring out of ARDs such that ARDS are scheduled and completed prior to their legal deadline. Progress monitoring will come in the form of OSES weekly compliance communications. * All SPED teachers will earn an average SPOT rating of Proficient 1 or higher. * 100% of students who take CIRCLE, DIBELS and MAP assessments will demonstrate mastery on 60 % or more of the assessment subtests. * Students will meet or exceed instructional goals set by teacher during BOY, MOY and EOY as stated in their IEPs. This will be measured through campus-based progress monitoring assessments that are individually tailored for each student. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * Principal, Assistant Principal, Teacher Specialist: Conduct PLCs on the planning, implementation, and internalization of alternative curriculum * Principal, Assistant Principal, Teacher Specialist: Conduct weekly walkthroughs and provide on the spot feedback on teacher instruction focusing on how teachers are differentiating to meet the various needs of their students. * Principal, Assistant Principal, Teacher Specialist: Provide professional development on effective instructional practices that are engaging and positive impact student learning and achievement (MRS Strategies) * Principal will monitor ARD and IEP compliance and implementation weekly and hold monthly SPED team meetings to review student IEPs and progress monitoring documents. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Teachers: Adhere to accommodations and modifications in all student IEPs, follow daily schedule and pacing calendar, differentiate lessons to meet the needs of various learners, use multiple response strategies, attend weekly PLCs and monthly team meetings, utilize teacher assistants to aid in providing students with applicable accommodations/modifications to their learning environment. Teachers will adhere to these actions through planning sessions every 6 weeks to pace out the next 6 weeks of instructions. Through spot observations, walkthroughs, observations, and lesson plan analysis, teacher implementation of the actions will be observed, and implementation effectiveness will be measured use spot observation form and formal rubrics (TES/TTESS) * Paraprofessionals will be given small groups of students to intervene with using alternative curriculum and multiple response strategies every 4 minutes. Data from assessments and goal progress will be used to intentionally pull small groups. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | * **Key Action One:** 100% Special Education Teachers will implement high quality instructional alternative curriculum for all lessons and content areas. | | |
| **Staff Devel.** | Who: SPED Teachers and Administration | | |
| What: SPED leaders and administration will provide PLC specific to SPED. During this time IEPs, progress monitoring, student work samples will be reviewed. | | |
| When: Monthly | | |
| Where: SPED classroom | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Monthly PLC |  |
| Materials/resources | Notebooks, teaching materials, note cards, white boards, post its, markers, manipulatives | $2500 |
| Purchased services | none |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $2500 |
| Funding sources: 1991010007 - PUA-SPECIAL EDUCATION | | |

|  |  |
| --- | --- |
| **KEY ACTION TWO** | **Key Action** *(Briefly state the specific goal or objective.)*  100% of teachers will implement the Science of Teaching Reading daily, across content areas in PreK and Kindergarten using SAAVAS Literacy Instruction and Amplify Reading to raise the level of students meeting expectations (at or above) on PreK Circle and Kinder DIBELS Assessment in the following areas: Phonological Awareness (CIRCLE), Letter Sounds (DIBELS) and Decoding (DIBELS). |
| **Indicators of success** *(Measurable results that describe success.)* |
| * Students will show continued growth on BOY, MOY and EOY Circle and DIBELS Assessments. Continued growth means students will be given the BOY diagnostic assessment and individual growth plans will be created by teachers so that students have a growth measure for MOY and BOY that allows them to reach mastery in all assessed categories. For example, at BOY a student may have 50% mastery of assessed topics, so by MOY, they need to reach at least 65% mastery, and by EOY the student should have grown to at least 85% mastery. * 90% Students will master 95% of the literacy assessment targets on EOY Circle. * 75% of students will show continued growth on the DIBELS Assessment. * Students will show 1 year’s growth from BOY to EOY district DIBELS. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Principal, Assistant Principal, Teacher Specialist: Conduct weekly PLCs focusing on implementation of SAAVAS and Amplify Skills lessons focusing on phonological awareness, decoding, letter sounds and spelling best practices. * Principal, Assistant Principal, Teacher Specialist: On the spot coaching based on teacher tier (tier 1 – once a week or more; tier 2 – twice a week or more; tier 3 – daily) and written feedback at least once a month for all classroom teachers. * Interventionist: Conduct daily Strategic observations and walkthroughs around small group teaching. Interventionist will analyze anecdotal data from paraprofessionals to adjust small groups. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Teachers: Deliver curriculum through aligned and relevant instruction that is differentiated to meet the diverse needs of each student. * Teachers: Implement the Science of Reading curriculum. * Teachers: Participate in peer observations each semester. * Teachers: Align Demonstration of Learning with learning objectives. * Teachers: Provide rigorous direct instruction. * Teachers: Transitions are smooth and maximizes instructional time. * Teachers plan and implement high quality multiple response strategies (MRS). * Paraprofessionals will be given small groups of students to intervene with using Amplify/Eureka/Phonological Awareness activities in conjunction with multiple response strategies. * Data from assessments and goal progress will be used to intentionally pull small groups. * Teachers: Implementation of progress monitoring systems throughout the BOY, MOY and EOY assessment cycle |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Two:** 100% of teachers will implement the Science of Teaching Reading daily, across content areas in PreK and Kindergarten using SAAVAS Literacy Instruction and Amplify Reading to raise the level of students meeting expectations (at or above) on PreK Circle and Kinder DIBELS Assessment in the following areas: Phonological Awareness (CIRCLE), Letter Sounds (DIBELS) and Decoding (DIBELS). | | |
| **Staff Devel.** | Who: Teachers and Paraprofessionals | | |
| What: Participate in science of reading professional development for PreK and Kinder | | |
| When: quarterly | | |
| Where: on campus after school | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | SOR |  |
| Materials/resources | Shifting the Balance  <https://thesixshifts.com/> | $1500 |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $1500 |
| Funding sources: 1991010001 PUA-REGULAR PROGRAM | | |

|  |  |
| --- | --- |
| **KEY ACTION THREE** | **Key Action** *(Briefly state the specific goal or objective.)*  100% of teachers will implement with fidelity SAAVAS Math Instruction and Eureka Math daily to raise the level of students meeting expectations (at or above) on PreK Circle and Kinder MAP Assessment in the following areas: Route Counting (CIRCLE), Operations (CIRCLE), Geometry and Measurement (MAP) and Data Analysis and Money (MAP) |
| **Indicators of success** *(Measurable results that describe success.)* |
| * Students will show continued growth on BOY, MOY and EOY Circle and TX-KEA Assessments. Continued growth means students will be given the BOY diagnostic assessment and individual growth plans will be created by teachers so that students have a growth measure for MOY and BOY that allows them to reach mastery in all assessed categories. For example, at BOY, a student may have 50% mastery of assessed topics, so by MOY, they need to reach at least 65% mastery, and by EOY the student should have grown to at least 85% mastery. * 80% of students will show continued grown on MAP from MOY to BOY. * 85% of PreK students will score On Track on 95% of the EOY CIRCLE Math Subtests. * 90% of all kindergarten students will reach their MAP targets for growth and achievement during each assessment.   skills; MOY – 60% mastery of assessed skills; EOY – 85% mastery of assessed skills |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Principal, Assistant Principal, Teacher Specialist: Conduct weekly PLCs focusing on implementation of SAAVAS Math and Eureka math lessons focusing on route counting, operations, and use of manipulatives best practices that are age appropriate. * Principal, Assistant Principal, Teacher Specialist: Provide on the spot coaching to teachers based on tier (tier 1 – once a week or more, tier 2 – twice a week or more, tier 3 – daily) or and written feedback at least once a month for all classroom teachers * Principal, Assistant Principal, Teacher Specialist: Daily Strategic observations and walkthroughs around Tier 1 and small group instruction * Principal, Assistant Principal, Teacher Specialist: In weekly PLCs, a practice of reviewing of math data from student work samples will occur weekly. * Implementation of progress monitoring systems throughout the BOY, MOY and EOY assessment cycle |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Teachers, Interventionist: Deliver curriculum through aligned and relevant instruction that is differentiated to meet the diverse needs of each student. * Teachers: Implement the math curriculum with daily following scope and sequence of pacing calendar. * Teachers: Teachers will participate in peer observations each semester. * Teachers, Interventionist: Align Demonstration of Learning with learning objectives. * Teachers, Interventionist: Provide rigorous direct instruction. * Teachers: Transitions are smooth and maximizes instructional time. * Teachers, Interventionist, Paraprofessionals: Teachers effectively use multiple response strategies (MRS) every 4minutes. * Paraprofessionals will be given small groups of students to intervene with using Amplify/Eureka/Phonological Awareness activities in conjunction with multiple response strategies. Data from assessments and goal progress will be used to intentionally pull small groups. * Teachers: Implementation of progress monitoring systems throughout the BOY, MOY and EOY assessment cycle |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Three:** | | |
| **Staff Devel.** | Who: Teachers and administrators | | |
| What: participate in at bats and planning for instruction | | |
| When: weekly during PLC | | |
| Where: PLC room | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | PLC |  |
| Materials/resources | Notebooks, teaching materials, note cards, white boards, post its, markers, manipulatives | $5000 |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $5000 |
| Funding sources: | | |

|  |  |
| --- | --- |
| **KEY ACTION FOUR** | **Key Action** *(Briefly state the specific goal or objective.)*  Raise student attendance from 93% to 96%. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * Student average daily attendance will be 96% or higher. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Home visits will be conducted weekly by counselor and administrator for students who missed 3 days of school for the prior week. * Home visits will be conduct4ed weekly by counselor and administrator for students who have over 10% of absences for the school year. * Attendance contracts will be drafted after the first 3 weeks of school for students who have 10% or more absences. * Attendance contracts will be drafted once students reach 7.5% absences for the school year after October. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Input absence students’ names in log daily by 8:30am. * Counselor will call absent students daily based on log. * Counselor will celebrate students who have prefect attendance every report card period. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Four:** Raise student attendance from 93% to 96%. | | |
| **Staff Devel.** | Who: Teachers and Administrators | | |
| What: monitor student attendance rates and celebrate students with perfect attendance | | |
| When: every 6 weeks | | |
| Where: cafeteria | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development |  |  |
| Materials/resources | Perfect attendance party supplies | $3000 (supplied by PTO) |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | 0 |
| 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 tions. | * 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. |