

INVENTORY SURVEYS



Altamira
International School

ANALYSIS SURVEYS

TEACHERS



Altamira
International School

INVENTORY TEACHERS

Strengths: 68% of teachers Almost always align their decisions in the classroom with the strategic plan of the school.

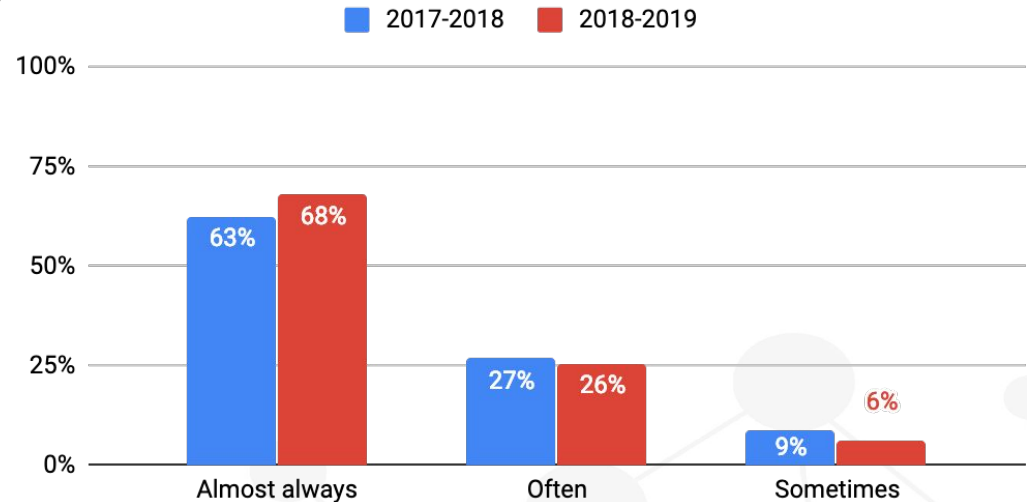
Opportunities for Improvement: 32% of teachers often base their decisions on the strategic plan of the school.

Action Plan: The school strategic plan should be shared with our teachers periodically.

The Vice-principals should work with teachers to help them understand and cope with the strategic plan.

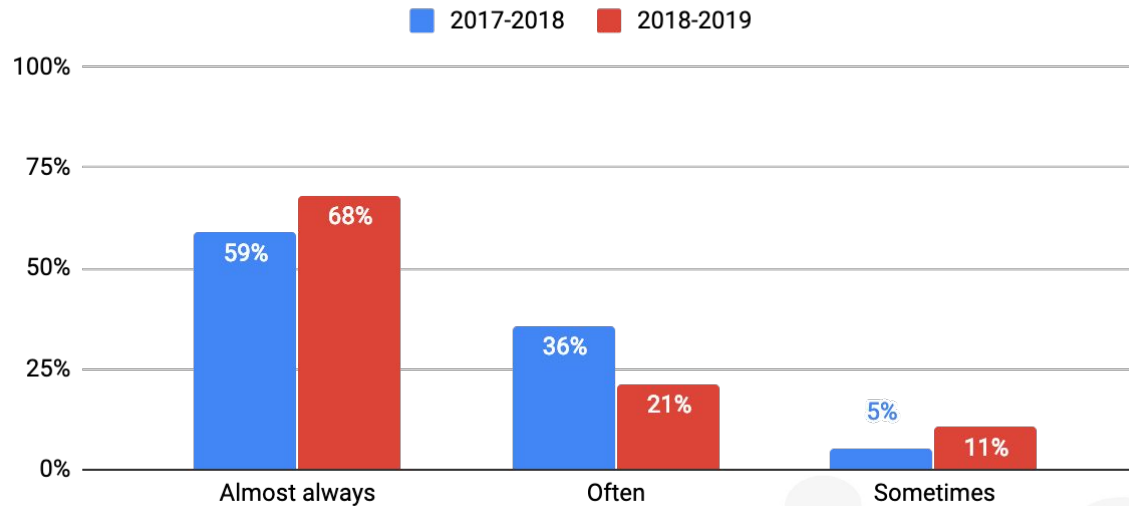
Teachers should receive feedback on how to overcome difficulties and make school-oriented decisions.

I base decisions in my classroom on the strategic direction of my school



INVENTORY TEACHERS

My actions, in and out of the classroom, are aligned to the strategic direction of the school



Strengths: 68%. Teachers feel their actions are aligned to the strategic direction of the school.

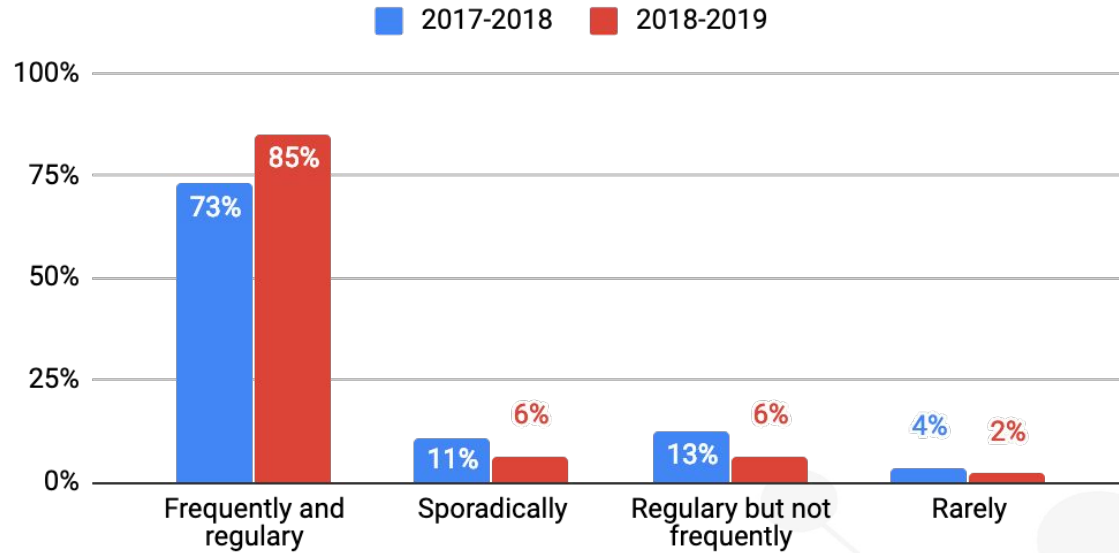
Opportunities for Improvement: 31% of teachers often align their actions to the strategic direction of school.

Action Plan: The school strategic plan should be shared with our teachers periodically through different means: PD's, website, digital platforms, classroom posters, assemblies.

School's values and beliefs should be part of our teacher's daily lives and their actions should reflect that.

INVENTORY TEACHERS

I participate in formal professional collaboration with my peers

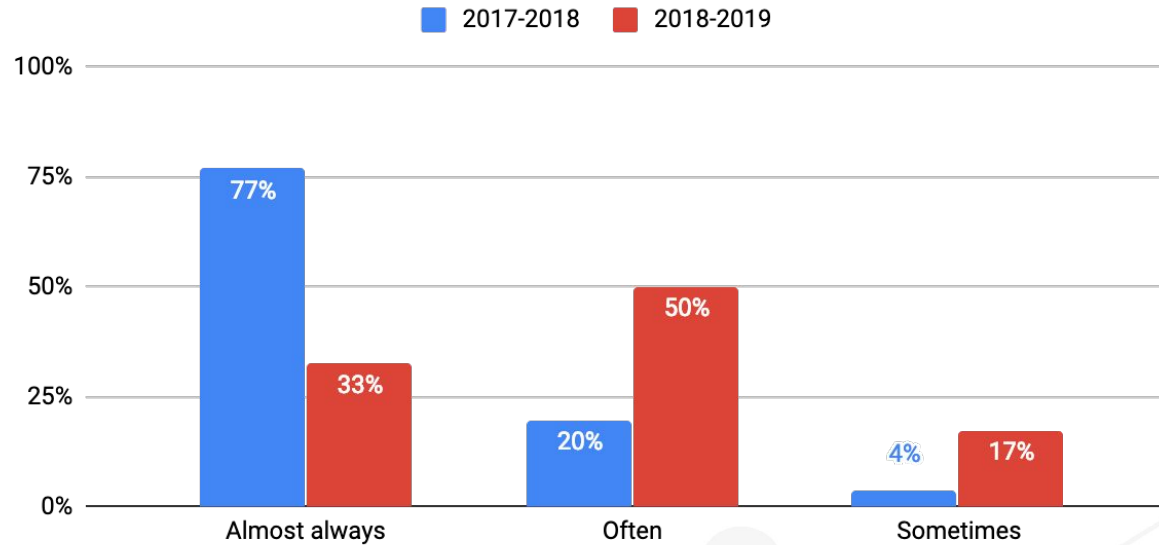


Strengths: 85% Teachers participate in formal and professional collaboration with peers.

Opportunities for Improvement: 15% of the teachers, often participate in formal professional collaboration with my peers.

INVENTORY TEACHERS

My lesson are based on high expectations for students



Strengths: 72% of Teachers set high expectations in their lessons for students.

Opportunities for Improvement: The 28% of the teacher, often based their lessons on high expectations for students.

INVENTORY TEACHERS

Strengths: 15% of the teachers are almost always differentiating the learning goals for each students in their class/course.

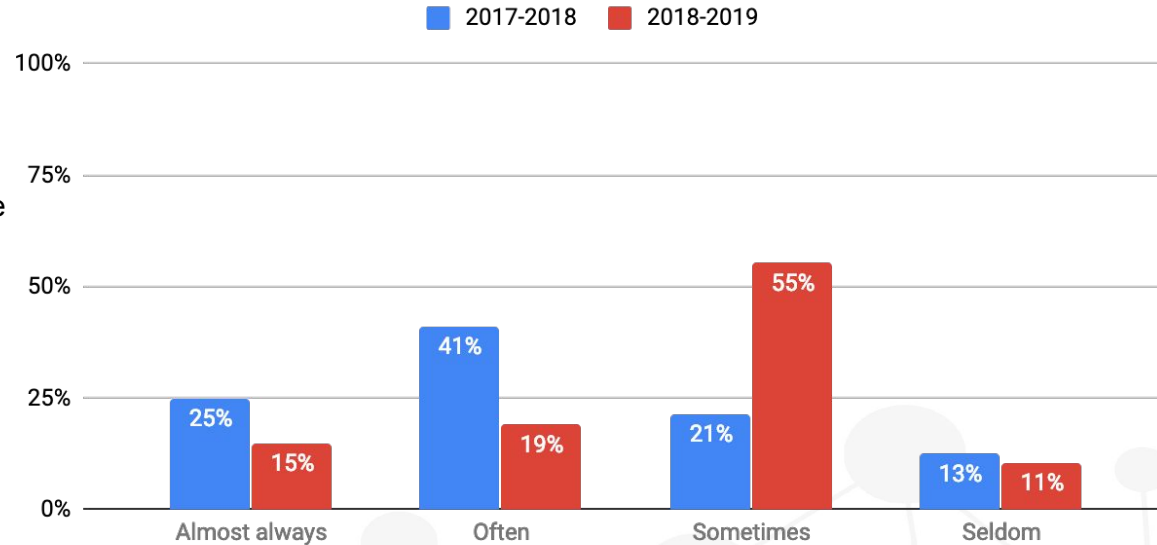
Opportunities for Improvement: 85% of the teachers are rarely differentiating the students learning goals in their class.

Action Plan: The school must provide Professional Development in Differentiation for all sections and the teachers must have initiative on their professional development.

Teachers must follow recommendations received in the professional development sessions.

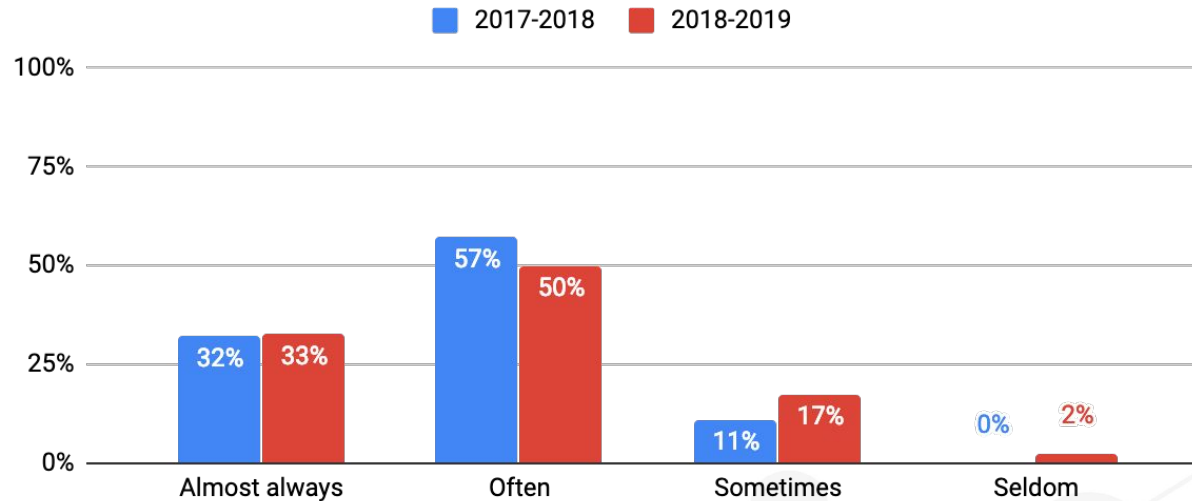
Teachers must be responsible of the student progress.

Learning goals are different for each student in my class/course



INVENTORY TEACHERS

My lessons include opportunities for students to express individual creativity



Strengths: 81% of the teachers are almost always including opportunities for students to express individual creativity.

Opportunities for Improvement: 19% of the teachers are rarely including in their lessons for students opportunities to express individual creativity

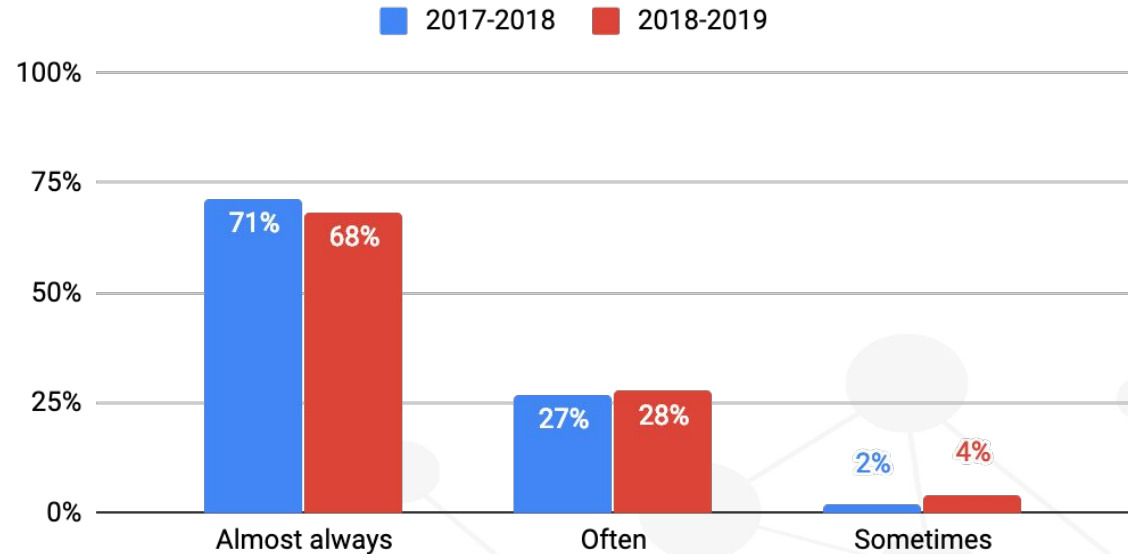
INVENTORY TEACHERS

Strengths: 68% of the teachers are almost always providing opportunities for students to be actively engaged in their learning.

Opportunities for Improvement: 32% of the teachers are rarely providing lesson for students to be actively engaged in their learning.

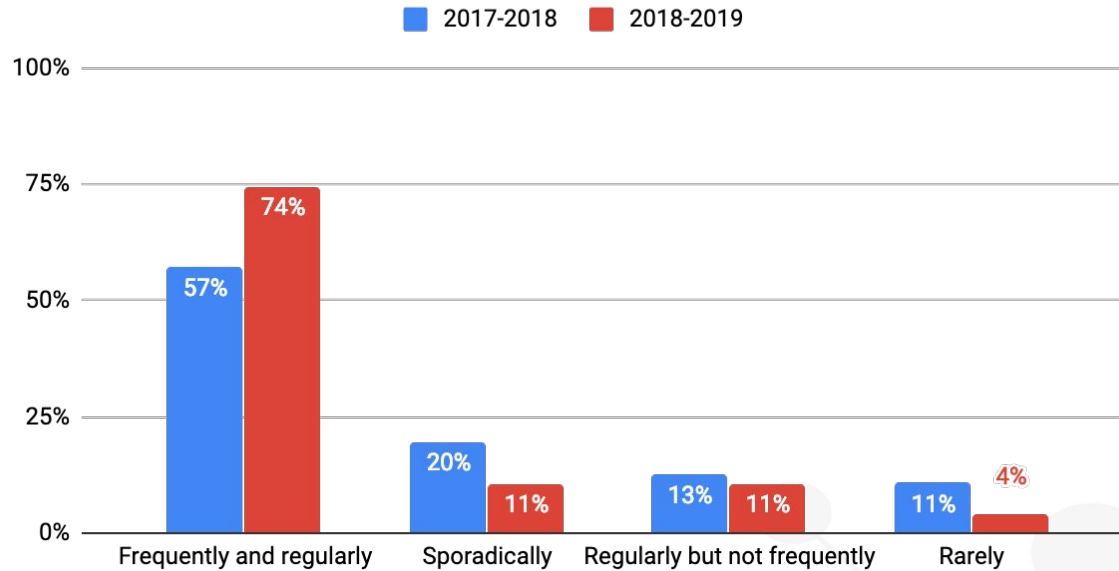
Action Plan: Create a focus group once a week for teachers to share their classroom difficulties. Teachers must have a space for sharing their success strategies used in the classroom

My lesson provide opportunities for students to be actively engaged in their learning



INVENTORY TEACHERS

I structure lessons, tasks and activities that require students' use of digital tools for learning

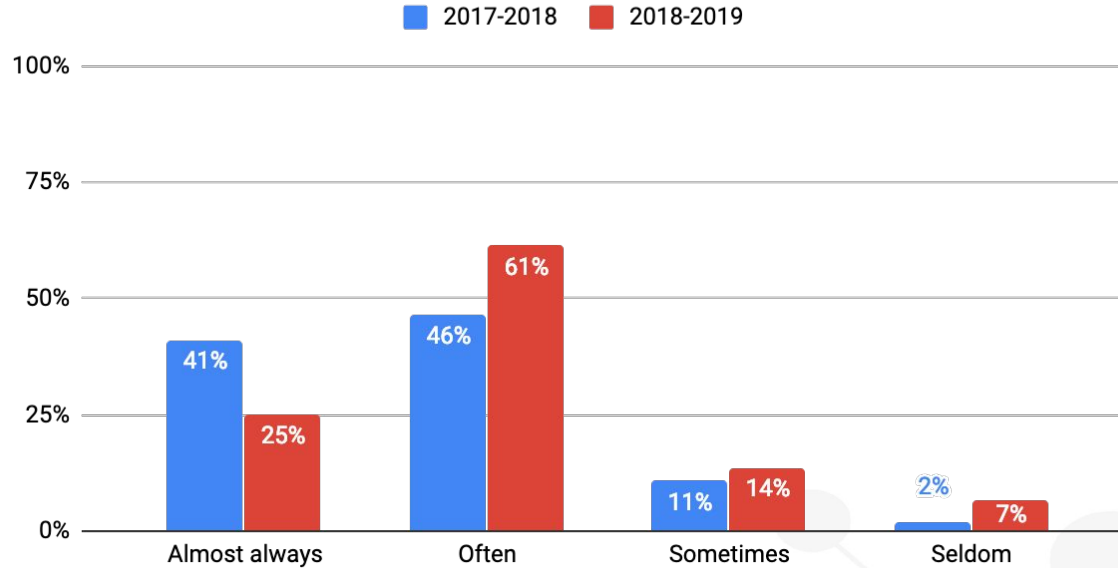


Strengths: 85% of the teachers almost always structures lessons, tasks and activities that require students' use of digital tools for learning.

Opportunities for Improvement: 15% of the teachers often structures lessons, tasks and activities that require students' use of digital tools for learning.

INVENTORY TEACHERS

I use student achievement data to modify and adjust materials and lessons for my students.



Strengths: 80% of the teachers almost always use the achievement data to modify and adjust materials and lessons for the students.

Opportunities for Improvement: 20% of the teachers use the student achievement data to modify and adjust materials and lessons for the students

INVENTORY TEACHERS

Strengths: 62% of the teachers, almost always, design lessons by first determining the expected outcome.

Opportunities for Improvement: 38% of the teachers, often, design lessons by first determining the expected outcome.

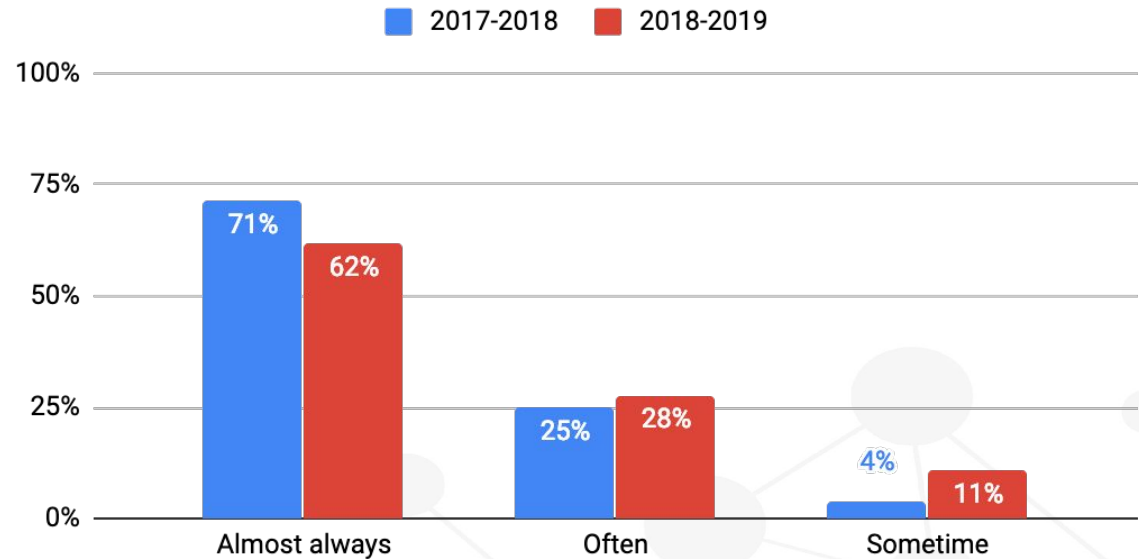
Monitoring teachers' performance and planning

Action Plan: Teachers must follow school strategic directions.

Vice-principal should find out the reasons behind teachers not planning using UBD.

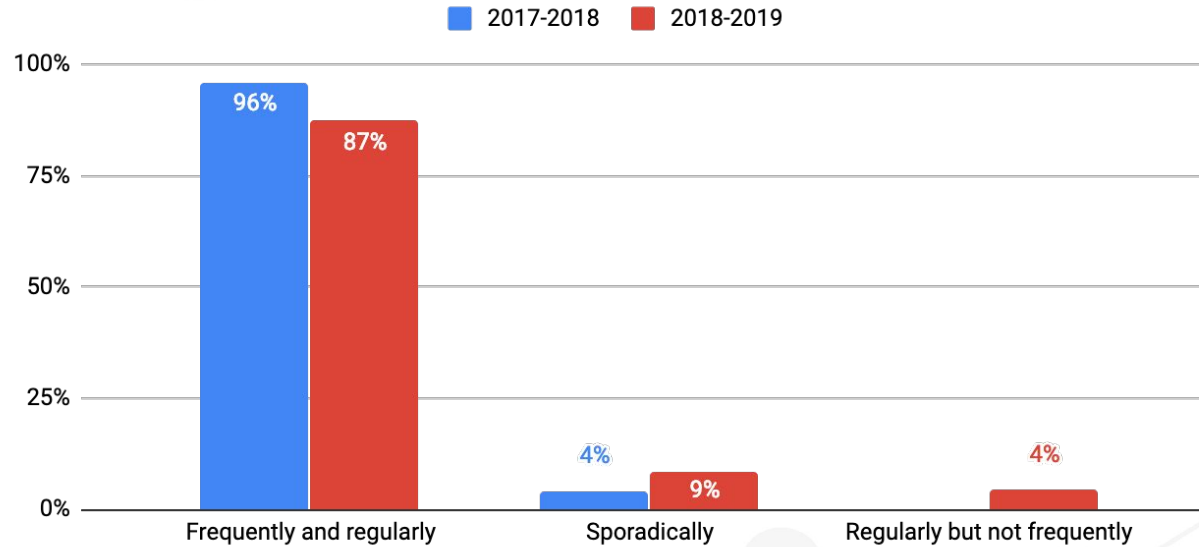
They need more follow up and face consequences if decide not to do what they agreed on in their contract and when revising the teaching and learning manual.

I design my lesson by first determining expected outcome



INVENTORY TEACHERS

I provide exemplars for my students



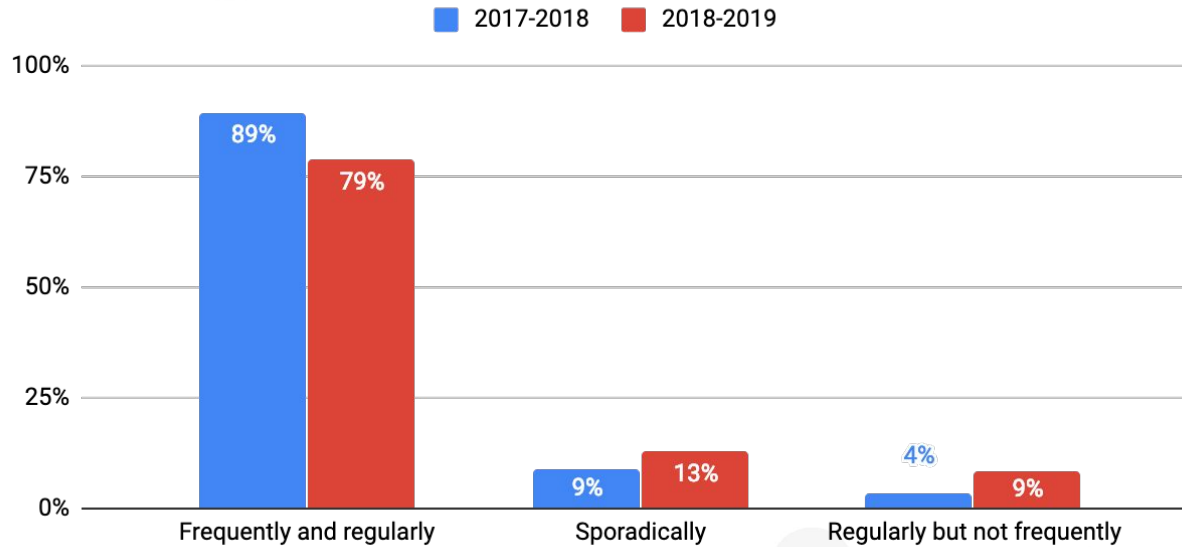
Strengths: 87% of the teachers, almost always, provide exemplars for their students.

Opportunities for Improvement: 13% of the teacher, often, provide exemplars for their students.

Action Plan: 100% of teachers must provide exemplars of quality work for their students

INVENTORY TEACHERS

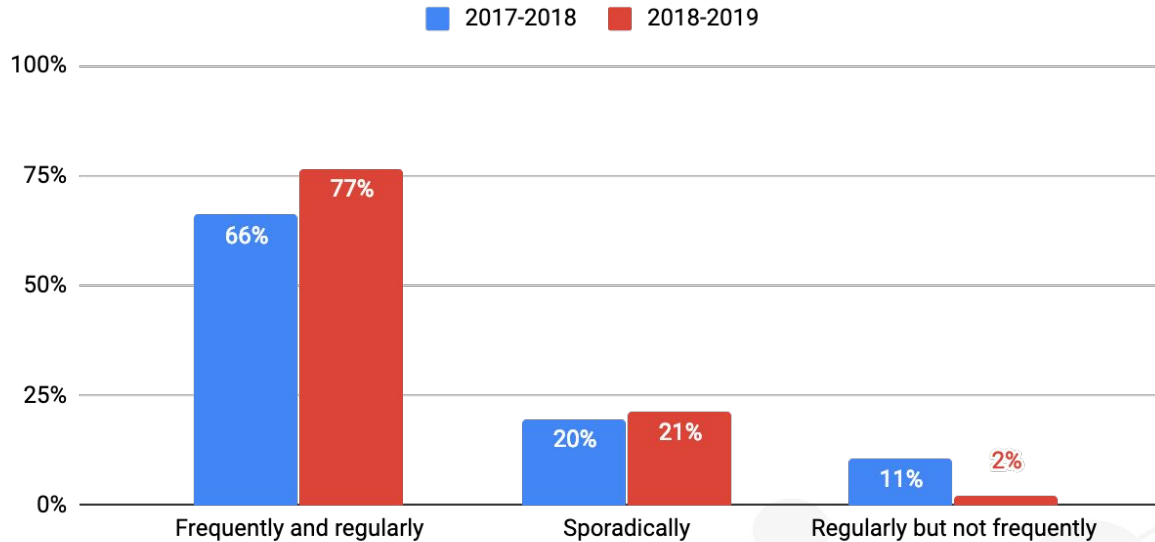
I use formative assessments to monitor student progress



Strengths: 79% of the teachers, almost always, use formative assessments to monitor student progress.
Opportunities for Improvement: 21% of the teachers, often use formative assessments to monitor student progress.

INVENTORY TEACHERS

I use formal, two-way process to communicate with parents, families and/or legal guardians of my students

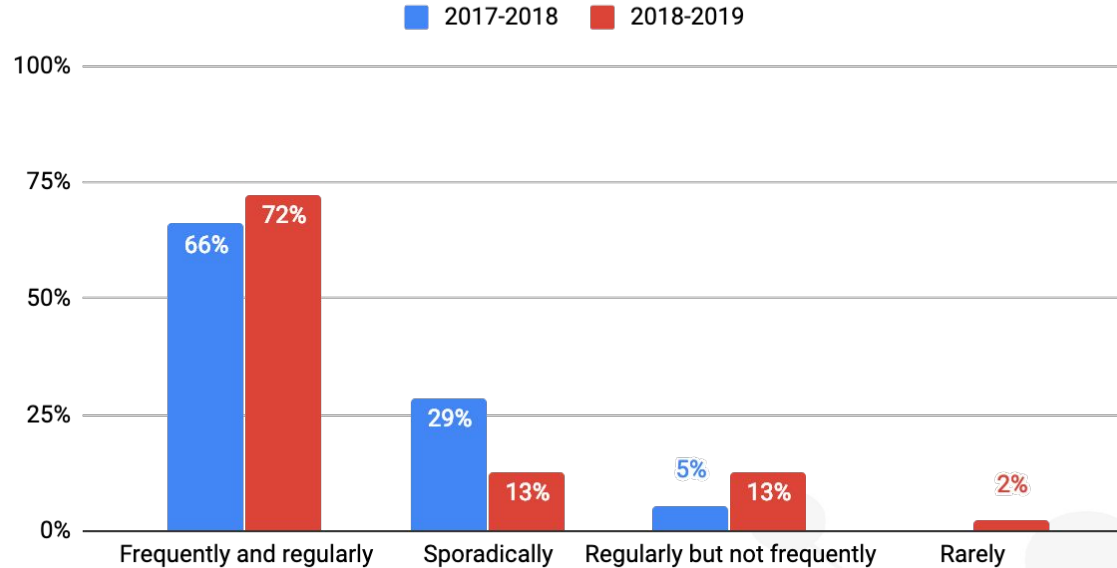


Strengths: 77% of the teachers, are using the formal two-way process to communicate with the parents, families and/or legal guardians.

Opportunities for Improvement: 23% of the teachers are often using the two-way process to communicate with the parents, families and/or legal guardians.

INVENTORY TEACHERS

I participate in targeted professional learning activities designed to meet the individual needs of my students



Strengths: Frequently, 72% of the teachers participate in targeted professional learning activities designed to meet the individual needs of my students.

Opportunities for Improvement: Sporadically, 28% of the teachers participate in targeted professional learning activities designed to meet the individual needs of my students.

INVENTORY TEACHERS

Strengths: 51% of the teachers are frequently providing opportunities for parents, families and legal guardians to engage in meaningful activities that support student success.

Opportunities for Improvement: 49% of the teachers are sporadically providing opportunities for parents, families and legal guardians to engage in meaningful activities that support student success.

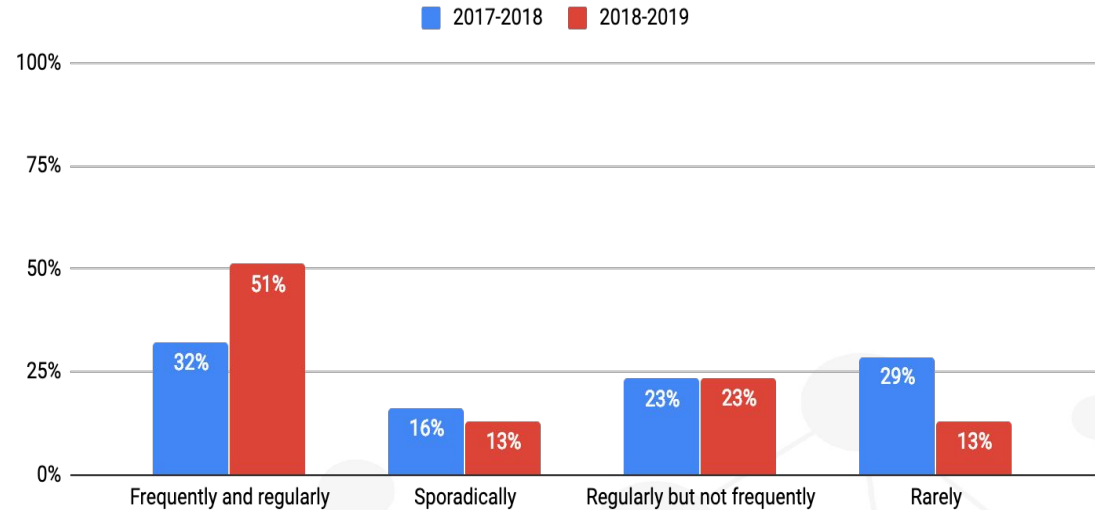
Action Plan: Teacher must inform and share action plans with parents for improving learning abilities.

Teacher will involve parents in the construction of the student action plan.

Also, parents should be informed and shown strategies to help students through

- Escuela de padres.
- Apoyo escuelas deportivas
- Exploración de posibles carreras
- Actividades extracurriculares (MUN, Lead conferences, Pi day, carnivals, 10th grade play, school assemblies, Altamira Games, Binationals, Career counseling).

I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success



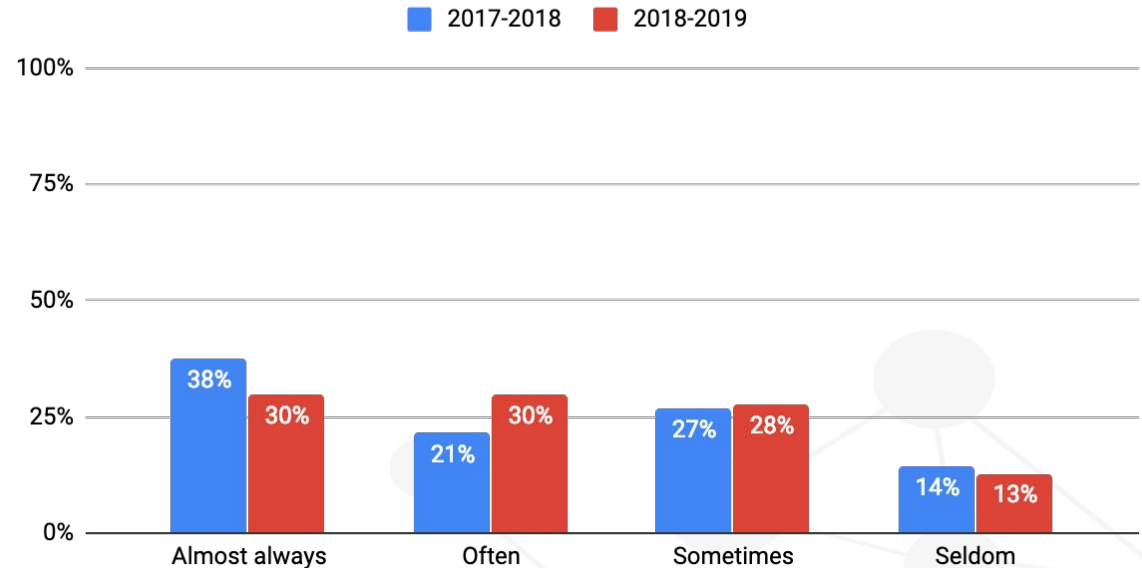
INVENTORY TEACHERS

Strengths: 60% of the teachers are almost always involved in the decisions and actions that impact student achievement and the overall functioning of our school.

Opportunities for Improvement: 40% of teachers feel sometimes involved in the decisions and actions that impact students achievement and the overall functioning of our school.

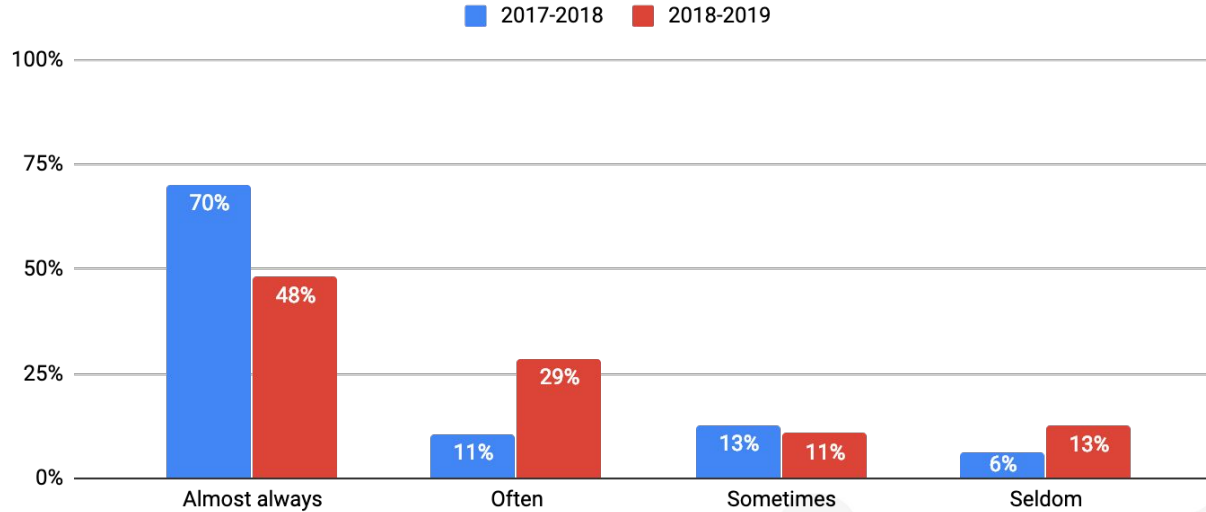
Action Plan: The school should adhere to a 2-3 year strategic plan, that allows teachers and administrative staff complete a follow up on long term processes, instead of a year by year plan that might interrupt real processes.

I am involved in decisions and actions that impact student achievement and the overall functioning of our school.



INVENTORY TEACHERS

I use a formal process to measure the success of the implementation of curriculum, instruction and educational programs for my students.



Strengths: Frequently, 81% of the teachers use a formal process to measure the success of the implementation of curriculum, instruction and educational programs for their students.

Opportunities for Improvement: 19% of the teachers, regularly but not frequently, use formal process to measure the success of the implementation of curriculum, instruction and educational programs for their students.

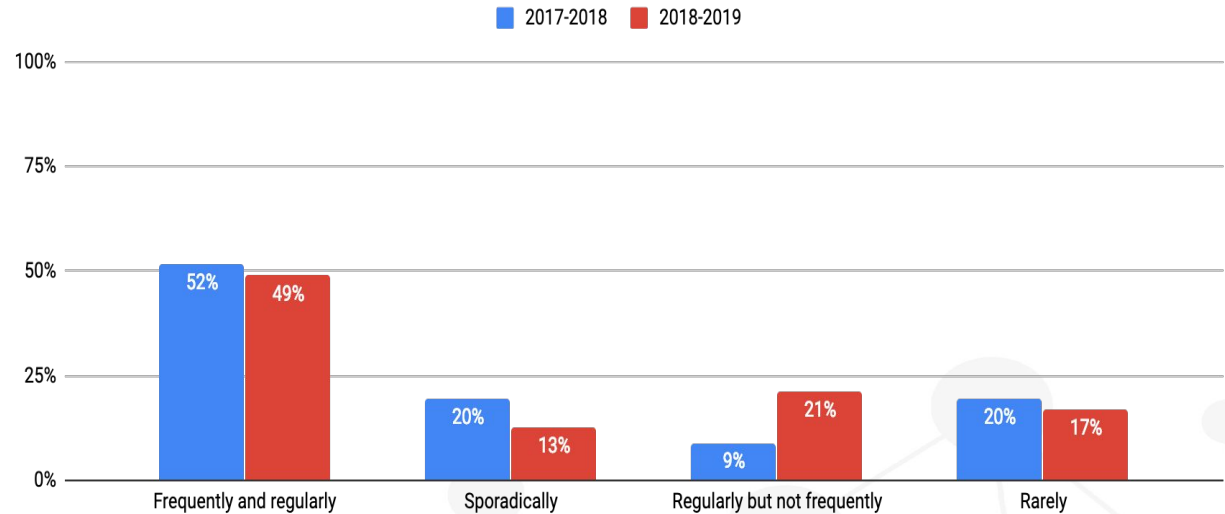
INVENTORY TEACHERS

Strengths: 49% of teachers Frequently feel involved in a formal process to verify the success of programs at school, which are implemented to meet the educational, emotional and personal success of students.

Opportunities for Improvement: 51% of teachers often do not feel involved in a formal process to verify the success of programs at our school.

Action Plan: Teachers must be empowered with the full responsibility of the students process. They should create strategies to help students with their academic success. The school should adhere to a 2-3 year strategic plan, that allows teachers and administrative staff complete follow up on long term processes. Instead of a year by year plan that might interrupt real processes.

I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional and personal success of my students



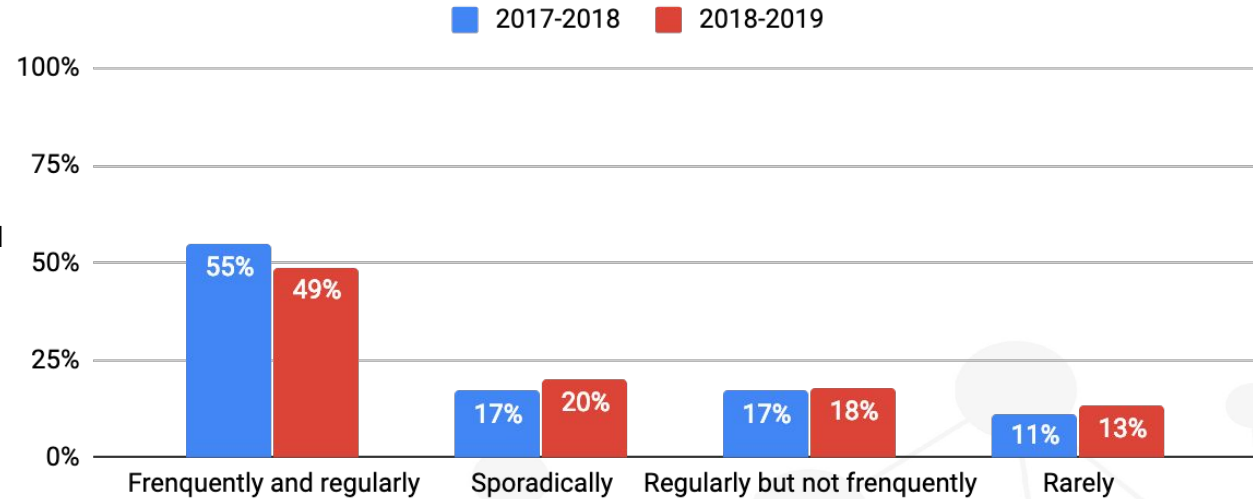
INVENTORY TEACHERS

Strengths: Frequently 49% of the teachers, plan lessons that increase students' awareness of and appreciation for other cultures.

Opportunities for Improvement: 51% of the teachers, Regularly but not frequently, plan lessons that increase students' awareness of and appreciation for other cultures.

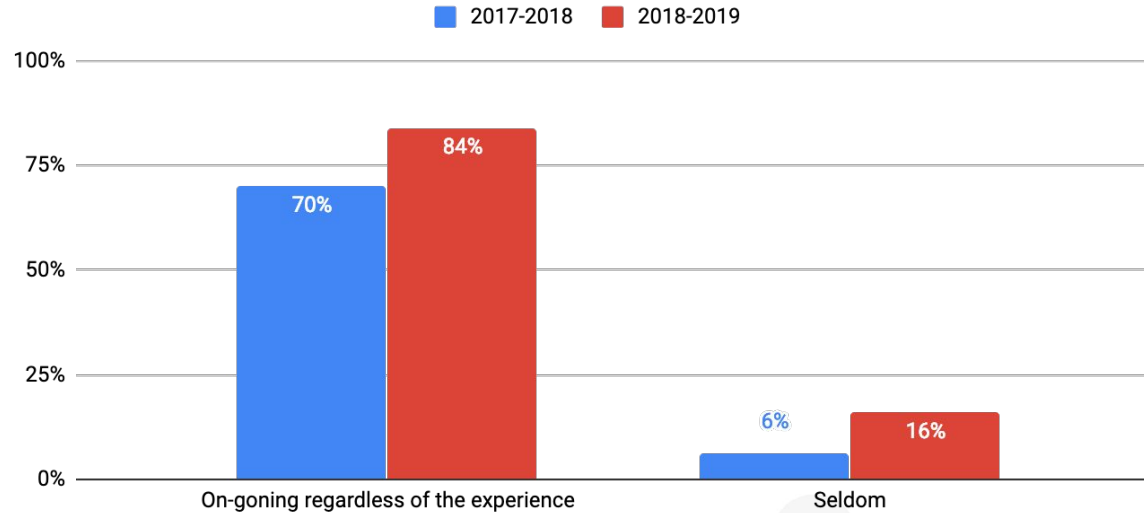
Action Plan: School can implement a cultural week, and use it to promote the sharing of all the different cultures and beliefs practiced by our students and staff.
During their history class they should learn more about other religions and beliefs.

I plan lessons that increase students's awareness of the appreciations for other cultures



INVENTORY TEACHERS

I have/had access to induction, mentoring and coaching programs designed to meet my individual professional learning needs



Strengths: 84% of the teachers are on-going regardless of experience, in the process to design programs to meet individual learning needs.

Opportunities for Improvement: 16% of the students, seldom to design programs to meet individual learning needs.

INVENTORY TEACHERS

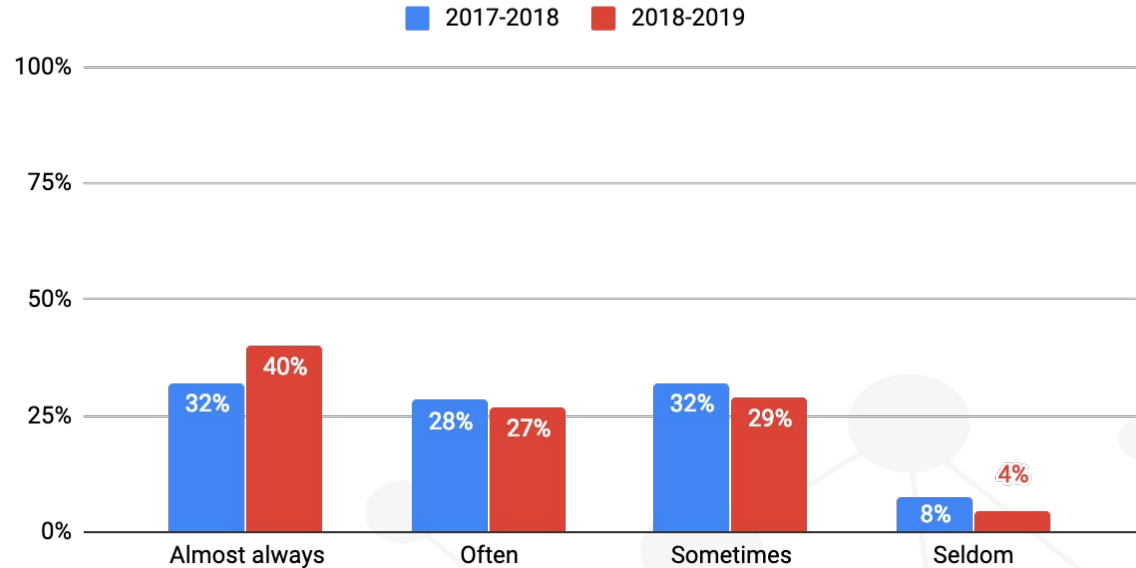
Strengths: 67% of the teachers, feels that almost always has ample resources to assist students in their needs.

Opportunities for Improvement: 33% of the teachers lacked ample resources to assist students in their needs.

Action Plan: School must verify which materials teachers are lacking for their class planning. Teachers must be accompanied with regular follow-ups on their class planning, with the intention to help them in their organization and class needs. Substitute teachers in every section should be available.

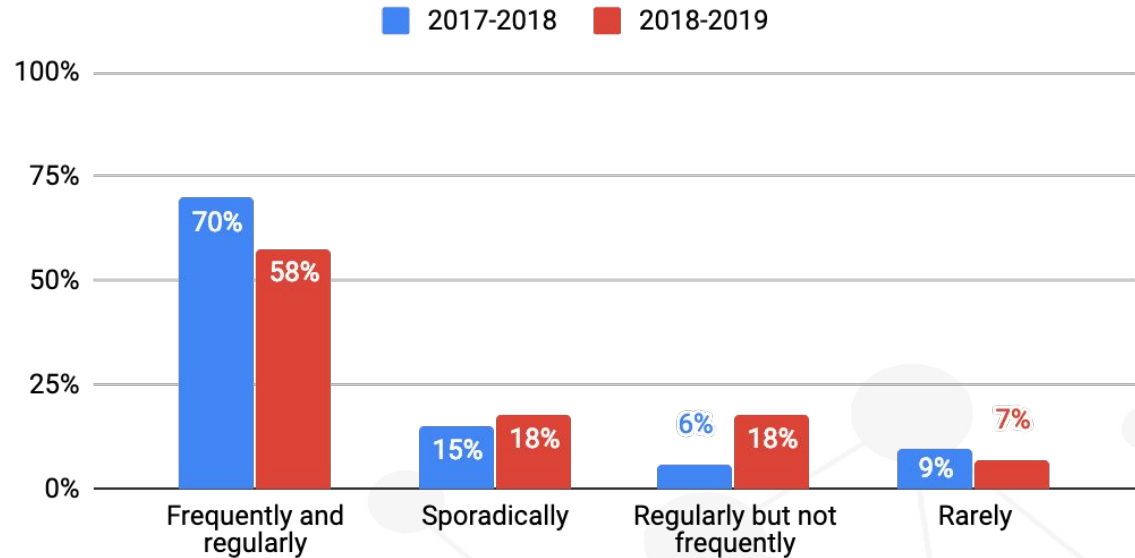
Covering up for absent teachers is causing teachers to be overloaded and tired.

I have ample resources (material, fiscal and personnel) to assist me in meeting the needs of my students.



INVENTORY TEACHERS

I utilize a formal process to determine the individual learning needs of my students



Strengths: 58% of the teachers, frequently and regularly, use a formal process to determine the individual learning needs of the students.

Opportunities for Improvement: 42% of the teachers, regularly but not frequently, use a formal process to determine the individual learning needs of the students.

Action Plan: If we organize our academical process, teachers can focus on developing strategies in their classes and observe the real needs of their students. If they are always changing their strategies inside their classroom, they are busy being aware of themselves, trying to cope with changes, instead of implementing the ones that work best for them.

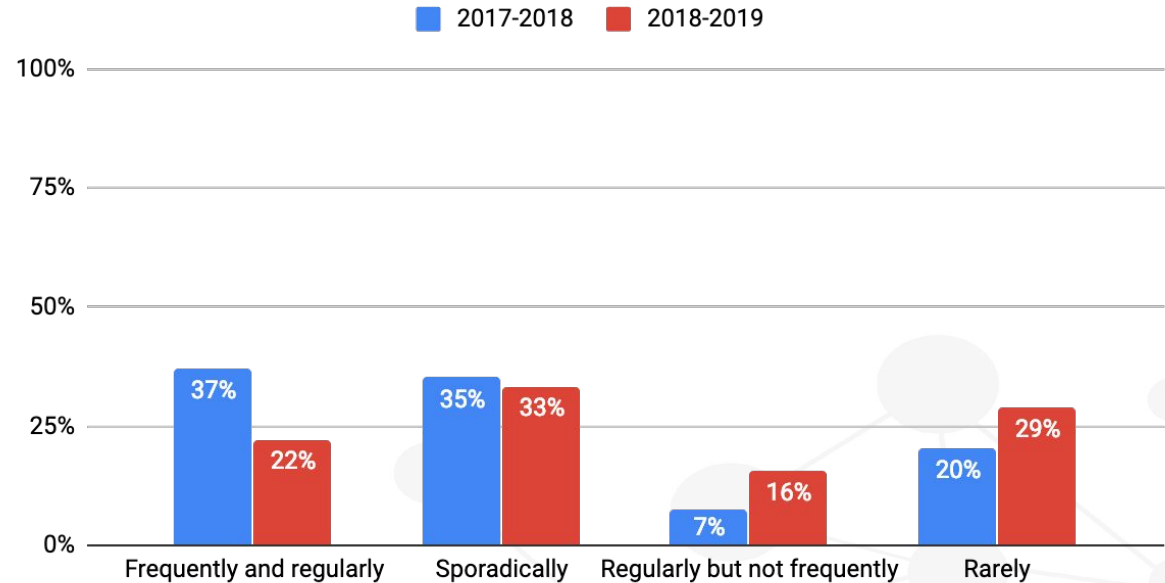
INVENTORY TEACHERS

Strengths: 22% of the teachers, are receiving formal training in the interpretation and use of student assessment data.

Opportunities for Improvement: 78% of the teachers does not receive formal training in the interpretation and use of student assessment data.

Action Plan: School must keep providing professional development for teachers. Psychologist and principals must help with feedback to teachers on their progress.

I receive formal training in the interpretation and use of the student assessment data



INVENTORY TEACHERS

Strengths: 36% of the Teachers, frequently and regularly, receive feedback from their supervisor regarding their professional performance.

Opportunities for Improvement: 64% of the teachers, regularly but not frequently, receive feedback from their supervisor regarding their professional performance.

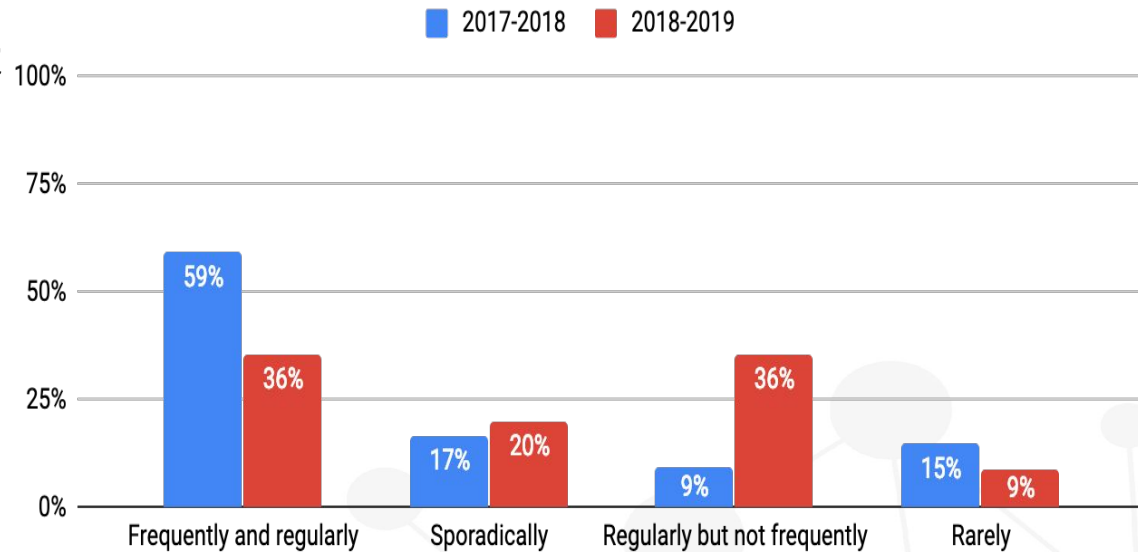
Action Plan:

Vice-principals must create a year plan for teacher observations and follow-ups on their performance. This follow-up must include students' assessments on teachers' performance (in a respectful way, where students show how they feel).

Class observations, peer observations, walk throughs and the students feedback on strategies and teaching style developed by the teacher, can offer a wider and effective perspective on teachers performance.

Also, Teachers must be heard about how they feel regarding the strategic plan and the difficulties they are having during class time.

I receive feedback from my supervisor regarding my professional performance



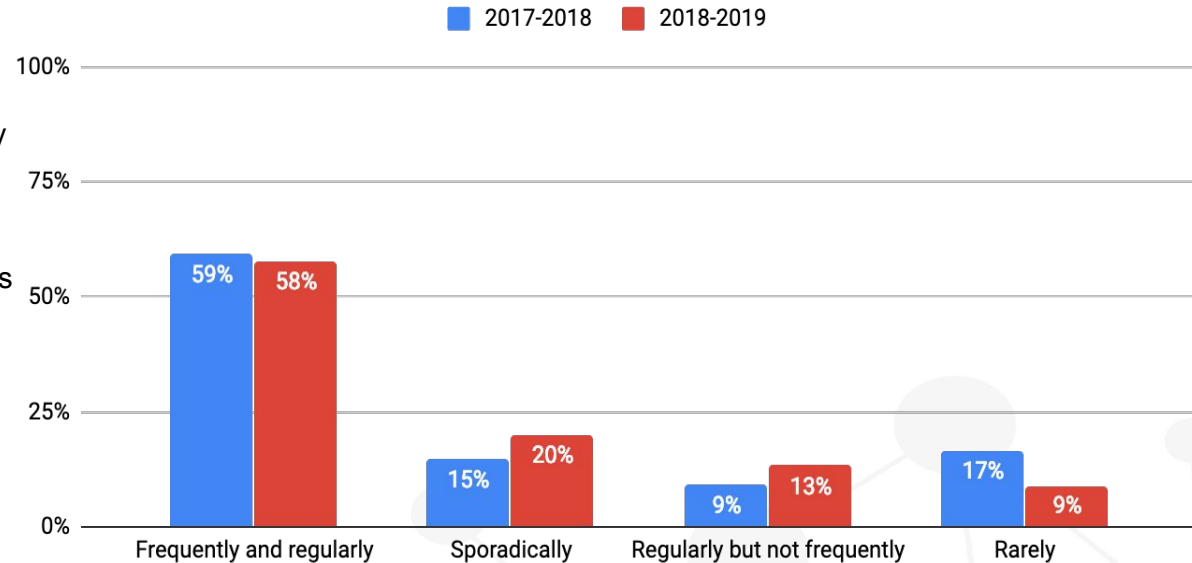
INVENTORY TEACHERS

Strengths: 58% of the teachers frequently and regularly, use a variety of assessments types, including locally developed and nationally normed, to assess student understanding of content.

Opportunities for Improvement: 42% of the teachers, regularly but not frequently, use a variety of assessments types, including locally developed and nationally normed, to assess student understanding of content.

Action Plan: School must share Standardized tests results, such as Map Test, SAT results, vocational orientation tests, and icfes results with teachers and action plans should be articulated to their planning.
Promote the use of educational platforms that can serve the purpose.

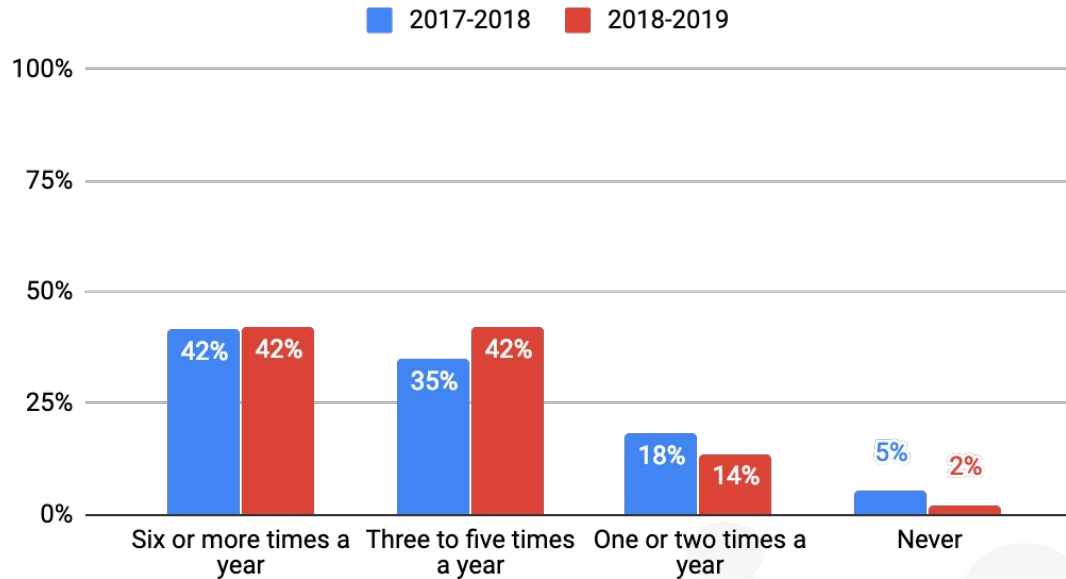
I use a variety of assessment types, including locally developed and nationally normed, to assess student understanding of content



INVENTORY

ELEMENTARY SCHOOL

I set learning goals



Strengths: 84% of students are setting goals at least 3 times a year.

Opportunities for Improvement: 16% set academic goals less than three times a year.

INVENTORY

ELEMENTARY SCHOOL

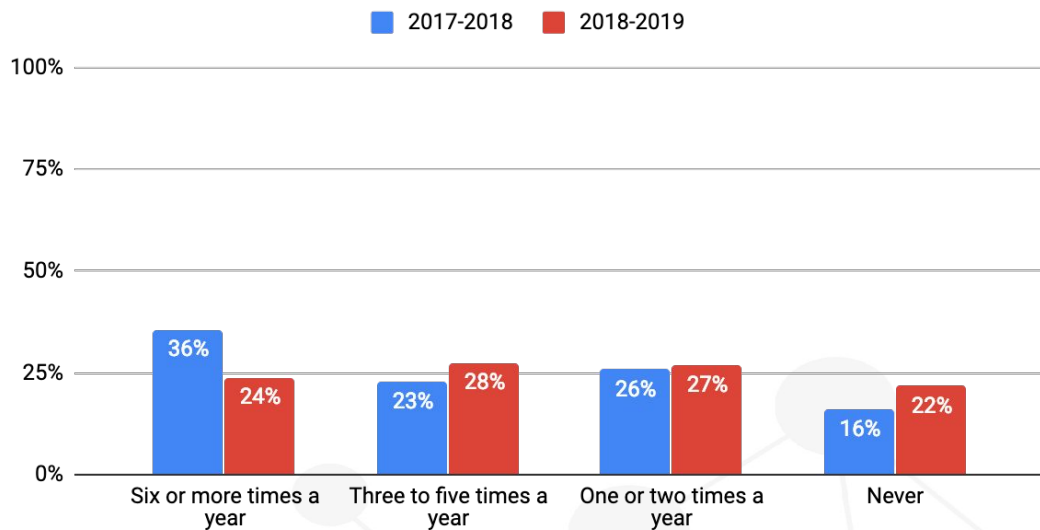
Strengths: 52% of students meet with adults, other than teachers, to help them with their learning needs at least three times a year.

Opportunities for Improvement: 48% students find adults other than teacher to help them with their learning needs less than three times a year.

Action Plan: Teachers from other subject areas become leaders for students support in order to increase the number of students relying on adults.

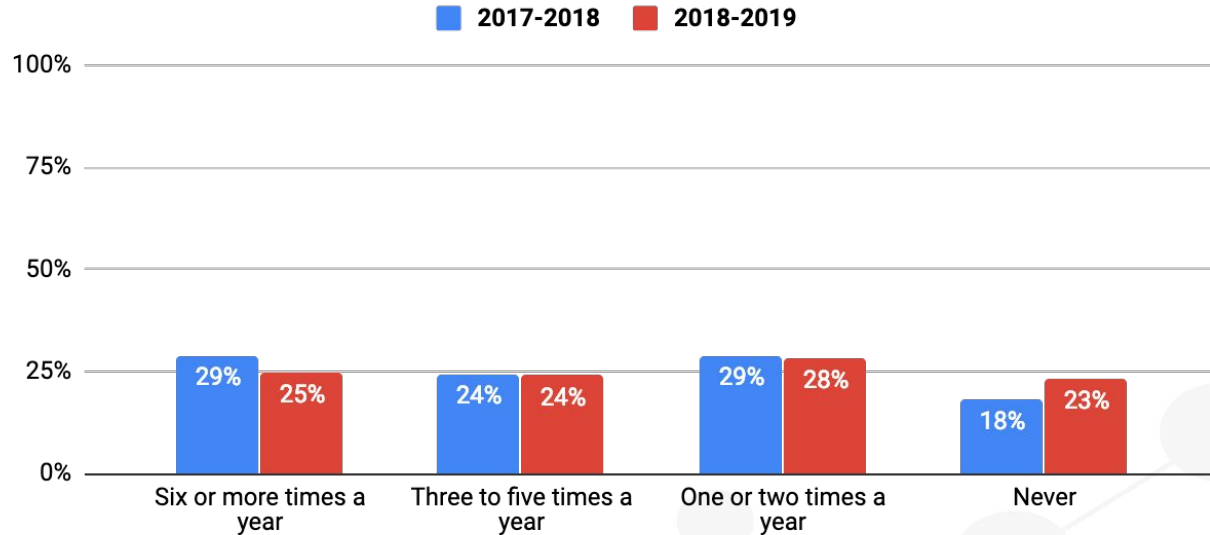
SEL- Strengthening Counseling Team

I meet or talk with an adult, other than my teacher, who helps me with my learning needs.



INVENTORY ELEMENTARY SCHOOL

I explore different careers.



Strengths: 49% of students explore different careers at least three times a year.

Opportunities for Improvement: 51% students explore different careers less than three times a year..

Action Plan: Design and implement performance tasks that help students explore a variety of applications in different professional areas.

ANALYSIS SURVEYS

ELEMENTARY SCHOOL

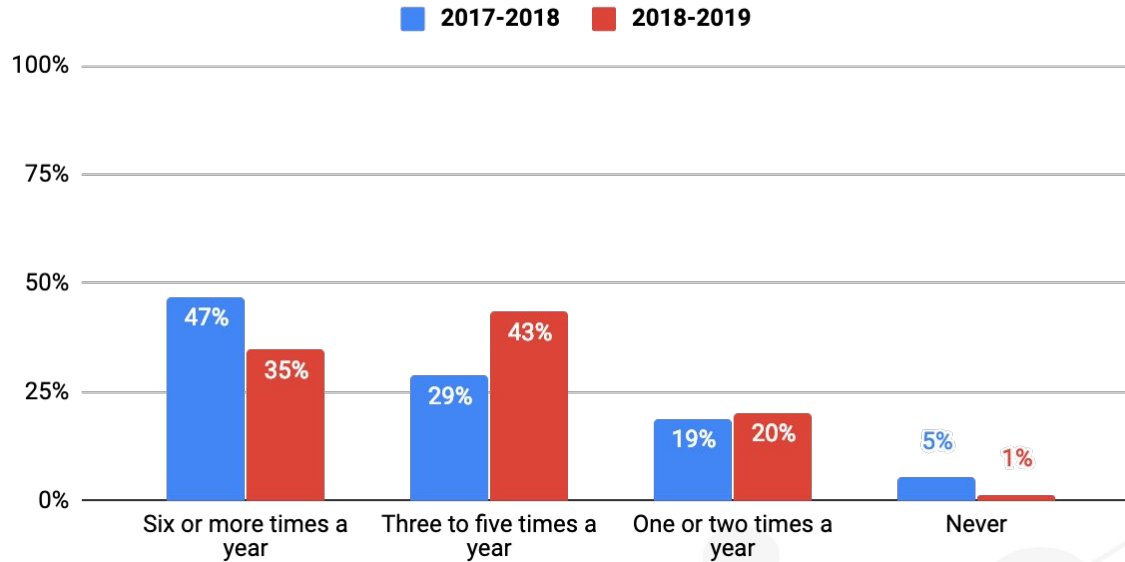


Altamira
International School

INVENTORY

ELEMENTARY SCHOOL

I choose topics for my projects



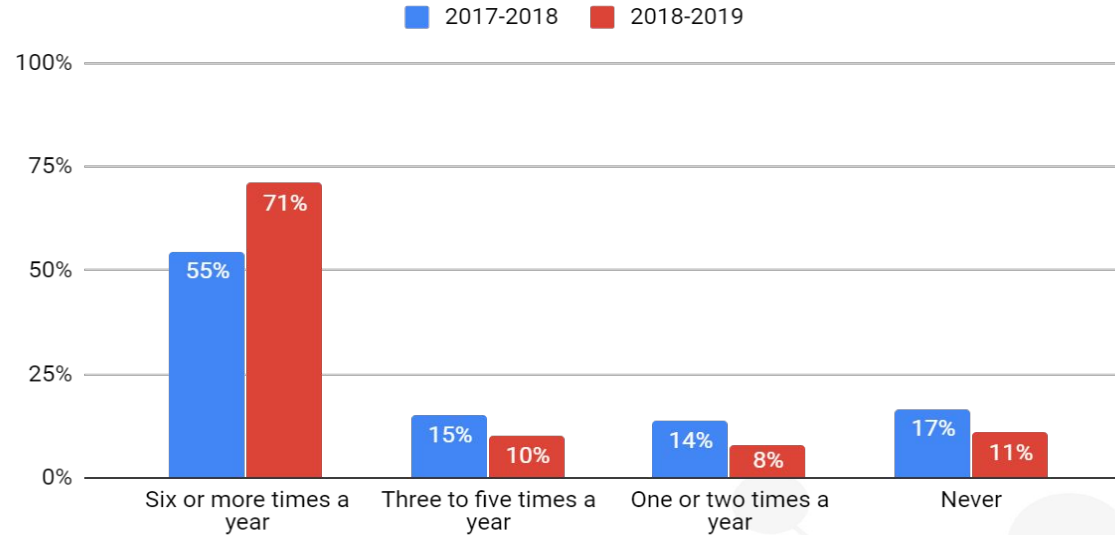
Strengths: 78% of students are choosing topics for their own projects at least three times a year.

Opportunities for Improvement: 22% of students feel they are not able to choose topics for their own projects.

INVENTORY

ELEMENTARY SCHOOL

I participate in, before or after, school activities such as sport, clubs, tutoring, etc.

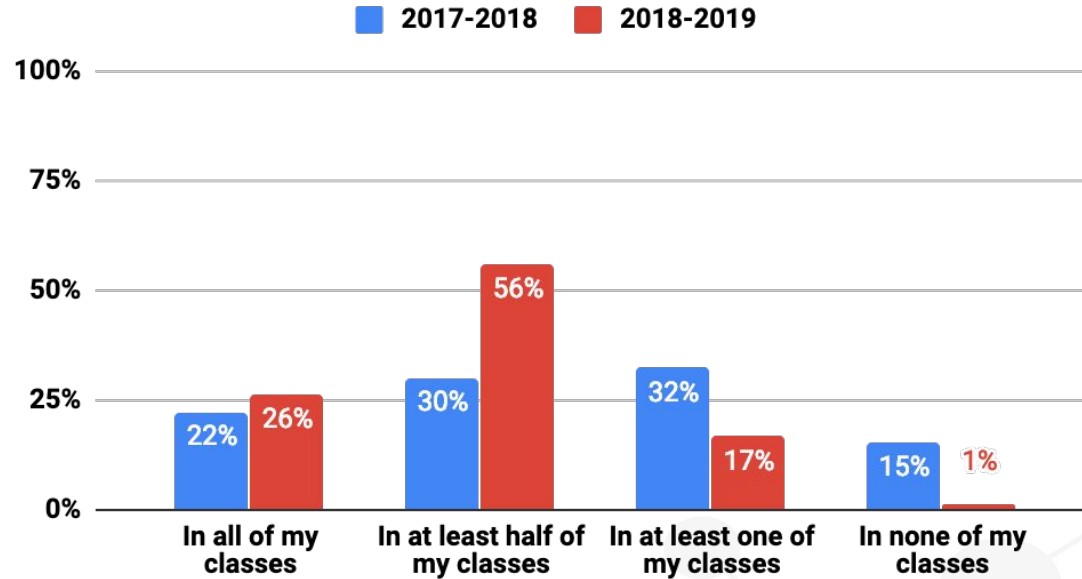


Strengths: 81% of students participate in before, or after school activities such as sports clubs and tutoring at least three times a year.

Opportunities for Improvement: 19% Students participate in before, or after school activities such as sports clubs and tutoring less than three times a year.

INVENTORY ELEMENTARY SCHOOL

I work on real-life problems.



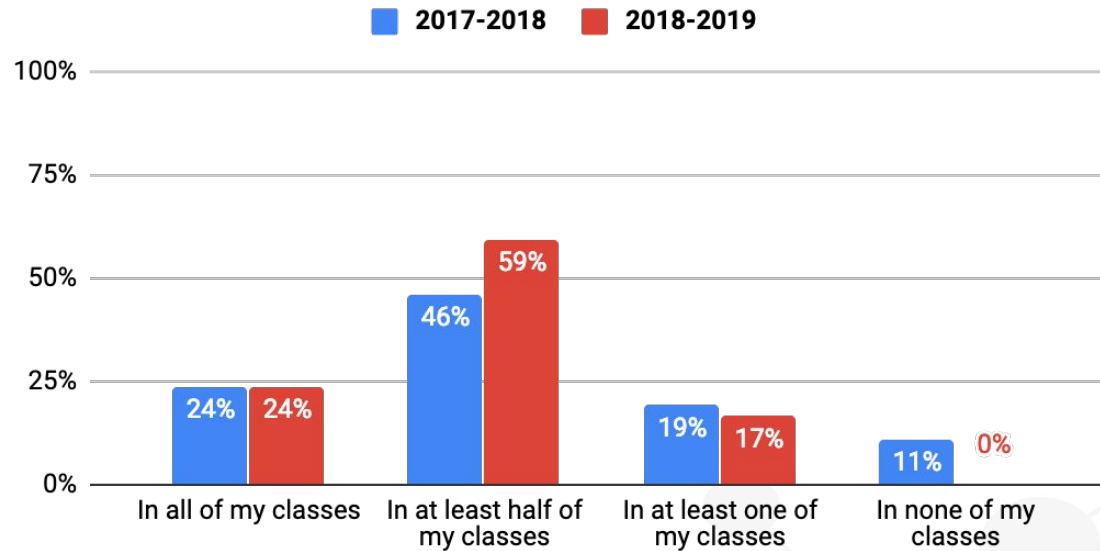
Strengths: 82% of students work on real-life problems at least three times a year.

Opportunities for Improvement: 18% of students work on real-life problems less than three times a year.

INVENTORY

ELEMENTARY SCHOOL

I give class presentations or share my work with classmates



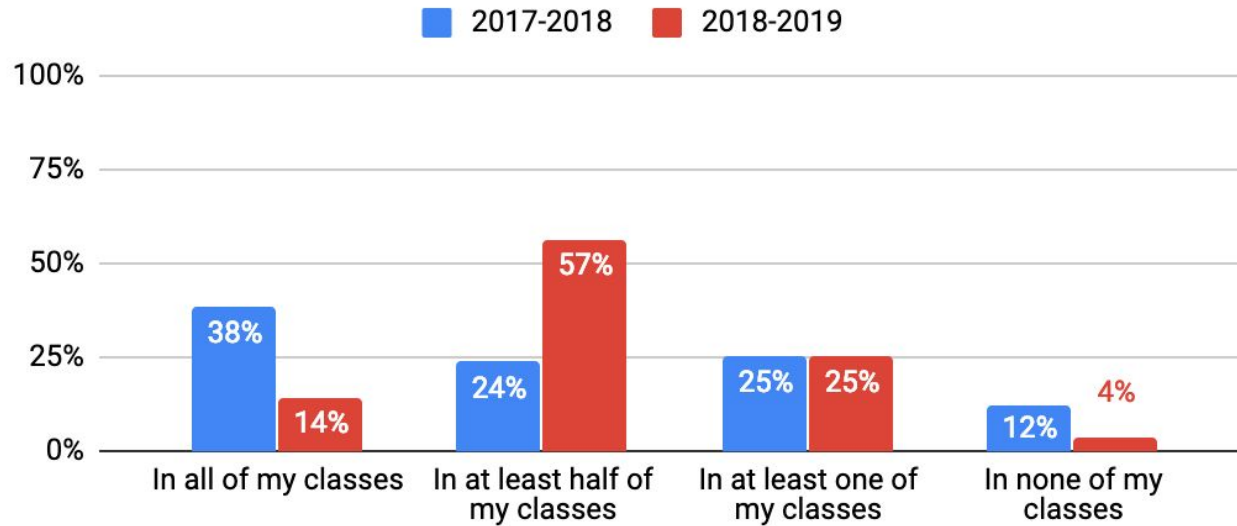
Strengths: 83% of students share their work with classmates at least three times a year.

Opportunities for Improvement: 17% of students share their work with classmates less than three times a year.

INVENTORY

ELEMENTARY SCHOOL

I work on assignments that take more than one day to complete



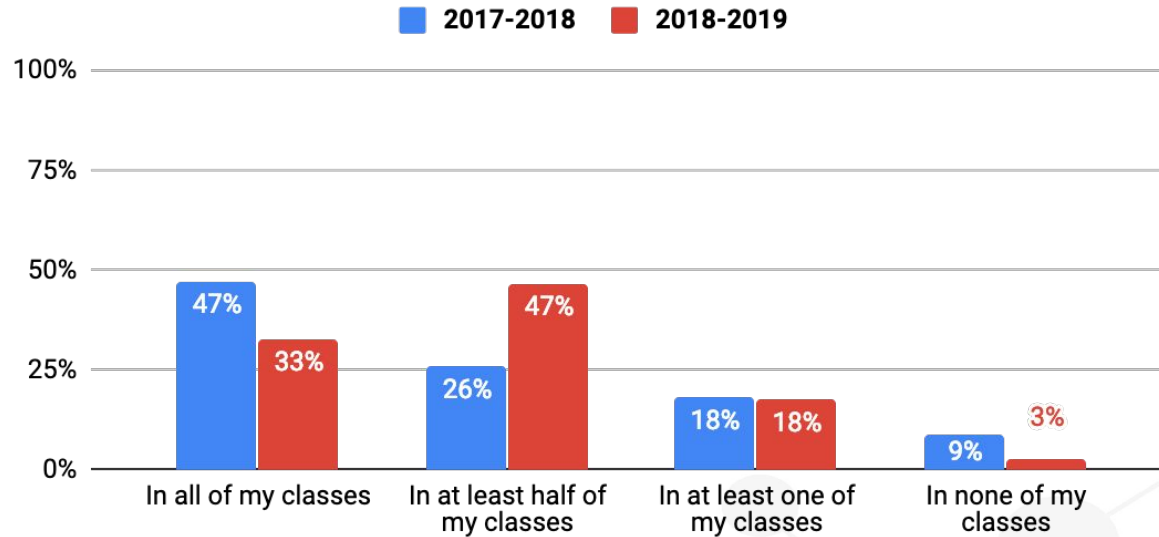
Strengths: 71% of students feel they work on assignments that take more than one day to complete.

Opportunities for Improvement: 29% of students feel they work on assignments that take more than one day to complete.

INVENTORY

ELEMENTARY SCHOOL

I complete homework to review what i learned in class and/or to prepare for next day's lesson



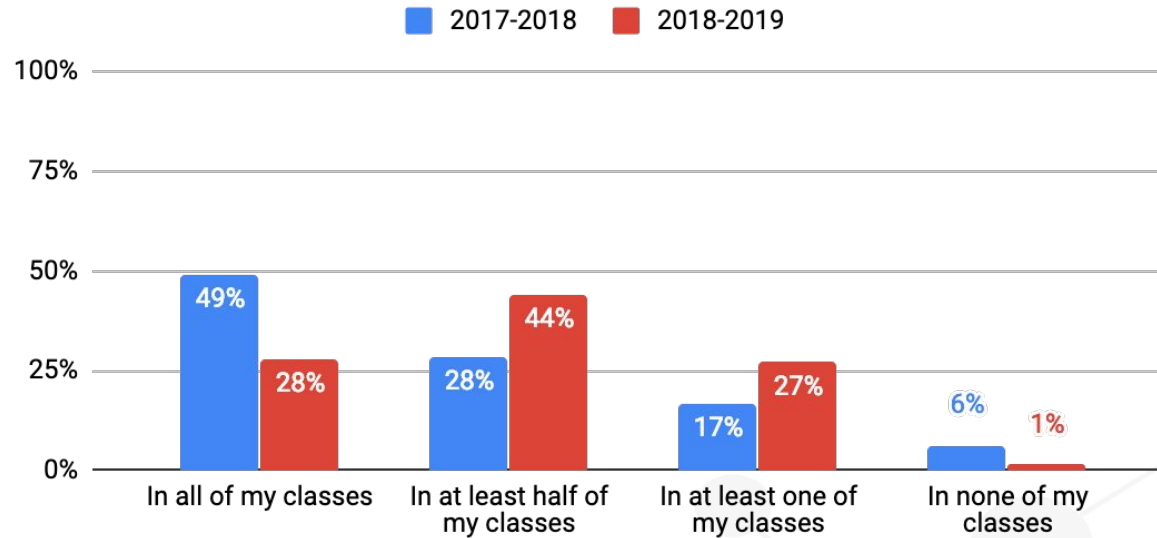
Strengths: 80% of students complete homework and prepare for next day's lessons.

Opportunities for Improvement: 20% of students complete homework and prepare for next day's lessons.

INVENTORY

ELEMENTARY SCHOOL

I complete assignments that meet my personal learning needs



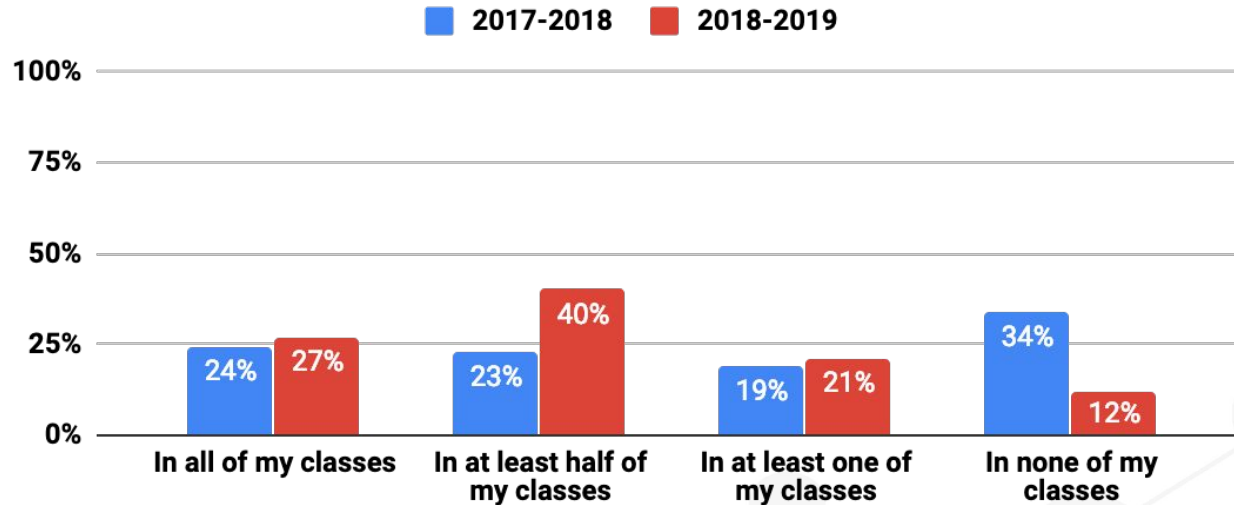
Strengths: 2% Students feel they complete assignments that meet their personal needs.

Opportunities for Improvement: 28% of students complete assignments that meet their personal needs.

INVENTORY

ELEMENTARY SCHOOL

I use a rubric or scoring guide to help me to complete an assignment



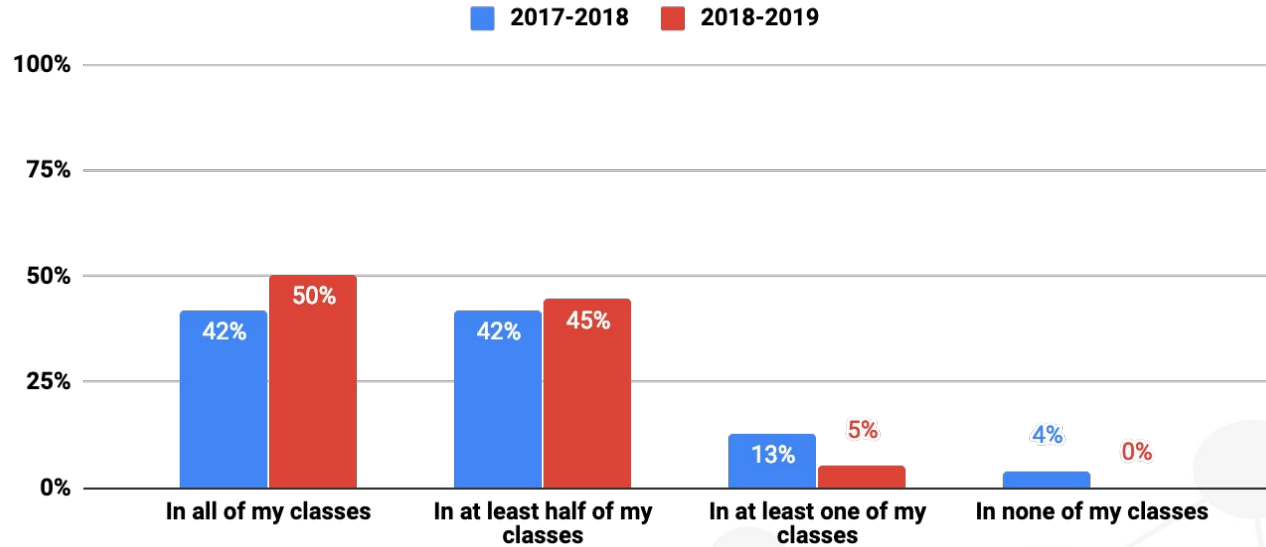
Strengths: 67% of students are using rubrics, or scoring guide that help them complete an assignment in at least half of their classes.

Opportunities for Improvement: 33% of students use scoring guides or rubrics in less than half of their classes.

INVENTORY

ELEMENTARY SCHOOL

I work with other students in pairs or small groups



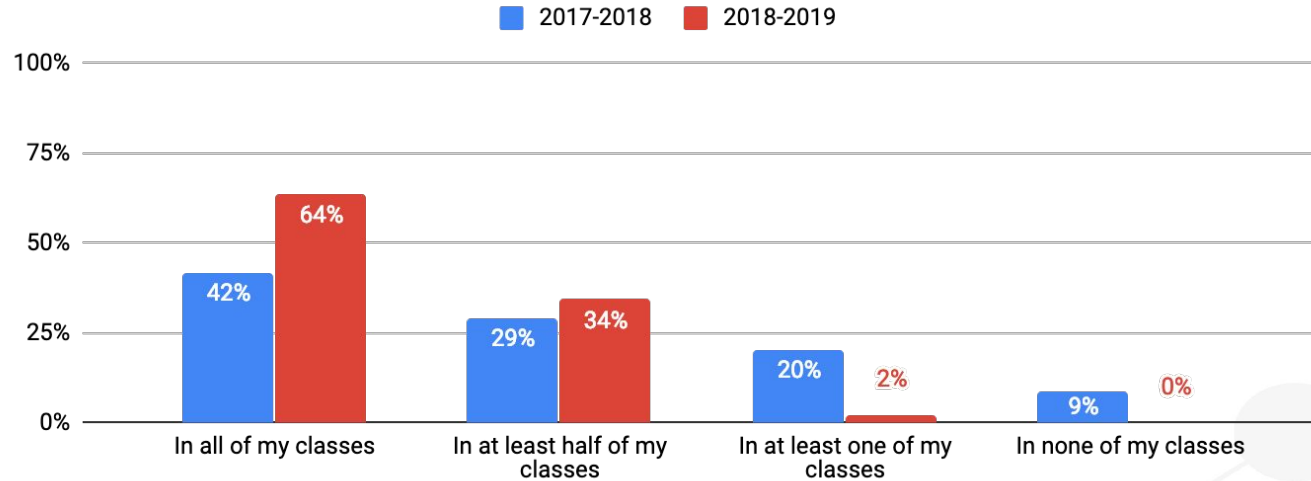
Strengths: 94% Students feel they work in pairs or small groups in at least half of their classes.

Opportunities for Improvement: 6% of students feel they work in pairs or small groups in less than half of their classes.

INVENTORY

ELEMENTARY SCHOOL

I use technology to complete assignments such as, researching, finding information, communicating and/or creating something new.



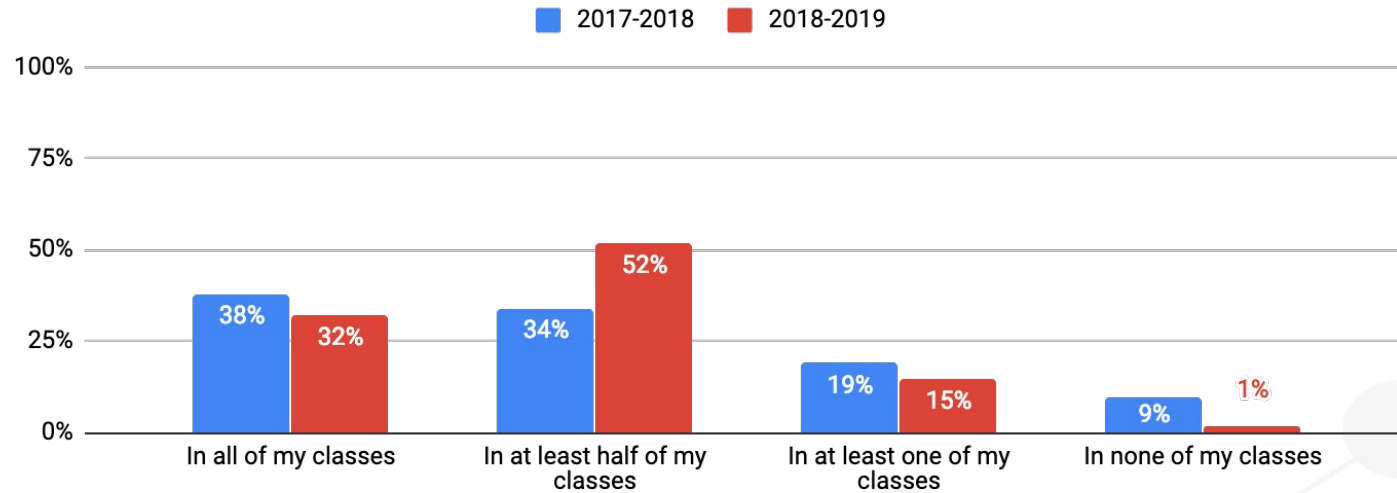
Strengths: 98% of students use technology to complete assignments in at least half of their classes.

Opportunities for Improvement: 2% of students use technology to complete assignments in less than half of their classes.

INVENTORY

ELEMENTARY SCHOOL

I receive specific feedback about my work from my teacher and/or classmates that help me better understand what i'm learning.



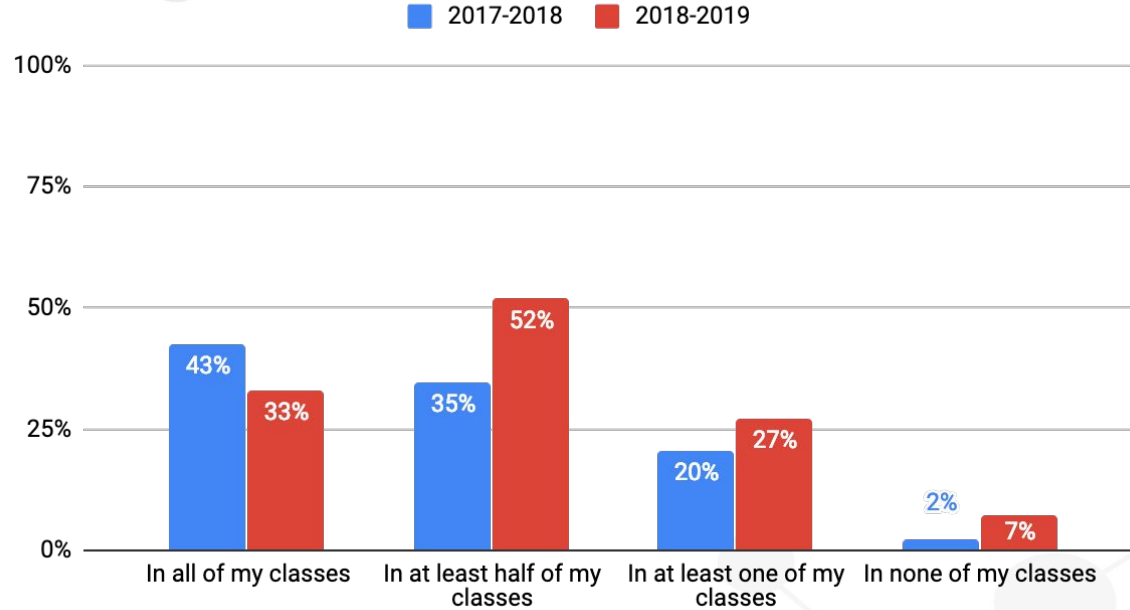
Strengths: 83% Students receive specific feedback about their work in at least half of their classes

Opportunities for Improvement: 17% of students receive specific feedback about their work in less than half of their classes.

INVENTORY

ELEMENTARY SCHOOL

I am provided opportunities to correct and/or improve my work



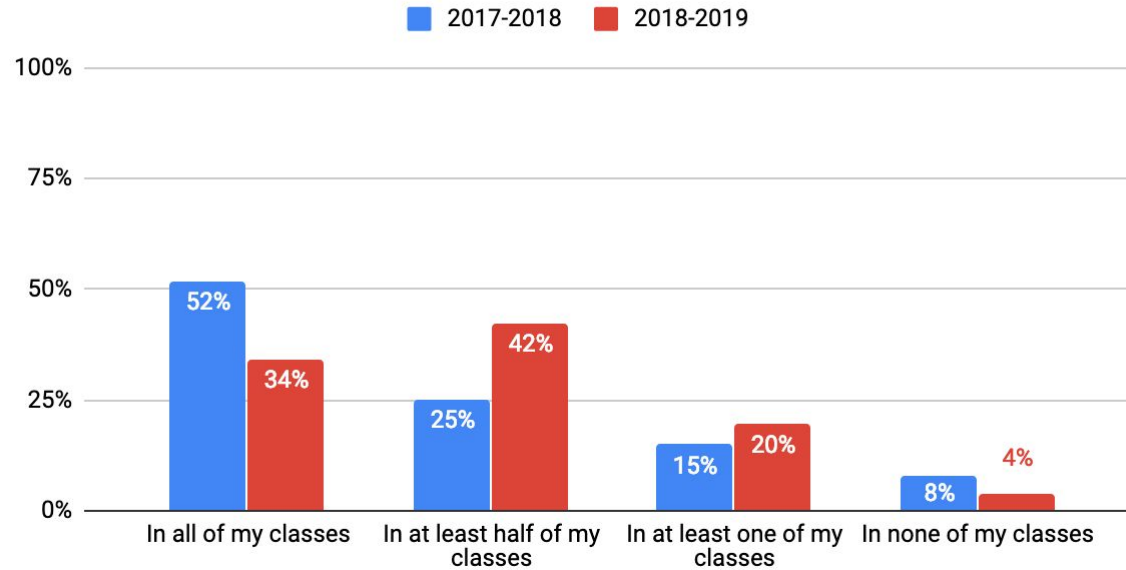
Strengths: 84% of students feel they are provided with opportunities to correct and or improve their work in at least half of their classes.

Opportunities for Improvement: 16% of students feel they are provided with opportunities to correct and improve their work in less than half of their classes.

INVENTORY

ELEMENTARY SCHOOL

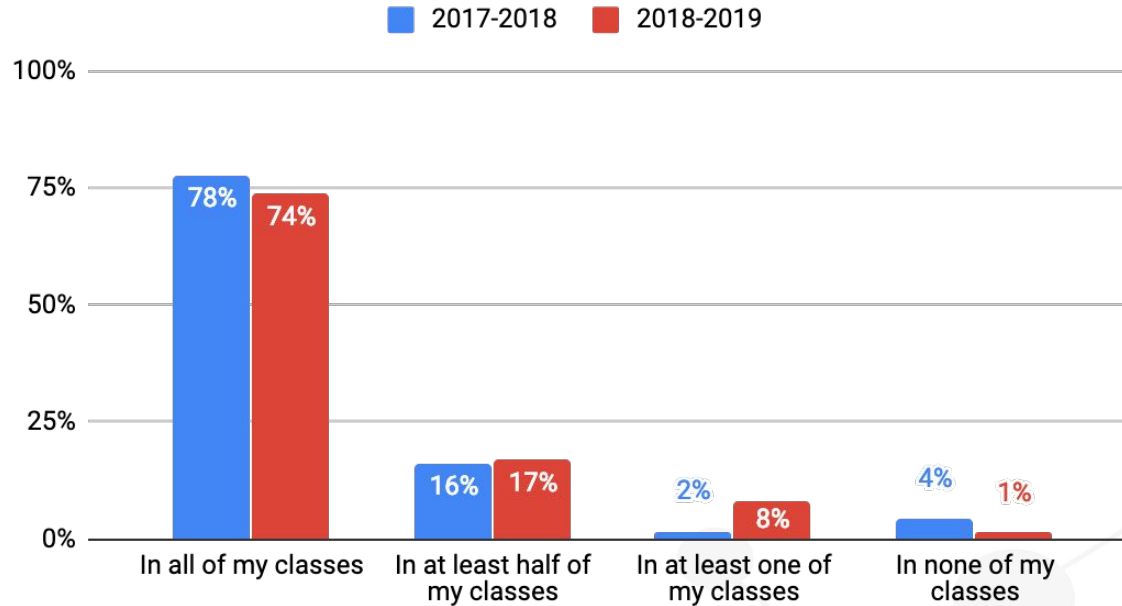
I receive acknowledgement and/or praise for my strengths or accomplishments



INVENTORY

ELEMENTARY SCHOOL

I am safe at school



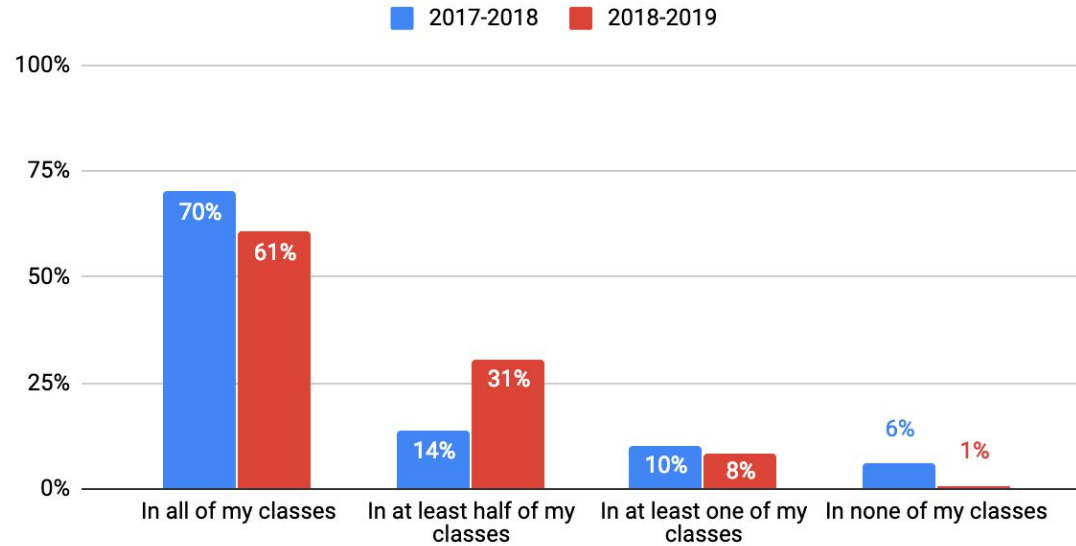
Strengths: 91% of students feel safe at school in at least half of their classes.

Opportunities for Improvement: 9% of students feel safe in less than half of their classes.

INVENTORY

ELEMENTARY SCHOOL

I have materials, supplies and technology i need to be successful in school

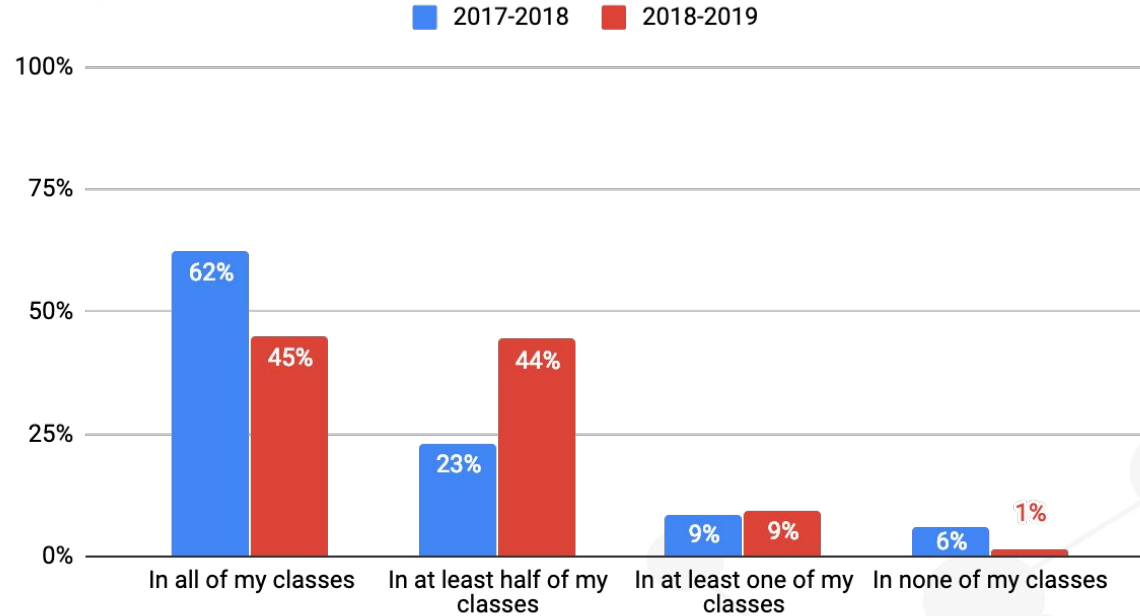


Strengths: 96% of students have materials, supplies and TECH to be successful in school in at least half of their classes.

Opportunities for Improvement: 4% of students have materials, supplies and TECH to be successful in school in less than half of their classes.

INVENTORY ELEMENTARY SCHOOL

I complete work that challenges me

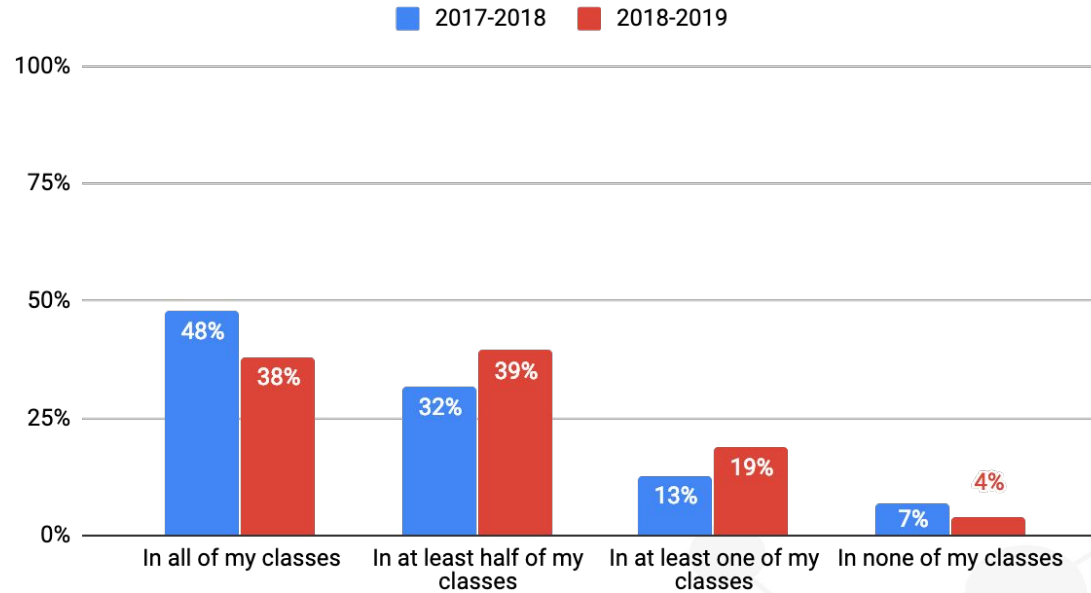


Strengths: 92% of students feel they complete work that challenges them in at least half of their classes.
Opportunities for Improvement: 8% of students feel they complete work that challenges them in less than half of their classes.

INVENTORY

ELEMENTARY SCHOOL

I actively participate in class discussions and activities



Strengths: 86% Students participate actively in class discussions and activities in at least half of their classes.

Opportunities for Improvement: 14% of students participate actively in class discussions and activities in less than half of their classes.

INVENTORY

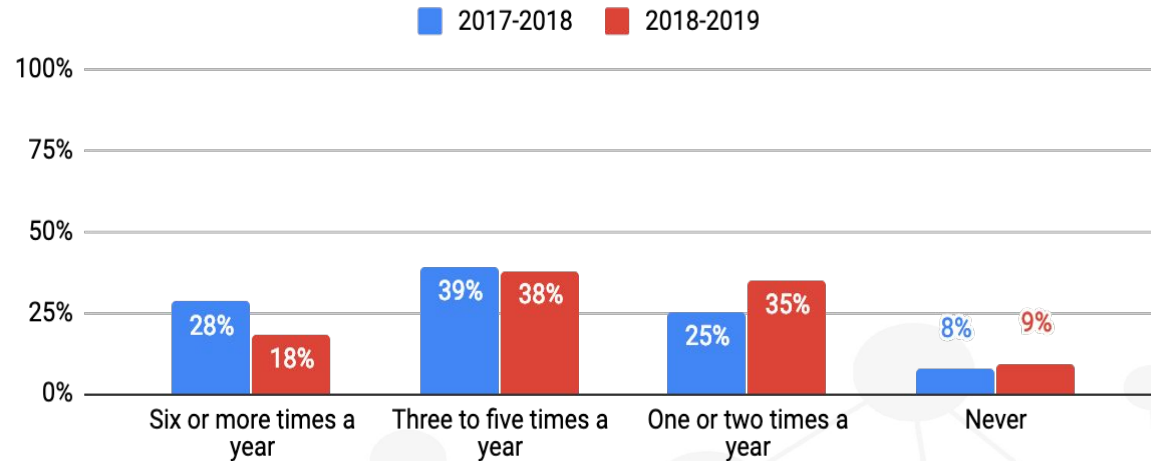
MIDDLE & HIGH SCHOOL

Strengths: 56% of the students set goals for themselves or with the support of teachers or parents at least three times a year.

44% of students set academic goals for themselves or with the help of teachers or parents less than three times a year or never do.

Action Plan: Promote student agency in order to set SMART goals. Guide students to achieve their goals. Encourage parents to actively participate in the goal-setting process of their children, so they feel supported and guided

I set academic goals for myself and/or with the support of teachers/parents



ANALYSIS SURVEYS

MIDDLE AND HIGH SCHOOL



Altamira
International School

INVENTORY

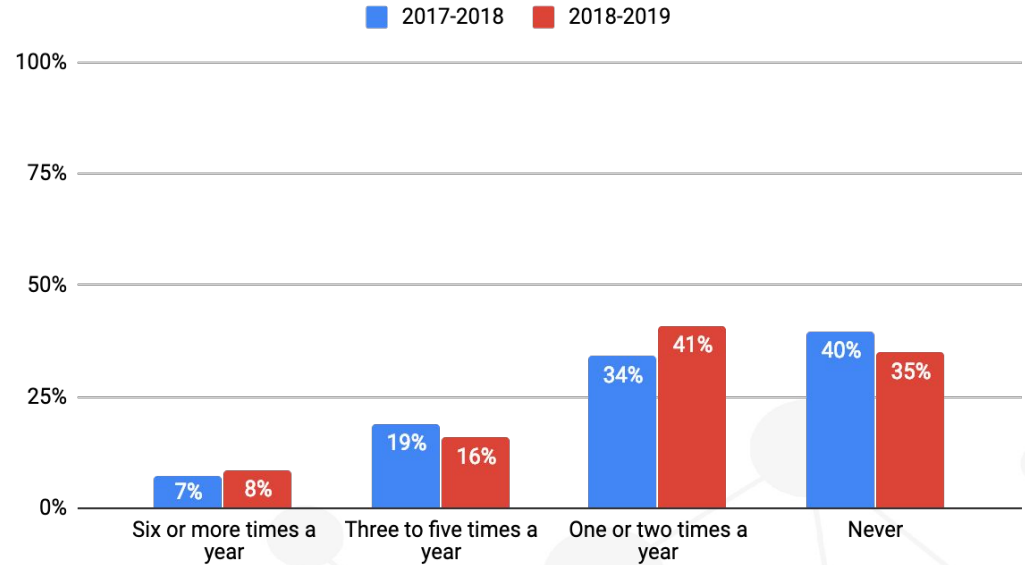
MIDDLE & HIGH SCHOOL

Strengths: :65% of the students use the counseling services
35% of students never use the Counseling office services.

Action Plan: Change the perspective of the entire community regarding the services and support offered by the Counseling office to impact the 35% of students that don't use them. We will raise awareness by strengthening a mentoring program, and promoting the different services they can count on.

Become more active in local events, incorporate fun transversal activities to expand our action range, which sometimes gets limited to crisis management or student follow ups.

I use the services of the counseling office



INVENTORY

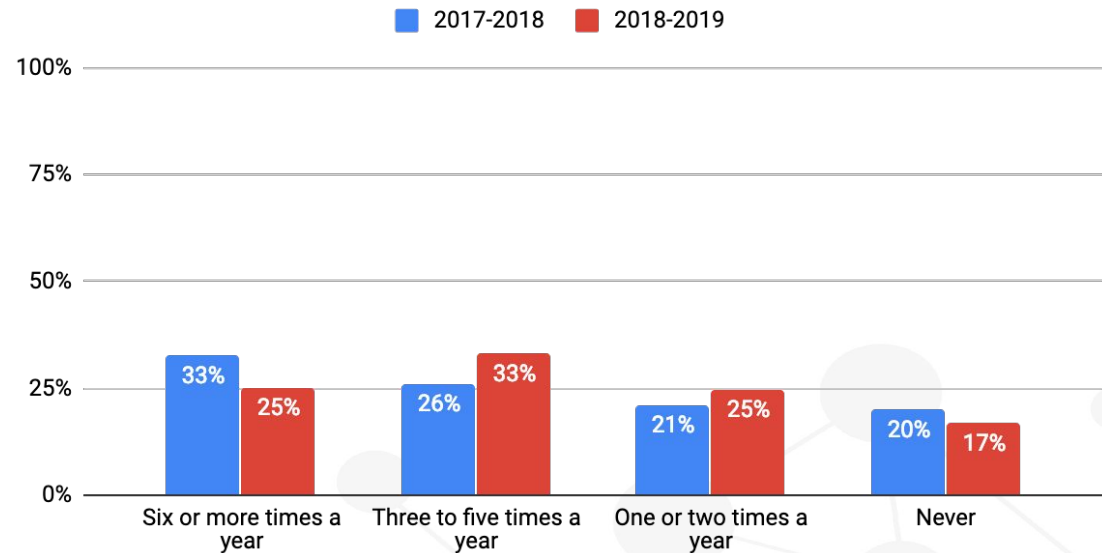
MIDDLE & HIGH SCHOOL

Strengths: 58% of the students explore for college opportunities from 3 to 6 or more times a year
42% of the students explore for college or career opportunities less than three times a year

Opportunities for Improvement: 42% of the students explore for college or career opportunities less than three times a year

Action Plan: Design and implement performance tasks in all grade levels that help students explore a variety of applications in different professional areas, so they can discover their aptitudes, strengths and career inclinations.

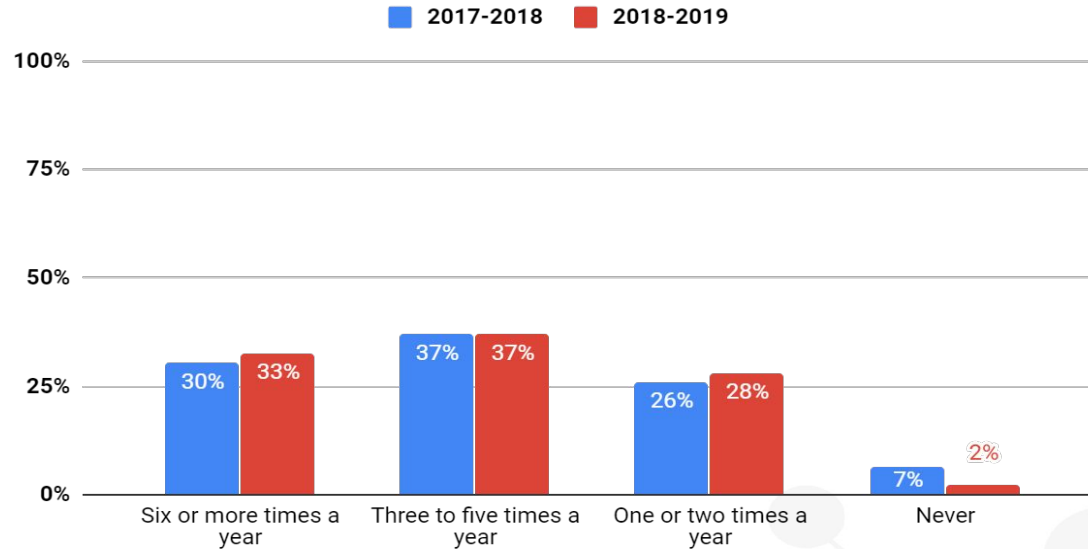
I explore and begin to plan for college and/or career opportunities



INVENTORY

MIDDLE & HIGH SCHOOL

I investigate and choose a topic for my projects



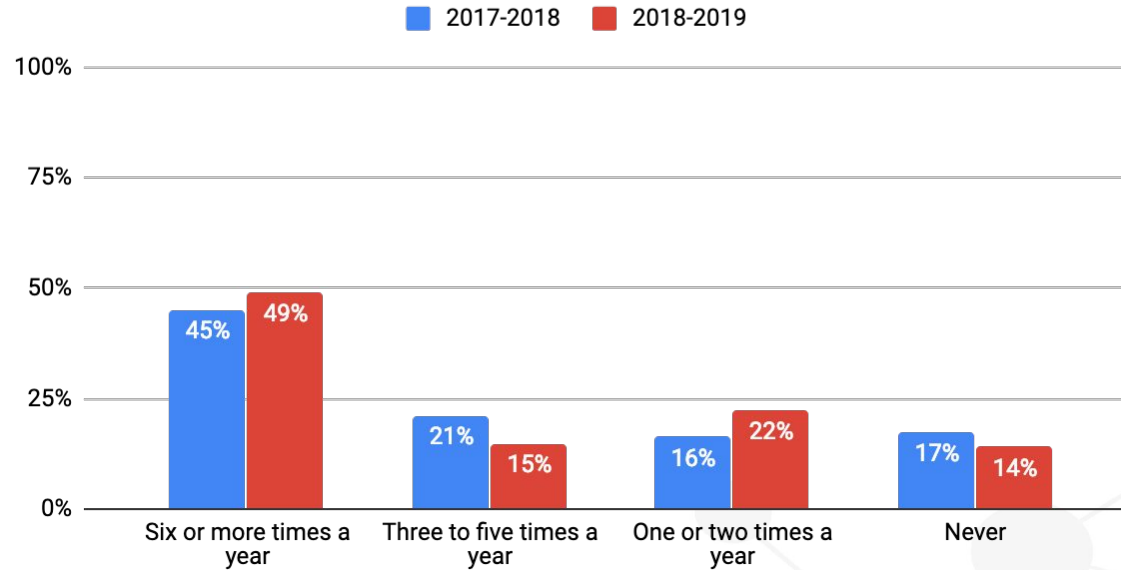
Strengths: 70% of the students are encouraged to investigate and choose their own topics for their projects.

Opportunities for Improvement: 30% of students choose a topic for their projects less than three times a year.

INVENTORY

MIDDLE & HIGH SCHOOL

I participate in, before or after, school activities such as sports, clubs, tutoring, etc.



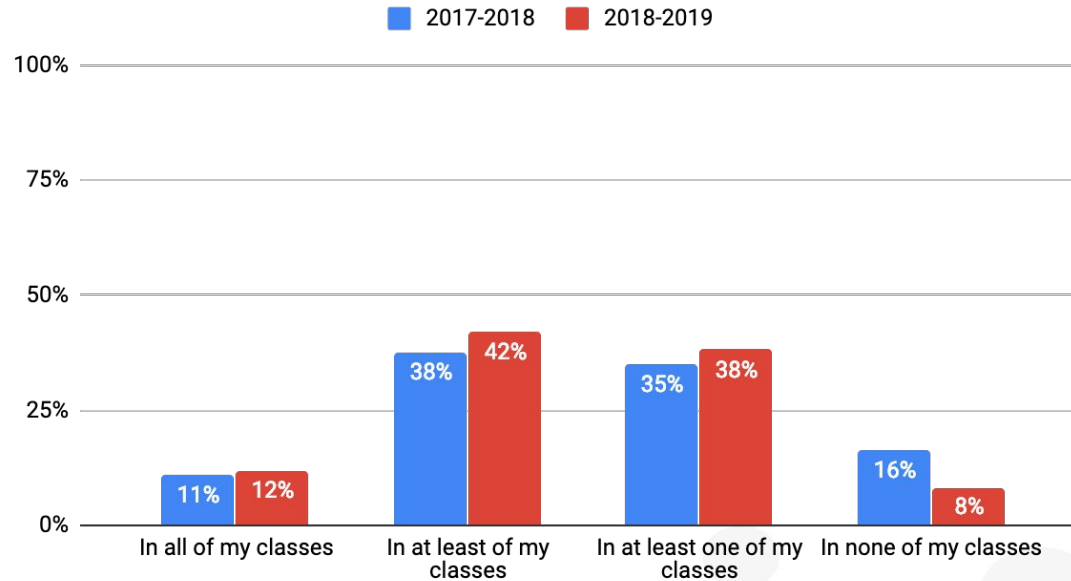
Strengths: 64% of the students participate in before, or after school activities such as sports clubs and tutoring at least three times a year.

Opportunities for Improvement: 36% of students participate in before, or after school activities such as sports clubs and tutoring less than three times a year.

INVENTORY

MIDDLE & HIGH SCHOOL

I work on real-life problems.



Strengths: 56% of students work on real life problems in most of their classes.

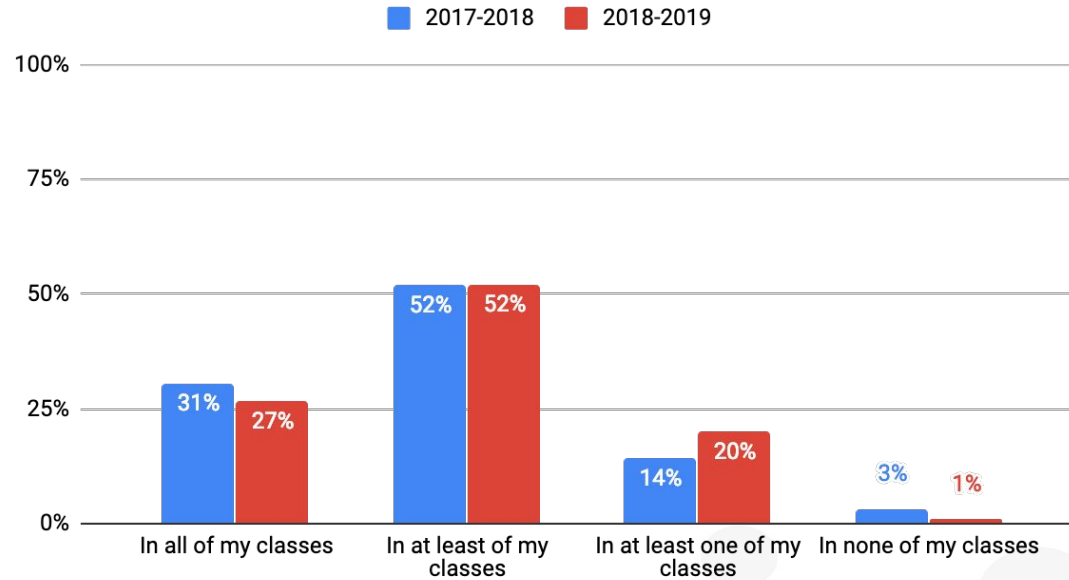
Opportunities for Improvement: 46% of students work on real-life problems in less than half of their classes

Action Plan: PD for teachers on transfer goals
PBL

INVENTORY

MIDDLE & HIGH SCHOOL

I give class presentations or share my work with classmates



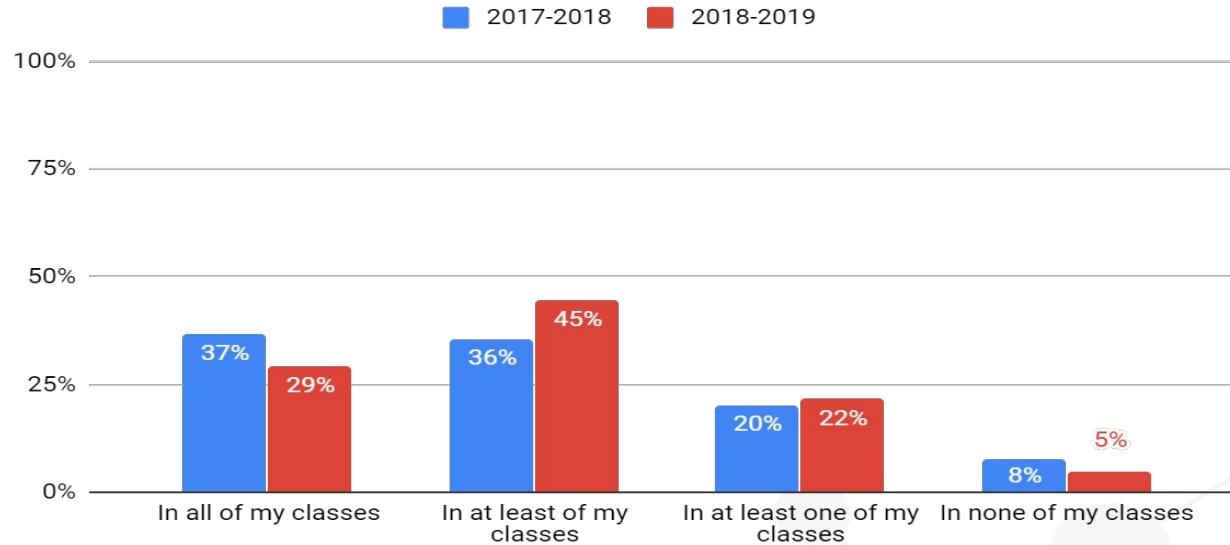
Strengths: 79% of students share their work with classmates in most of their classes.

Opportunities for Improvement: 21% of students share their work with classmates in less than half of their classes.

INVENTORY

MIDDLE & HIGH SCHOOL

I work on assignments that extend beyond on class period



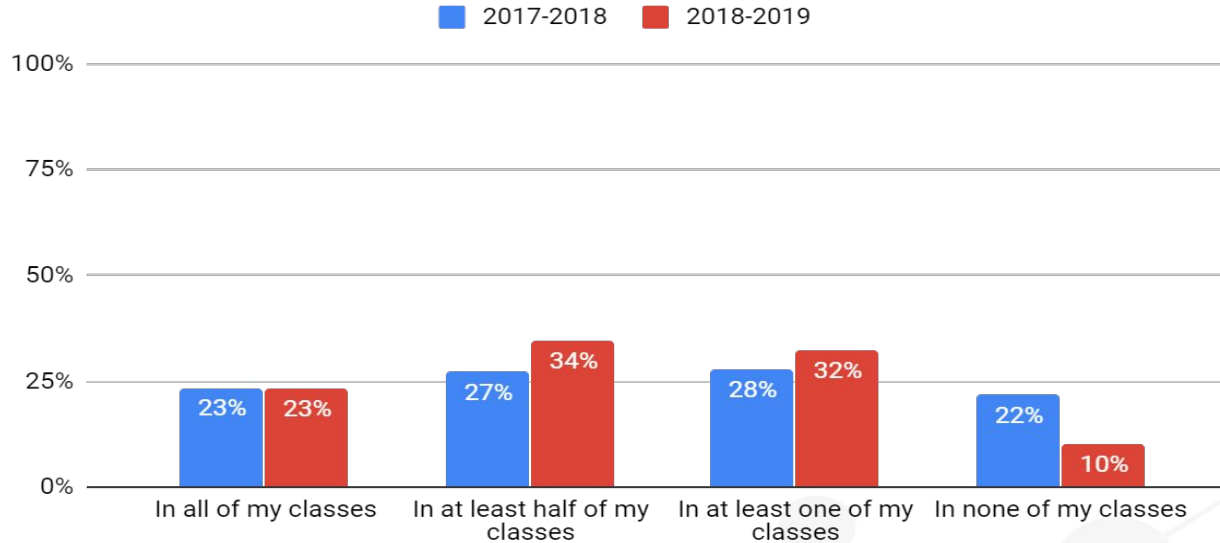
Strengths: 79% of students feel they work on assignments that take more than one period to complete in most of their classes.

Opportunities for Improvement: 21% of students feel they work on assignments that extend beyond one class period in less than half of their classes.

INVENTORY

MIDDLE & HIGH SCHOOL

I complete meaningful homework to review what i learned in class and/or prepare for the next day's lesson



Strengths: 57% of students complete meaningful homework to be prepared for the next class or to review the learned topics in most of their classes.

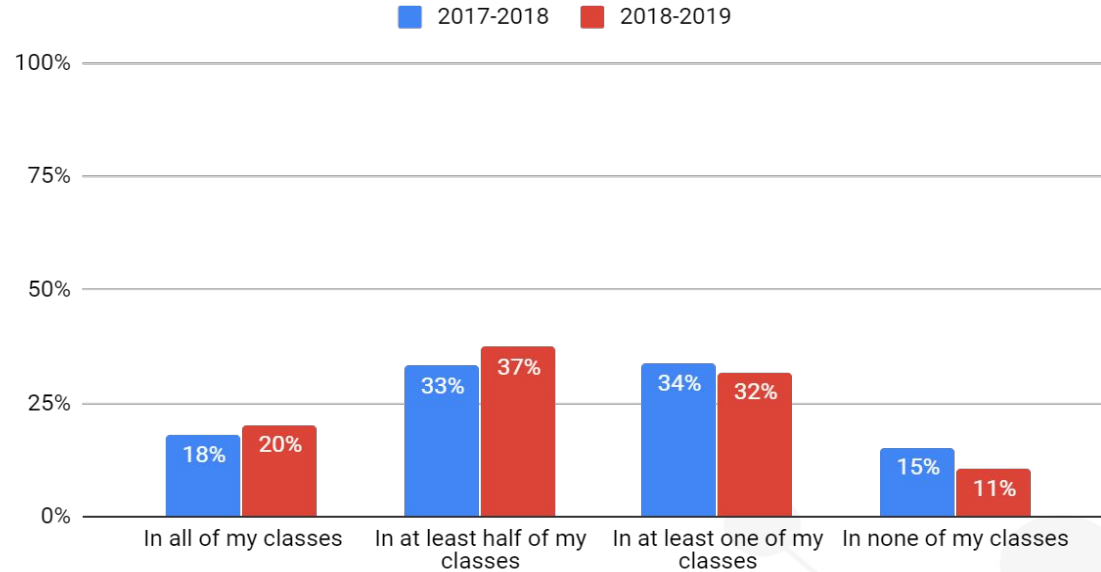
Opportunities for Improvement: 42% of students feel their homework is relevant in less than half of their classes.

Action Plan: Review the school's homework policy
Assign only relevant, brief, challenging and creative homework

INVENTORY

MIDDLE & HIGH SCHOOL

I complete assignments that meet my personal learning needs



Strengths: 57% of the students complete assignments designed to meet their personal needs.

Opportunities for Improvement: 43% of the students get assignments that meet their personal learning needs in less than half of their classes.

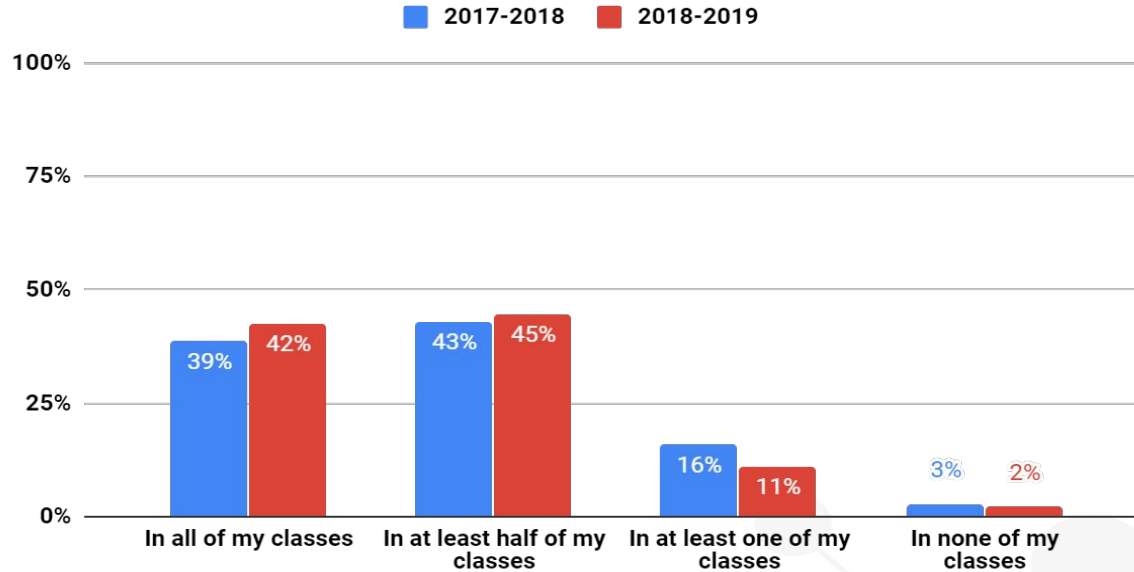
Action Plan: Provide PD on differentiation and individualized teaching strategies.

Promote the implementation of differentiated strategies for students to meet their needs.

INVENTORY

MIDDLE & HIGH SCHOOL

I work with other students in pairs or small groups

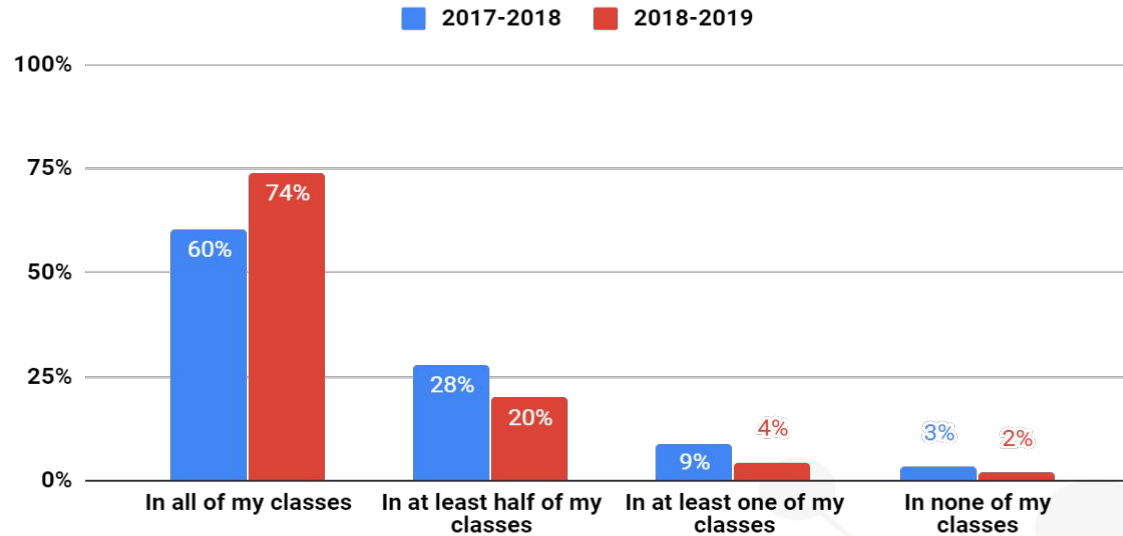


Strengths: 87% of the students work with other students and small groups in most of their classes.
Opportunities for Improvement: 13% of students work with other students and small groups in less than of their classes.

INVENTORY

MIDDLE & HIGH SCHOOL

I use digital tools to complete assignments, such as conducting research, finding information, communicating an...



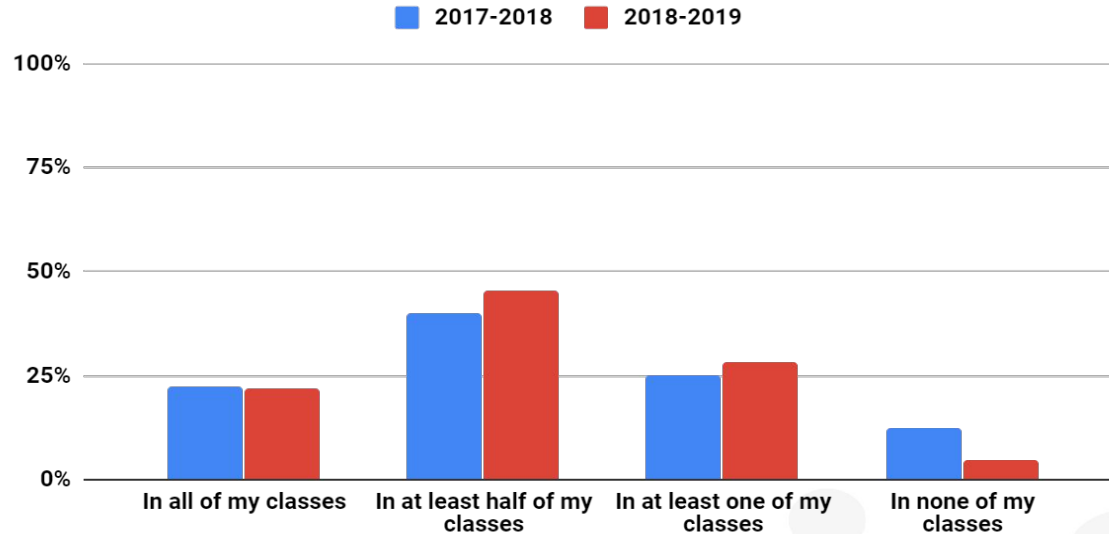
Strengths: 94% of the students use digital tools to successfully complete their assignments in most of their classes.

Opportunities for Improvement: 6% of students use digital tools to successfully complete their assignments in less than half of their classes.

INVENTORY

MIDDLE & HIGH SCHOOL

I receive specific feedback about my work from my teacher and/or classmates that help me better understand what I'm l...



Strengths: 67% of the students receive specific feedback about their work to improve their learning process in most of their classes.

Opportunities for Improvement: 33% of the students get feedback to gain a better understanding of their learning process in less than half of their classes.

Action Plan: Teachers must assure that students get proper and prompt feedback on their work.

INVENTORY

MIDDLE & HIGH SCHOOL

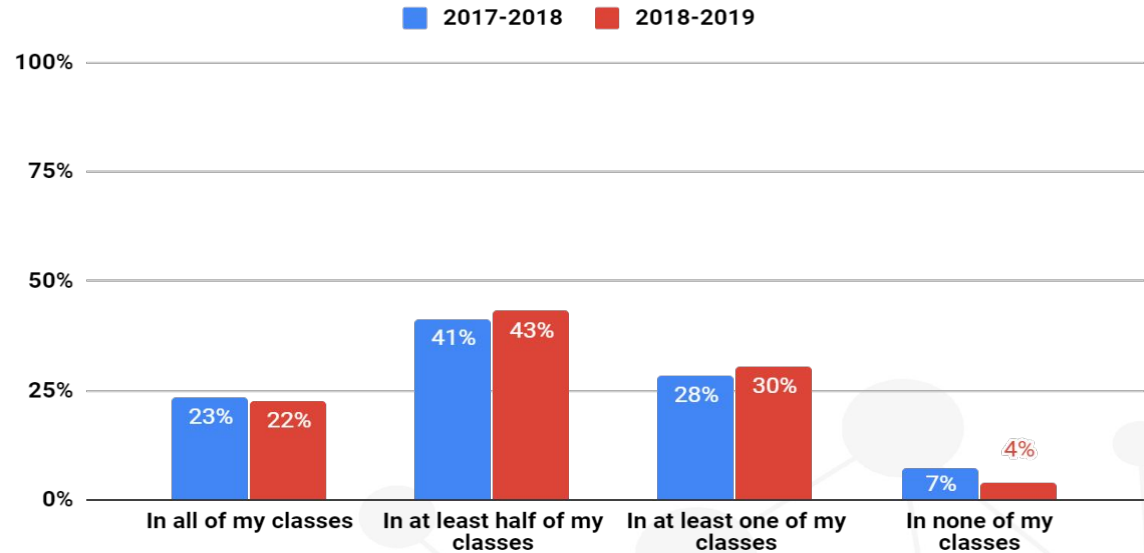
Strengths: 65% of the students are provided with opportunities to correct and improve their work in most of their classes.

Opportunities for Improvement: 34% of the students are provided opportunities to correct or improve their work in less than half of their classes.

Action Plan: Teachers must offer enough opportunities for students to improve their work as part of their formative process

Revise the “I’m not there yet” perspective

I am provided opportunities to correct and/or improve my work



INVENTORY

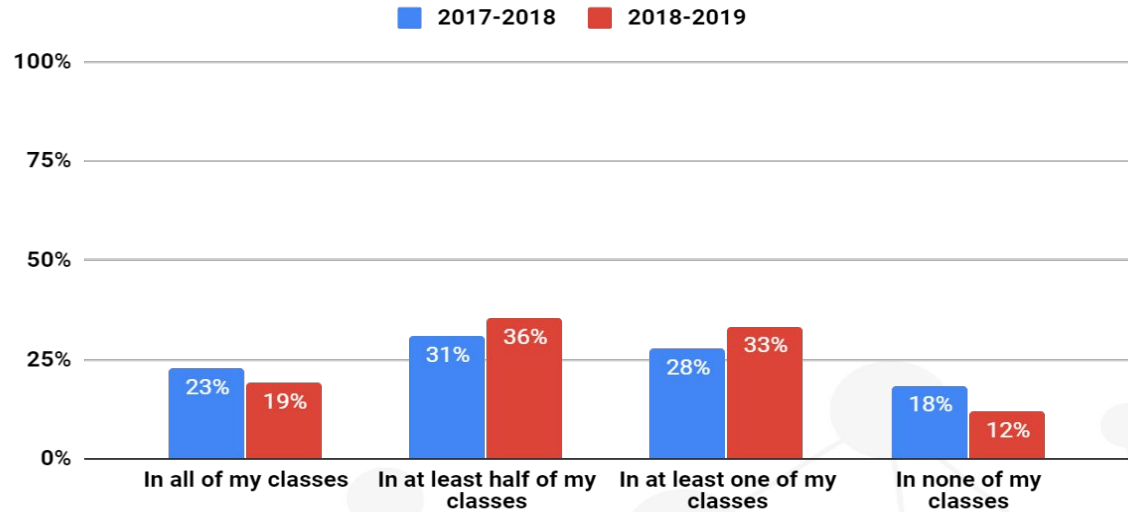
MIDDLE & HIGH SCHOOL

Strengths: 55% of the students are praised for their strengths or accomplishments in most of their classes.

Opportunities for Improvement: 45% of students feel acknowledged for their strengths or accomplishments in less than half of their classes.

Action Plan: Foster a culture of positive feedback among teachers
Promote recognition opportunities throughout the year by different means: Instagram post, Facebook, Director's letters, Cafeteria free pass...

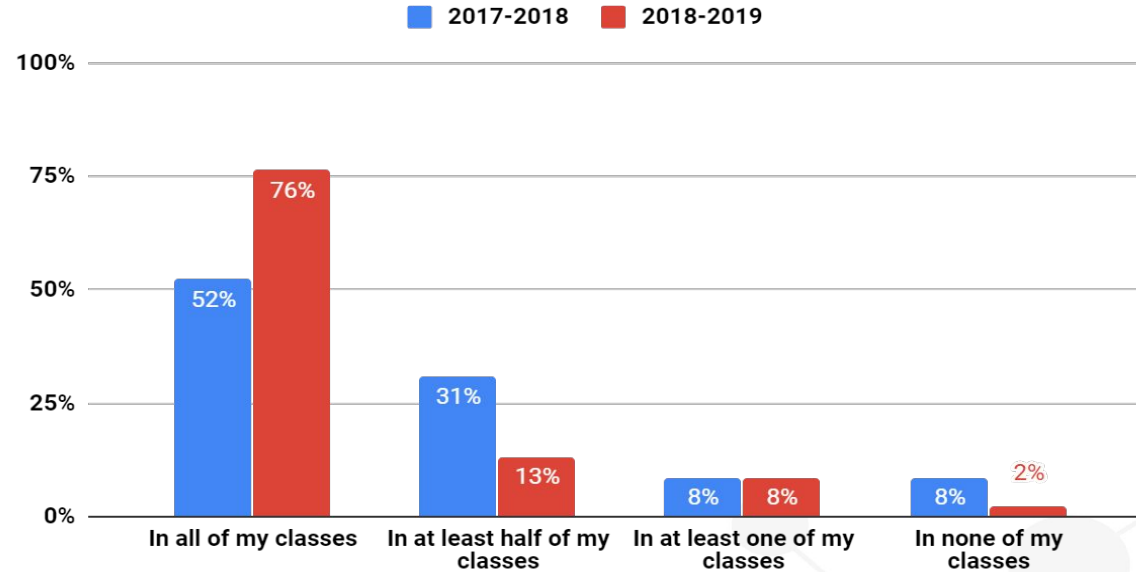
I receive acknowledgement and/or praise for my strengths or accomplishments



INVENTORY

MIDDLE & HIGH SCHOOL

I am safe at school



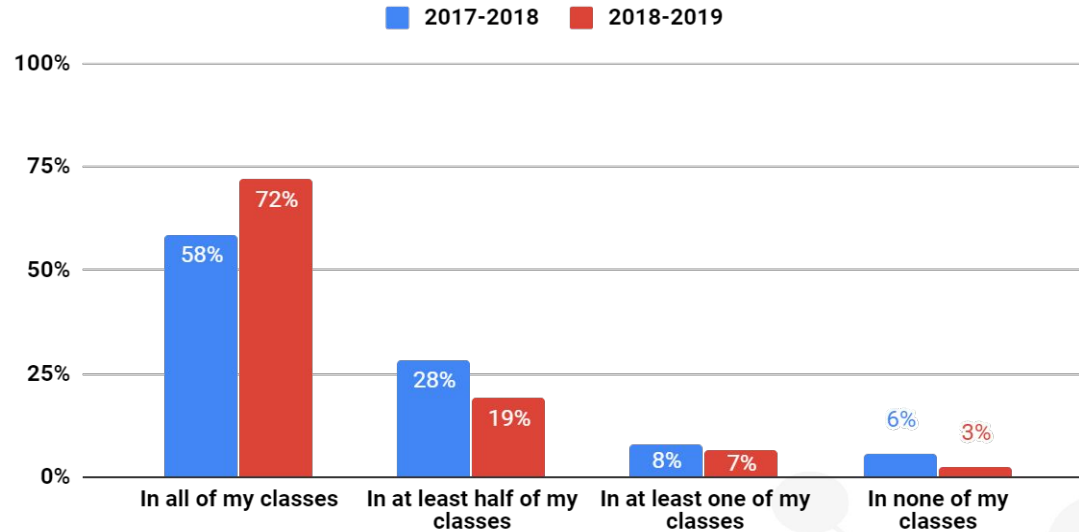
Strengths: 90% of students feel safe at school in most of their classes.

Opportunities for Improvement: 10% of students feel safe at school in less than half of their classes.

INVENTORY

MIDDLE & HIGH SCHOOL

I have materials, supplies and technology i need to be successful in school



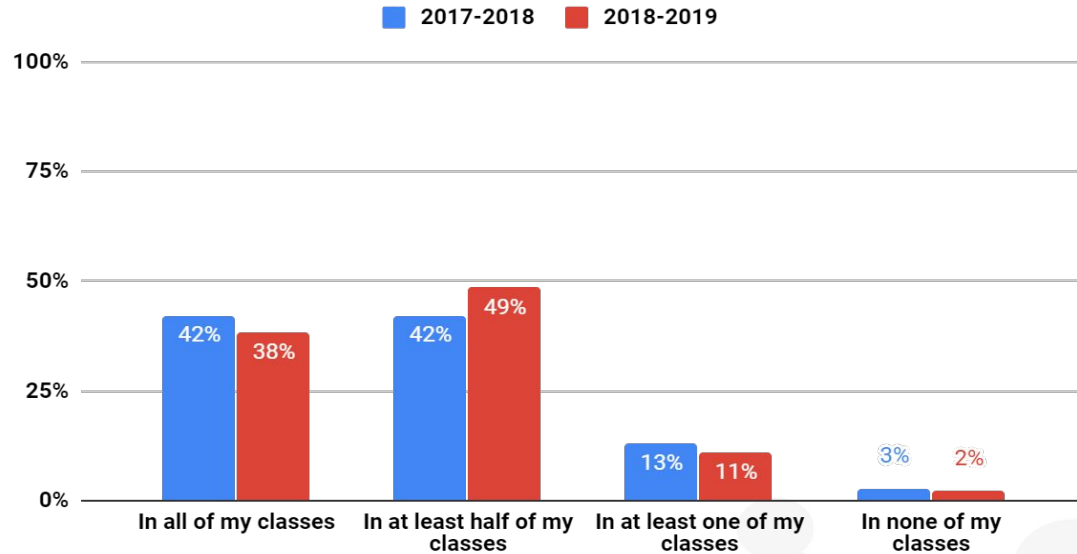
Strengths: 91% of students count on the materials, supplies and technology to be successful in school in most of their classes.

Opportunities for Improvement: 9% of students count on the materials, supplies and technology to be successful in school in less than half of their classes.

INVENTORY

MIDDLE & HIGH SCHOOL

I complete challenging work



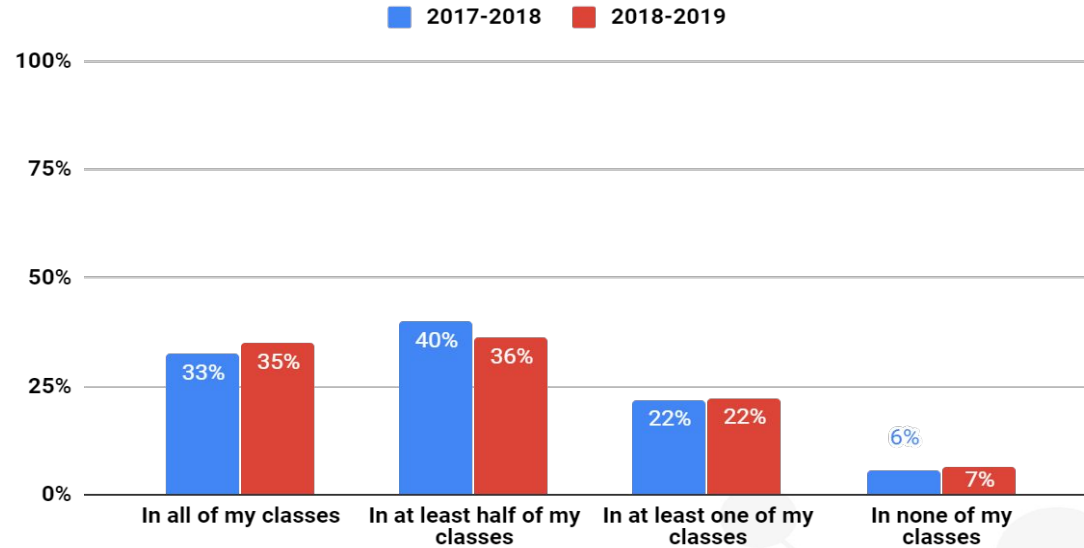
Strengths: 87% of the students complete challenging work at school in most of their classes.

Opportunities for Improvement: 13% of students complete challenging work at school in less than half of their classes.

INVENTORY

MIDDLE & HIGH SCHOOL

I actively participate in class discussions and activities



Strengths: 71% of students actively participate in class discussions and activities in most of their classes.

Opportunities for Improvement: 29% of students state they actively participate in class activities in less than half of their classes.