

Seguin Elementary

2025-2026

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

40% of 3rd-5th grade students scored Meets and 9% on Masters on STAAR Reading.

54% of 3rd-5th grade students scored Meets and 17% on Masters- on STAAR Math.

21% of 3rd-5th grade students scored Meets and 4% on Masters on STAAR Science.

49% of 2nd-5th grade students met the 1.4 growth on the EOY NWEA English reading assessment and 37% on the EOY NWEA Spanish reading assessment.

52% of K-5th grade students met 1.4 growth on the EOY NWEA Math assessment.

Needs related to improving the quality of instruction

Improve reading and math quality of instruction.

Close the learning gaps for students in special populations (EBS, Sped. Education, Dyslexia and 504) and improve the quality of instruction.

Improve the PLC structure to support instructional capacity of teachers and improve lesson internalization process.

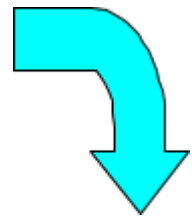
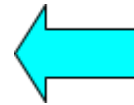
System evaluation (philosophy, processes, implementation, capacity)

NES LSAE model implementation effectively

PLC systems and structure

Build leadership density of all leaders

Parameters and metrics established by the District



Key Actions

Improve the quality of instruction in reading.

Improve the quality of instruction in math.

Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.

We will increase the level of student engagement by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective.

Think about adding IRT goal and removing 1 indicator of success.

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School Action Plan Template

K E Y A C T I O N O N E	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the overall quality of instruction in Reading.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By May 2026, 60% of core teachers will score six points in Domain II Instruction, Engage and Deliver and Monitor and Adjust, within their Spot observation. • By February 2026, students in grades 1-5 will meet meet or exceed the 50th growth percentile and 55th achievement percentile from BOY to MOY on the NWEA Reading MAP assessment and by May 2026, students will meet or exceed the 50th growth percentile and 60th percentile of achievement from MOY to EOY on the NWEA Reading MAP assessment. • By December 2025, 30% of students in grades 3-5 will score a 3 out of 5 on the ECR scoring guide on their extended constructed responses and 55% of students in grades 3-5 will score a 3 out of 5 on the ECR scoring guide on their extended constructed responses by May 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> • Leaders will develop an exemplar learning objective (LO) and demonstration of learning (DOL) formula breaking down the LO and DOL highlighting verb(s), stem, content/standard, and outcome. Leaders will provide open labs for additional support as needed. • Leaders will train and model to teachers on lesson/unit internalization protocol during PLCs. • Leaders will provide coaching and feedback during coaching sessions, lesson rehearsals, and Demo Days to monitor the quality of purposeful instruction and student engagement. • Leaders will provide on-going professional development on the Spot observation form and T-TESS Appraisal System to improve Domain II scores as evidenced by the Spot data. • Leaders will provide professional development on NES expectations, instructional characteristics, short and extended constructed responses. • Leaders will collect Extended Constructed Response (ECR) cards bi-weekly and provide feedback to teachers to improve instruction. • Leaders will provide weekly lesson internalization planning meetings with teachers with opportunities for demonstration of lessons, Demo Day. • Leaders will provide teacher data trackers and student data trackers and train teachers on data tracking and discuss data in PLCs. • Leaders will designate schoolwide writing days every 4-6 weeks. • Leaders will train teachers on scoring ECRs. • Leaders will schedule PLCs to evaluate Extended Constructed Responses (ECRs).

Think about adding IRT goal and removing 1 indicator of success.

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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will implement the exemplar learning objective (LO) and demonstration of learning (DOL) breaking down formula highlighting verb(s), stem, content/standard, and outcome. Teachers will attend open labs for additional support as needed.
- Teachers will attend campus training to help support with lesson annotation, lesson/unit internalization, lesson rehearsals, and Demo Day.
- Teachers will internalize Reading lessons and provide demonstrations of their lessons weekly with campus leaders.
- Teachers will submit annotated lessons/slide decks to receive feedback from peers and campus leaders.
- Teachers will implement the coaching and feedback received during coaching sessions, lesson rehearsals, Demo Days, and Spot observations immediately to promote high quality instruction and 100% student engagement.
- Teachers will implement instructional practices to improve Domain II scores as evidenced by their Spot data.
- Teachers will track student Demonstration of Learning (DOL) and district assessments and meet with campus leaders to determine instructional moves to improve student outcomes.
- Teachers will actively participate in data-driven PLCs to analyze STAAR data, NWEA MAP BOY, MOY, and EOY assessment data and set specific targets for students, as well as action steps with campus goals in mind (during each progress monitoring date).
- Teachers will confer with students to set goals for NWEA MAP Math assessments at BOY, MOY, and EOY.
- Teachers will create a student-friendly data wall in classrooms to hold students accountable for their learning and communicate expectations to students.
- Teachers will participate in the schoolwide writing prompt every 4-6 weeks.
- Teachers will evaluate Extended Constructed Responses (ECRs) using the TEA ECR scoring guide.

Key Action One: Improve the quality of instruction in Reading.

Who: All teachers and staff at Seguin Elementary School

What: NES Expectations, Instructional Characteristics and Domain II, CIRCLE, Dibels, Lectura, NWEA MAP, Neuhaus, Esperanza

When: June-August 2025

Esperanza Training - June 17-18, 8:30-3:30

Holden Building W. 28th St, Houston, TX 77008

Think about adding IRT goal and removing 1 indicator of success.

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B u d g e t	Where: Neuhaus - On-Demand & Neuhaus Education Center, 4433 Bissonnet St, Bellaire, TX 77401 Esperanza - HISD Holden Building, W. 28th St, Houston, TX 77008 Multi-Purpose Room		
	Proposed item	Description	Amount
	Staff development	Neuhaus Reading Readiness	\$430.00
		Neuhaus Language & Literacy for Young Learners	\$1,300.00
		Esperanza	\$0.00
		Science of Reading (SOR)	\$0.00
		CIRCLE	\$0.00
		Dibels/Lectura	\$0.00
		NWEA MAP	\$0.00
	Materials/resources	Neuhaus Reading Readiness Materials	\$0.00
		Neuhaus Language & Literacy for Young Learners Kits 1 & 2	
		Esperanza Materials	
		Science of Reading Materials	
		CLI Engage CIRCLE Assessment Materials	
		Dibels/Lectura Assessment Materials	
		NWEA MAP Assessment Materials	
		White Boards, Index Cards, Chart Paper, Toolboxes for Professional Development	
	Purchased services	Neuhaus Reading Readiness Materials	\$0.00
		Neuhaus Language & Literacy for Young Learners	
		Esperanza	
	Other		
	Other		
	TOTAL		\$1,730.00
	Funding sources: Title I		

Think about adding IRT goal and removing 1 indicator of success.

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KEY ACTION	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the quality of instruction in Math.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By May 2026, 60% of core teachers will score six points in Domain II Instruction, Engage and Deliver and Monitor and Adjust, within their Spot observation. - By February 2026, students in grades 1-5 will meet meet or exceed the 50th growth percentile and 55th achievement percentile from BOY to MOY on the NWEA Math MAP assessment and by May 2026, students will meet or exceed the 50th growth percentile and 60th percentile of achievement from MOY to EOY on the NWEA Math MAP assessment. - By October 2025, 60% of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, 70% by February 2026 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, and 80% by May 2026 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs.
W O	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> - Leaders will develop an exemplar learning objective (LO) and demonstration of learning (DOL) formula breaking down the LO and DOL highlighting verb(s), stem, content/standard, and outcome. Leaders will provide open labs for additional support as needed. - Leaders will train and model to teachers on lesson/unit internalization protocol during PLCs. - Leaders will provide coaching and feedback during coaching sessions, lesson rehearsals, and Demo Days to monitor the quality of purposeful instruction and student engagement. - Leaders will provide professional development based on Spot observation data for NES expectations, instructional characteristics, Short and Extended Constructed Responses (ECRs).. - Leaders will collect Extended Constructed Response (ECR) cards bi-weekly and provide feedback to teachers to improve instruction. - Leaders will provide teacher data trackers and student data trackers and train teachers on data tracking. - Leaders will track weekly DOL data at PLCs and provide immediate and strategic feedback to improve student outcomes. - Leaders will track Zearn weekly usage, monitor student data, and analyze reports.

Think about adding IRT goal and removing 1 indicator of success.

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Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Teachers will implement the exemplar learning objective (LO) and demonstration of learning (DOL) breaking down formula highlighting verb(s), stem, content/standard, and outcome. Teachers will attend open labs for additional support as needed.
- Teachers will follow the internalization/unit internalization protocol provided by administration.
- Teachers will attend campus training to help support with lesson annotation, lesson/unit internalization, lesson rehearsals, and Demo Day.
- Teachers will internalize Math lessons, prepare materials and resources to deliver, and provide demonstrations of their lessons weekly with campus leaders to deliver purposeful instruction.
- Teachers will submit annotated lessons/slide decks to receive feedback from peers and campus leaders.
- Teachers will implement the coaching and feedback received during coaching sessions, lesson rehearsals, Demo Days, and Spot observations immediately to promote high quality instruction and 100% student engagement.
- Teachers will implement instructional practices to improve Domain II scores as evidenced by their Spot data.
- Teachers will implement the NES expectations based on Spot observation data for instructional characteristics and training in their lessons daily.
- Teachers will track student Demonstration of Learning (DOL) and district assessments and meet with campus leaders to determine instructional moves to improve student outcomes.
- Teachers will actively participate in data-driven PLCs to analyze STAAR data, NWEA MAP BOY, MOY, and EOY assessment data and set specific targets for students, as well as action steps with campus goals in mind (during each progress monitoring date).
- Teachers will confer with students to set goals for NWEA MAP Math assessments at BOY, MOY, and EOY.
- Teachers will implement a campus-wide system for tracking Zearn weekly usage.
- Teachers will create a student-friendly data wall in classrooms to hold students accountable for their learning and communicate expectations to students.

Key Action Two: Improve the quality of instruction in Math.

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	Who: All teachers and staff at Seguin Elementary School		
	What: NES Expectations, Instructional Characteristics, The Great 8, and Domain II		
	When: August 2025		
	Where: Multi-Purpose Room		

B u d g e t	Proposed item	Description	Amount
	Staff development	Instructional Characteristics, The Great 8, MRS Strategies, PLCs, Data Dig	\$0.00
	Materials/resources	White Boards, Index Cards, Chart Paper, Toolboxes for Professional Development	\$0.00
	Purchased services	None	
	Other		
	Other		
	TOTAL		\$0
	Funding sources: N/A (We have all items needed)		

Think about adding IRT goal and removing 1 indicator of success.

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K E Y A C T I O N T H R E E	Key Action <i>(Briefly state the specific goal or objective.)</i> Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.
	Indicators of success <i>(Measurable results that describe success.)</i> 100% of Individualized Education Plans (IEPs) for students receiving Special Education services will include a well-developed Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement that accurately describes the student's current academic and functional performance, aligns with evaluation data, and clearly informs the development of appropriate goals and services. 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs. 100% of teachers will complete weekly progress monitoring in the Easy IEP platform to ensure that students are making adequate progress according to their IEP. 100% Special Education compliance specifically ARD meetings and other district monitoring criteria. - In 2026, 35% of Emergent Bilinguals will grow 1 composite level in TELPAS compared to 32% overall composite score in 2025. Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> - Leaders will facilitate a Special Education training for all staff on the ARD process, IEP implementation, the implementation of designated supports/accommodations, and progress monitoring. - Special Education district support staff will train Special Education teachers in the development of an effective PLAAFP for student IEPs. - Leaders will meet with the evaluation team to discuss upcoming initial ARDs and reevaluation ARDs for the upcoming school year. The Special Education Department Chairperson will generate an ARD schedule with scheduling all initial, reevaluation, and annual ARDs at BOY. Calendar invites will be sent to all leaders, evaluation team, Special Education teachers, and General Education teachers needing to attend the meeting(s). - Leaders will participate in all BOY meetings facilitated by the Special Education team and ensure that the students' IEPs are delivered to all teachers serving each student receiving Special Education services and that the teachers have opportunities to ask questions for understanding and clarity. - Leaders and Special Education will collaborate to ensure timely scheduling and notification of parents regarding regularly scheduled and specially requested ARD meetings. - Leaders will review compliance and instructional concerns reported by the Special Education and core content teachers during bi-weekly meetings with the Special Education team and

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monthly leadership team meetings with the Special Education Department Chair.

- Leaders will collect data on the students' use of designated supports, discuss it with core content and enrichment teachers, and determine action steps during PLC meetings once per month during routine classroom observations.
- Leaders and Special Education Chair will ensure that 100% of students are receiving content support inside or outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented in PowerSchool.
- Leaders and Special Education Chair will ensure that 100% of students are receiving weekly dyslexia services and progress monitoring reports are completed every 3 weeks.
- Leaders and Special Education Chair will collaborate to ensure timely completion of progress monitoring reports every 3 weeks.
- Leaders will provide quality feedback to all teachers serving special education students, Emergent bilinguals, and at-risk at least twice a month.

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- Leaders will facilitate professional development sessions on the Content-Based Language Instruction (CBLI) during August Pre-service and during PLC meetings in September and October 2025.
 - Leaders will facilitate professional development sessions in the Tactile Approach to TELPAS-NSV Strategy.
 - Leaders will collect data on the implementation of the CBLI strategies during the Quality Instruction pulse checks at least once per week.
 - Leaders will analyze data on the implementation of the CBLI strategies and share with teachers in PLC meetings once per month (grade level leaders will be responsible).
 - Leaders will implement a designated Writing Lab elective as part of the elective rotation for Emergent Bilingual (EB) students. The lab will incorporate Summit K12 digital resources to provide targeted support in listening, speaking, reading, and writing.
 - Leaders will collaborate with instructional specialists to train designated staff, monitor implementation fidelity, and ensure alignment with ELPS and TELPAS language domains.
 - Leaders will monitor student progress by reviewing quarterly Summit K12 usage and performance data and will use incentives to recognize teachers and promote highest usage and top-performing students, fostering increased engagement and language development.
 - Leaders will conduct training in grades 3-5 in RLA Extended Constructed Response (ECR) Scoring Guide for all core content teachers in grades K-5 by the end of September 2025; will monitor implementation of the RACE strategy for constructed response in RLA and Social Studies classes (modified strategy for grades K-2); oversee the collection of student writing samples; and analyze them in PLC meetings once per month beginning in October 2025.
 - Leaders will facilitate data PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and the Summative assessment window and set specific targets for students and action steps to align with campus goals.

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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Special Education teachers will meet with core content and enrichment teachers during the first week of the school year to deliver and explain the students' IEPs.
- Special Education teachers will participate in district-led training on writing effective PLAAFP statements and will use student evaluation data, classroom performance, progress monitoring, and input from related service providers to develop PLAAFPs that clearly describe students' academic and functional performance. Teachers will apply this information to ensure each IEP is aligned with student needs and drives appropriate goal-setting and service planning.
- Teachers will provide services to students in Special Education, implement students' IEPs with fidelity, and document students' accommodations for each assignment in PowerSchool. Teachers will submit a printed copy of the report to the Special Education Chair.
- Special Education case managers will complete progress monitoring reports every 3 weeks.
- Special Education case managers will complete progress reports every 6 weeks grading cycle and send home to parents.
- Teachers will use the Special Education binder to keep track of student services by provider.
- Teachers will collect student work samples and provide reports on students' progress in preparation for ARD meetings or as requested by members of the campus evaluation team.
- The Special Education team will be available for consultation with teachers as requested and warranted by the students' IEPs.
- Special Education teachers and teaching assistants in self-contained classrooms will implement the HISD curriculum with fidelity.

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- Teachers will implement the Tactile Approach to TELPAS-NSV Strategy in Reading classes.
 - Teachers will collect student work samples and actively participate in weekly PLC meetings.
 - Teachers will use the CBLI strategies in all content areas and elective classes.
 - Teachers will facilitate the Writing Lab elective, integrating Summit K12 digital resources to provide daily practice in listening, speaking, reading, and writing aligned with ELPS and TELPAS.
 - Teachers will participate in training sessions provided by leaders and instructional specialists to ensure strong implementation of Summit K12 and alignment to language proficiency standards.
 - Teachers will track and analyze student usage and performance data in Summit K12 to tailor instruction and set individualized language development goals.
 - Teachers will promote student engagement through goal-setting, classroom recognition, and participation in incentive programs tied to Summit K12 usage and progress.
 - All RLA teachers in grades K-5 will assign a minimum of one writing task using the RACE strategy per week (modified strategy for grades K-2). Reading/ELA and Social Studies

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	teachers in grades 3-5 will use the Grades 3-5 RLA Extended Constructed Responses Scoring Guide to rate students' responses and provide feedback. Teachers in grades K-5 will conduct regular data conferences with their students; teachers in grades 3-5 will help students set up and maintain their individual data binders.
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	Key Action Three: Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.		
	Who: All teachers and staff at Seguin Elementary School		
	What: Special Education ARD Process, IEP Implementation, Designated Supports & Accommodations, CBLI strategies, Writing Strategies (RACE), RLA Extended Constructed Response Scoring Guide, A Tactile Approach to TELPAS - NSV Strategy		
	When: August 2025		
	Where: Multi-Purpose Room		
Budget	Proposed item	Description	Amount
get	Staff development	Special Education ARD Process IEP Implementation Designated Supports & Accommodations CBLI strategies Writing Strategies (RACE) RLA Extended Constructed Response Scoring Guide	\$0.00

Think about adding IRT goal and removing 1 indicator of success.

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		A Tactile Approach to TELPAS - NSV Strategy	
	Materials/resources	Sample of ARD/IEP Copies of Designated Supports & Accommodations Special Education Teacher Binders CBLI Strategies Copy of RLA Extended Constructed Response Scoring Guide A Tactile Approach to TELPAS Handout/Presentation White Boards, Index Cards, Chart Paper, Toolboxes for Professional Development	\$0.00
	Purchased services	N/A	\$0.00
	Other		
	Other		
	TOTAL		\$0.00
	Funding sources: N/A (We have all items needed)		

Think about adding IRT goal and removing 1 indicator of success.

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K E Y A C T I O N F O U R	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase the level of student engagement by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective.
	Indicators of success <i>(Measurable results that describe success.)</i> 90% of the teachers will agree or strongly agree on the first three feedback and coaching questions provided by the Panorama Education Survey by May 2026. - By the end of September 2025, 90% of students will participate during MRS strategies every four to five minutes to demonstrate learning, by the end of October 2025, 95% of students will engage in MRS strategies, and by the end of November 2025, 100% of students will actively engage in MRS strategies. - By October 2025, 60% of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, 70% by February 2026 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, and 80% by May 2026 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> - Leaders will set expectations with teachers on the implementation of multiple response strategies, MRS. This includes how the feedback cycle will be implemented – (1) feedback, (2) coaching time, (3) implementation follow-up. - Leaders will train teachers on specific multiple response strategies, MRS, during preservice. - Leaders will review lesson plans every Thursday to ensure implementation of the MRS strategies and provide feedback. - Leaders will generate a calendar with weekly scheduled classroom walks. School leaders and tier 2 leaders will conduct weekly Spot observations of every teacher on a weekly basis. - Leaders will provide on-the-spot coaching regularly and written feedback on a weekly basis for every teacher using the Spot Observation form. - Leaders will follow up with the teacher to coach and model on the spot, and follow up the next day to ensure that is being implemented. - Leaders will conduct effective PLCs that focus on 1-2 multiple response strategies, MRS, at every PLC. Review curriculum binders and lesson plans for annotated MRS strategies and data, specifically DOLs for learning objective mastery, during PLC with teachers. - Leaders will review trends from Spot Observation forms to hold teachers accountable for implementing multiple response strategies and provide support to teachers in need.

Think about adding IRT goal and removing 1 indicator of success.

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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will attend training to understand the unit and lesson internalization protocol.
- Teachers will provide annotated lessons to receive feedback from peers and administration during department and grade level planning,
- Teachers will rehearse and receive feedback from peers and leaders during department and grade level planning,
- Teachers will attend weekly PLCs to plan effective reading and/or math lessons with rigorous student learning objectives, while planning with the end in mind.
- Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on Spot observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement.
- Teachers review and track student growth on the demonstration of learning on a daily basis using the LSAE Documentation log and student tracking binders.
- Teachers will analyze student data, specifically quizzes, unit assessments, and NWEA MAP assessments to track student growth and drive instruction during grade level and department planning,

Key Action Four: Increase the level of student engagement by implementing multiple response strategies (MRS) to ensure students are mastering the learning objective.

Who: All teachers and staff at Seguin Elementary School

What: NES Expectations, The Great 8, Instructional Characteristics and Domain II, Learning Environment and Domain III, MRS Strategies

When: August 2025

Where: Multi-Purpose Room

Think about adding IRT goal and removing 1 indicator of success.

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Bu dg et			
	Proposed item	Description	Amount
	Staff development	MRS Strategies The Great 8 Spot Observation Form Domain II - Instructional Characteristics Domain III - Learning Environment	\$0.00
	Materials/resources	MRS Strategies Handout/Presentation The Great 8 Handout/Presentation Copy of Spot Observation Form Spot Observation Tool Teacher Look Fors Student Look Fors White Boards, Index Cards, Chart Paper, Toolboxes for Professional Development	\$0.00
	Purchased services	N/A	\$0.00
	Other		
	Other		
	TOTAL		\$0.00
	Funding sources: N/A (We have all items needed)		

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Action Plan Rubric

School:

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
N e e d s A s s e s s m e n t	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.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
G o a l s a n d P r i o r i t i e s	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.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>

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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.
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	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
S p e c i f i c A c t i o n s	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.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
C o n n e c t i o n t o	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.		

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D i s t r i c t P l a n									
	low	Basic	high	low	Proficient	high	low	Advanced	high
S y s t e m s T h i n k i n g	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.		

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Progress on Action Plan Rubric

	Unsat essing Proficient Exemplary									
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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			- 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.			

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		key actions.	
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