

Evaluating the Opening Period

Best-Practice Indicators	Yes/No	Priority
Teachers developed and implemented tactical plans for building the foundational competencies needed for all students to be successful.		
Administrators and academic leaders were visible in classrooms and hallways daily and monitored the implementation of tactical plans.		
Teachers and students who were struggling during the opening were identified and provided with conferencing and our support.		
Teachers provided diagnostic activities and use those diagnostic activities to complete student profiles.		
All teachers introduced the learner work expected of students and provided formative or directed practice.		
All students had an opportunity to engage in the levels of work required for long-term memory and mastered attending and acquiring work.		
All teachers used learnings from unpacked standards to create expectations for units and designed lessons around the student work needed for all students to meet expectations.		
Students who are struggling with academic or behavior rituals and routines were identified and provided with immediate assistance and adult support.		
Academic leaders provided weekly feedback to all teachers on observed implementation and impact of tactical plans.		
In the third week of school, academic leaders met with all staff to assess the strengths and weaknesses of the opening of school and developed ad hoc plans to address critical concerns.		
After the first three weeks, no student felt he or she was bound for failure. All saw an opportunity for success and understood what was required.		
The assessment of the opening led to initial conversations about what next year's SIP needs to include to ensure next year's opening is more successful than this year's.		