

Testing Period Self-Assessment — Leadership Readiness

Test Prep — Leadership	Covered in our Plan?	Priority
The school has planned for the academic, emotional, social, and physical environments.		
The test plan has been marketed and practiced by all stakeholders.		
School staff and students understand school and individual goals.		
Data-supported plan for testing and scheduling has been developed and practiced.		
All teachers understand the school plan for the Testing Period and have developed personal and class action plans to implement the school plan.		
Plans for administering the test - schedule, test administration, test exiting, and post-test activities - have been developed, tested, and adapted as needed.		
The school has practiced optimal test behaviors and all students understand expectations (e.g., 100 percent attendance, completing all tasks, etc.).		
Distractions have been systematically eliminated, and the school can maintain the two-week schedule without major distractions.		
Every teacher has assessed his or her students and identified optimal environment requirements.		
Students have practiced and can maintain engagement and work from opening bell to closing bell.		
Every teacher has <i>done the math</i> (see Doing the Math tool), regularly reviewed results, and communicated them to the principal.		
Teachers have assessed student needs and identified accommodating and compensating triage strategies that can help students reach their potential.		