



Minnesota Department of
Education

Record of Continuous Improvement

Non-Title I Schools

School: Highview

School Year: 2018-2019

Part I – District and School Information

Part II - Comprehensive Needs Assessment

Part III - School Action Plan

Part I – District and School Information

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number: Robbinsdale Area School District 281	Phone: 763.504.8000
Superintendent: Dr. Carlton Jenkins	Fax:
District Address: 4148 Winnetka Ave. No New Hope, MN 55427	Email: carlton_jenkins@rdale.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name and Grade Span: Highview Alternative Program 10-12	Phone: 763-504-8700
School Address: 2400 Sandburg Lane, Suite 100- Door 2 Golden Valley, MN. 55427	Fax: 763-504-8709
Principal: Erick D. Norby	Email: erick_norby@rdale.org

Multiple Measurement Rating (MMR) and Focus Rating (FR) Trends

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

Year	Multiple Measurement Rating	Focus Rating
2012 - 2013	Enter MMR percent here	Enter FR percent here
2013 - 2014	Enter MMR percent here	Enter FR percent here
2014 - 2015	Enter MMR percent here	Enter FR percent here
2015 - 2016	6.21	63%
2016-2017		

Demographic Information

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

Student Group	Percent of Total Enrollment
American Indian/Alaskan Native	.6%
Asian/Pacific Islander	3.1%
Hispanic	16.9%
Black, not of Hispanic Origin	46.3%
White, not of Hispanic Origin	26.3%
English Learner	1.3%

Special Education	10.6%
Free/Reduced Price Lunch	61.3%

School Instructional Leadership Team

Purpose: guide the process of developing and implementing the school improvement plan

Responsibilities:

- Organize and oversee the Comprehensive Needs Assessment process
- Lead the development of an improvement plan focused on root cause analysis
- Oversee implementation of evidence-based instructional strategies/practices
- Evaluate the effectiveness and impact of each strategy/practice within four- to six-week improvement cycles (Plan-Do-Study-Act).

Team Member Name	Role	Contact Information
Erick D. Norby	Principal	erick_norby@rdale.org
Paige Young	Social Worker	paige_young@rdale.org
Carmita Hall	Counselor	carmita_hall@rdale.org
Megan Whipps	Sped. teacher	megan_whipps@rdale.org
Shawn Kuykendall	Science teacher	shawn_kuykendall@rdale.org

Part II – Comprehensive Needs Assessment

SIP Expectations and Guidelines

2017-2018 SIP: CNA/Root Cause Analysis

1. DATA REVIEW SUCCESS CRITERIA:

- We collect data from multiple data sources
- We conduct an in-depth assessment of results with transparent reflection, making sure we analyze the following data:
 - Building level
 - Grade level
 - Student group
 - Trend data for all data sources
- We ask deep questions to initiate further review of data that will help us understand the system that produces the results we are getting and determine next steps for growth
- We address adult beliefs/practices that may be impacting student learning
- We distinguish best/problems of practice and conduct critical conversations connected to organizational progress

DATA	SUMMARY and REFLECTION	REVIEW DATE	NEXT STEPS
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	Summarize data here Explanation of what the data is telling you about all student groups in the data source you are reviewing What did you learn from the data you reviewed?	When will we study/review the data? Month/Year	What will you do next to advance the data review process? What is the data encouraging you to look at/analyze deeper/in a different way?
Review Enrollment Data 2018-2019 58.2 2016-2017 59.20 2015-2016 55.72 2014-2015 99.97	% of student population are students of color. 73.8% 2017 72% % of student population qualify for free and reduced lunch. 61.3% 63% % of our population qualify for special education service. 10.6% 8%	Every three weeks	<ul style="list-style-type: none"> ● How we communicate about attendance ● Excused absences ● Parent family engagement

	% of student population receive EL service. 1.3 6%		
Review MCA/MTAS Proficiency and Achievement Level Data at a School Level		NA	NA
Review MCA/MTAS Proficiency and Achievement Level Data by Student Group		NA	NA
Review MCA/MTAS Proficiency and Achievement Level Data by Grade			
Review MCA/MTAS Maintenance of Proficiency and Maintenance of Achievement Level Data	<p><u>Reading:</u> NA</p> <p><u>Math:</u> NA</p> <p><u>Science:</u> NA</p>	NA	NA
Review MCA/MTAS Growth Data	<p><u>Reading:</u> NA</p> <p><u>Math:</u> NA</p>	NA	NA

	Science: NA																																																																	
FAST Data	NA	NA	NA																																																															
Review ACCESS proficiency levels	NA	NA	NA																																																															
Review perception data collected from staff, students, parents, or other stakeholders	<p>Staff Perception Data:</p> <p>Student Perception Data:</p> <p style="text-align: center;">I feel like I "belong" at this school.</p> <p style="text-align: center;">% Agree or Strongly Agree</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2002</th> <th>2005</th> <th>2007</th> <th>2010</th> <th>2013</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>American Indian</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asian American</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic American</td> <td></td> <td></td> <td></td> <td>93%</td> <td>100%</td> <td>85%</td> <td>92%</td> <td></td> </tr> <tr> <td>African American</td> <td></td> <td>75%</td> <td></td> <td>72%</td> <td>77%</td> <td>83%</td> <td>84%</td> <td>85%</td> </tr> <tr> <td>Caucasian</td> <td></td> <td>98%</td> <td></td> <td>87%</td> <td>88%</td> <td>94%</td> <td>85%</td> <td>89%</td> </tr> <tr> <td>All students</td> <td></td> <td>94%</td> <td>36%</td> <td>83%</td> <td>84%</td> <td>87%</td> <td>86%</td> <td>88%</td> </tr> </tbody> </table> <p>Parent/Family Perception Data:</p>		2002	2005	2007	2010	2013	2015	2016	2017	American Indian									Asian American									Hispanic American				93%	100%	85%	92%		African American		75%		72%	77%	83%	84%	85%	Caucasian		98%		87%	88%	94%	85%	89%	All students		94%	36%	83%	84%	87%	86%	88%	NA	We need to do more community building and use student voice to improve our % to the 90%
	2002	2005	2007	2010	2013	2015	2016	2017																																																										
American Indian																																																																		
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Caucasian		98%		87%	88%	94%	85%	89%																																																										
All students		94%	36%	83%	84%	87%	86%	88%																																																										
Review additional data sources (e.g. implementation data, behavior data)	Reduced Suspensions from 36 to 15. 2017 5 total	Yay!	<p>Review:</p> <ul style="list-style-type: none"> ● Building Community ● Building Resilience ● Continue Restorative Practice and the Highview 																																																															

			PLAN for success process.
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2. COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Successes	
<p>After reviewing the data in step 1, what successes have been identified by the team?</p> <p>Successes should be connected to the data in your CNA table</p> <ul style="list-style-type: none"> • How has the implementation of 'X' strategy/instructional practice contributed to the improvement in data? • Change in data (increase/decrease) is noted in percentage points, not percentages. 	
Reading	<p>The culture of literacy will be further implemented with the new library in 2018-19. Independent Reading elective class will be implemented with the purchase of these materials as a part of the Advisory class, using independent reading books and self selected reading.</p> <p>Instructional Practices that contribute to these successes include:</p> <ul style="list-style-type: none"> • .School wide dedicated reading in Advisory and English class contribute to this success. • School wide implementation of Personalized Learning through Summit Learning contributes to all students interdisciplinary reading daily in all classes.
Mathematics	<p>100% of 180 students engaged in Math goal setting in 2016-17 and 100% of these students gained at least 1 math credit.</p>
Graduation (if secondary)	<p>Consistent improvement each year. From 2013-2016 we have had a 7.8 percent increase in graduation. Instructional Practices that contribute to these successes include:</p> <ul style="list-style-type: none"> • School wide mentoring and full implementation of project based and personalized learning has accelerated progress for all students. Trend http://rc.education.state.mn.us/#graduation/orgId--10281200000__graduationYearRate--4_p--6d data
Credit Production	<p>Credit production increased each month during 2015-16 from 17 in Sept to 135 in March. Sept 2016 has had an 529% increase in credit production, from Sept 2015 of 17 credits to Sept 2016 of 107 credits completed. In 2017 credit production increased to 576.</p> <p>Instructional Practices that contribute to these successes include:</p> <ul style="list-style-type: none"> • School wide mentoring, full implementation of project based and personalized learning has accelerated

	<p>progress for all students.</p>
Suspensions	<p>2016-2017 suspensions decreased from 35 to 15. 80% of students state they have a strong sense of belonging at Highview and have made connections with teachers at Highview and want to be in school.</p> <p>Instructional Practices that contribute to these successes include:</p> <ul style="list-style-type: none"> • The implementation of Restorative Practices, Mediation and our House System develop a sense of community and accountability. • Our Highview Virtual as an Alternative to Suspension has been an effective intervention for non-dangerous behaviors.
Attendance	<p>Highview Open Houses increased attendance by 310% with an increase from 10 to 21 parents. Highview average daily attendance was 59% in 2016-2017. In the first three weeks of 2017-2018 we have achieved a 74% attendance rate.</p> <p>Instructional Practices that contribute to these successes include:</p> <ul style="list-style-type: none"> • Common School Wide attendance policies and practices using Infinite Campus • Common Truancy Reporting and using the BASIL (Be At School Information Link) reporting system • House System competition for 90% attendance and celebrations. • Lunch and learn Clubs after lunch for brain break and physical activity. • Mentoring for classroom engagement/ Tardies.

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

Concerns should be connected to the data in your CNA table

- Based on any declines noted in the CNA data or failure to reach your target(s), what concerns do you have about practices/systems/processes in the building that need to be addressed?
- Change in data (increase/decrease) is noted in percentage points, not percentages.

Reading	. Instructional Practices that contribute to these concerns include: <ul style="list-style-type: none"> • All 11-12th grade students need access to our newly purchased 3,000 texts. • Summit Learning and Interdisciplinary courses will be fully implemented into the schedule by 2019-2020
Mathematics	Students need increased goal setting skills to improve math performance and math credit production. Summit mentoring and personalized learning and project based learning will be implemented in 2018-2019.
Graduation (if secondary)	Enrollment in our program in a timely fashion is paramount to student success/graduation achievement. Review of the school structure to implement Summit Learning and Project Cycles to differentiate learning and increase credit production will be implemented in 2018-2019. MDE re http://rc.education.state.mn.us/#graduation/orgId--10281200000_graduationYearRate--4_p--5 port card
Attendance	Attendance Rate: 2015: 99.97 2016: 55.72 2017: 59.20 2018: 67.64 as of 2/22/19
Suspensions	Disportionality of AA males and suspension rates
Science	Science text and vocabulary are difficult for students

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. There may be multiple root causes for any given concern. The team decides which root cause to address that will make the biggest impact.

Complete the 5 Whys process for each prioritized concern.

Connect the root cause to instructional practice that needs to be addressed

Include the data source for the root cause

Reading	Lack of instructional practice spent reading and lack of resources
Math	Lack of structured and differentiated assignments/curriculum in Math, lack of pre-assessments and screening for placement of students.
Graduation (if secondary)	Enrollment process: Lack of communication, behavior and academic interventions documentation prior to enrollment from home high schools. In the 2017 school year, we are just in the beginning phases of implementing standards based instruction through personalized and project based learning.
Attendance	Lack of school engagement/Stress/Life challenges
Suspensions	Violent/ Illegal Behaviors
Science:	Students need multiple points of access to the scientific process and science vocabulary.

PART III – School Action Plan

1. SMART Goal: Write the SMART Goal Statement.

- Must use state required projection target for the “all students” goal
- Also, include a district-required goal (10+ percentage points)
- Add Q-Comp building goal in selected area (Reading or Math)

2. Evidence-based Strategy/Practice Selection:

Usable Interventions are instructional strategies/practices that address the needs identified by the data review and will increase student performance over time.

- Identify specific instructional strategies or practices the team has selected for monitoring using the [Hexagon tool](#)
- The strategy/practice the team is exploring must be connected to a root cause
- Teaching to the MN state standards is expected. What will you implement beyond the core?

SUCCESS CRITERIA:

- We determine areas of instructional strength and need by analyzing multiple data points in various ways
- We select high leverage evidence-based strategies to research that will potentially address gaps in practice and performance
- We conduct a thorough exploration process researching and evaluating each proposed strategy against multiple factors including student need, its fit with current initiatives, resource availability, evidence of expected outcomes, readiness for replication, and our capacity to implement.
- We make decisions to select a strategy (or not) grounded in solid information from multiple sources.

3. Action Plan:

Plan-Do-Study-Act Cycles: Plan well, but get started with doing the intervention selected. Collect data on effort and fidelity and study it. Act on lessons learned by celebrating successes and making decisions about improvements. Begin the cycle again. Plan the changes. Do the changes. Study the progress. Act on new insights. Plan...

Stage: Identify which stage of the Implementation Science cycle you are in for the action step you are documenting

- Exploration: Leadership forms teams, identifies data sources, reviews all identified data, engages staff, hypothesizes root cause for instructional improvement, and identifies a usable intervention (strategy/instructional practice to be implemented). This stage requires inquiry, research, learning, and patience, and the team measures *adult effort*.
- Installation: The team makes necessary changes to infrastructure and puts organization supports into place including professional learning procedures, coaching plans, reporting frameworks, and outcome expectations. The team measures *adult effort*.
- Initial Implementation: The team measures the fidelity of teachers using the practice, adjusts drivers such as training and coaching, initiates improvement cycles, and manages change. The team measures *adult fidelity* (doing what was intended).
- Full Implementation: Over 50 percent of the teachers are implementing the usable intervention **with fidelity** and the new practice becomes standard. Maintain success and change policies to support work.

Action Steps: One action step entered per row.

Expectation: As a result of the Action, what is/are the expected result(s) of the adults? How will you know the action happened?

- During *Exploration* and *Installation* stages the team measures *adult effort*.
 - Effort data can inform planning and development of Competency Drivers and monitor readiness to engage with enough resources, supports and data systems.
- During *Initial Implementation* the team adds measurements of *adult fidelity*.
 - Fidelity data can inform changes to the Competency Drivers and determine how to use the Organizational Drivers to remove barriers and add resources.
- During *Full Implementation* the team adds measurements of *student outcomes*.
 - Use fidelity data to make connections between adult efforts and student outcomes to sustain success.

Review Date: Enter the date when the leadership implementation team expects to review the status of the action step.

Evidence Summary to Inform Next Steps: State the outcome(s) of the review and the specific next step(s) to be entered on the next row within the action plan for progress monitoring.

READING Graduation ACTION PLAN

Plan Contact Person	Erick D. Norby
Reading SMART Goals	<p>The percentage of students enrolled in Highview Alternative Program on October 1, 2018 in grades 10-12 who earn a Reading elective credit will increase from 19% in 2017 to 29%, a 10 percentage point increase in 2018.</p> <p>The percentage of students enrolled October 1, 2016 in grade 10 at Highview Alternative Program who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 0% in 2017 to 10%, a 10 percentage point increase in 2018. Continue an upward trend for 2019-2020</p>

2. Reading Usable Intervention(s):

Identify the usable strategies or practices the team has selected for monitoring. Strategies/practices must connect to the Unified District Vision goals, Strategic Priorities and/or the district Multi-Tiered System of Support (MTSS) framework.

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	Fully Implemented?
1. Use of student voice in self-selected independent reading materials provided in the Highview library, Dedicated time through Advisory, and English blocked project classes for Independent Reading and close reading strategies..	Establishing mini' s and dedicating close reading activities within the classroom. Implemented
2. Personalized learning to open pathways to academic achievement through the use of 1:1 devices and mentoring for all students. Students will engage in goal setting, feedback and comprehension standards through reading conferences and reading log documentation. Students will have access to online reading materials and resources with the help of the Summit platform	Personalized learning and reading is fully implemented

3. Through Summit Personalized learning all students will engage in rigorous text and high level cognitive skills.	Students are utilizing platform majority of credits
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READING ACTION PLAN:

STAGE In what stage of implementation is the current intervention and how does it inform actions?	ACTION STEPS Identify action steps and persons responsible for completing the action step.	EXPECTATION What is the expected result of this activity (adult behavior)? How will the team monitor the implementation of the action?	REVIEW DATE What date will the team study the expectation results? Month/Year	EVIDENCE SUMMARY TO INFORM NEXT STEPS Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
2018-2019				
Usable Intervention Selected for Monitoring: 1. Use of student voice in self-selected independent reading materials provided in the Highview library, Reading Plus. Dedicated time through Advisory, and English blocked project classes for Independent Reading and close reading strategies using Reading Plus 90 minutes a week.				
Stage 1. Installation: Self selected Independent Reading books and Reading Plus.	Implementation Driver= Organization Driver-Systems Intervention= All Staff Redesign of Advisory: teachers will assist students in utilizing the	All Advisory classes to include student/teacher mentoring and conferences to celebrate student reading successes.	Highview Virtual Learning Days/ Every three weeks.	Analyze results and record what was learned. Celebrate successes. Identify barriers.

	library to access reading materials along with online media center options through their Chromebooks			Begin the cycle again with planning and identified action steps.
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Usable Intervention Selected for Monitoring: 2. Personalized learning to open pathways to academic achievement through the use of 1:1 devices and mentoring for all students. Students will engage in goal setting, feedback through reading conferences and reading log documentation. Students will have access to online reading materials and resources, in order to increase time spent engaged in reading.

Stage 1. Installation: Begin all will students have chromebooks. Summit 1:1	All Staff All Core Staff	All Staff will implement 1:1 mentoring during Advisory. All Staff Core subject staff will implement Summit Personalized Learning	Highview Virtual Learning Days/ Every three weeks.	Train all staff in August for proper and successful implementation of Summit. Summit Trainer, Arelys works with staff 8/30/18
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Usable Intervention Selected for Monitoring: 3. Through Summit Personalized learning all students will engage in rigorous text and high level cognitive skills.

Teachers will attend Summit learning workshops in October 2018 and March 2019	All Licensed staff	Teachers will implement mentoring strategies through the Summit Platform	Daily in course but specifically Wednesday during advisory time	Started the mentoring process with in the 2018-19 and will continue
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MATHEMATICS GRADUATION ACTION PLAN

Plan Contact Person	Erick D. Norby
Mathematics SMART Goals	<p>Students enrolled October 1, 2018 in grades 10-12 at Highview Alternative Program that need 4 or more Math credits, 20% of these students will complete three Math credits within the school year. This will be a 20 percentage point increase in 2018.</p> <p>The percentage of each student enrolled October 1, 2018 in grade 11 at Highview Alternative Program who are proficient on all Math state accountability tests (MCA-III, MTAS) will increase from 0% in 2018 to 10%, a 10 percentage point increase in 2019.</p>

2. Mathematics **Usable Interventions**):

Identify the usable strategies or practices the team has selected for monitoring. Strategies/practices must connect to the Unified District Vision goals, Strategic Priorities and/or the district Multi-Tiered System of Support (MTSS) framework.

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	Fully Implemented?
1. Standard based pre-assessments in Algebra and Geometry utilizing the Edgenuity program to assess students to determine benchmark data for personalized learning program placement.	Implemented. Students are enrolled and earning credits based on the Summit learning platform

MATHEMATICS ACTION PLAN

STAGE In what stage of implementation is the current intervention and how does it inform actions?	ACTION STEPS Identify action steps and persons responsible for completing the action step.	EXPECTATION What is the expected result of this activity (adult behavior)? How will the team monitor the implementation of the action?	REVIEW DATE What date will the team study the expectation results? Month/Year	EVIDENCE SUMMARY TO INFORM NEXT STEPS Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
2018-2019				
Usable Intervention Selected for Monitoring: 1.Standard based pre-assessments in Algebra and Geometry utilizing the Compass/Edgenuity program to assess students to determine benchmark data for personalized learning program placement.				
Initial Implementation	Implementation Driver: Organization	Teachers will use the pre-assessment data to	Monthly-Oct-May 2018-19 at	Teachers have analyzed Summit curriculum and redesigned with standards in place, and used

<p>Using Summit learning, Edgenuity, students will be pre-assessed to determine curriculum placement.</p>	<p>Driver-Systems Intervention</p> <p>Redesign of the math assessment and program placement with appropriate standards to inform instruction. The Math department will continue time management of setting goals with each student prior to every chapter they work on, this focused learning and goal setting will continue through this school year aligned to standards and benchmarks.</p> <p>Summit Learning assessments will also monitor progress.</p>	<p>implement appropriate class placement.</p> <p>Teachers will monitor and adjust personalized learning as it aligns with credit completion.</p>	<p>Highview Virtual/ ELearning Day meetings.</p>	<p>curriculum days to apply cognitive skills, projects, and assessments. Arelys feedback from Summit National leader</p>
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CLIMATE/BEHAVIOR ACTION PLAN

Plan Contact Person	Erick D. Norby
Climate/Behavior SMART Goals	<p>Suspensions at Highview will decrease from 15 to 8; this is a 50 percentage point decrease.</p> <p>The percentage of suspensions of African American students enrolled October 1, 2018 at Highview Alternative Program will decrease from .08% to .04%. This will be a decrease from 15 students to 8 students, and a 50% decrease in suspensions of African American students.</p>

2. Climate/Behavior **Usable Intervention(s)**:

Identify the usable strategies or practices the team has selected for monitoring. Strategies/practices must connect to the Unified District Vision goals, Strategic Priorities and the district Multi-Tiered System of Support (MTSS) framework.

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	Fully Implemented?
Engage and empower students by amplification of student voice through use of mediation/ways to restore harm, student driven no contact contracts and dismissals, use of MTSS interventions to build community, and restorative practices in place of suspensions.	<p>Partially implemented</p> <p>Students have started with restorative circles and mentorship programs in ReBOOT.</p>

CLIMATE/BEHAVIOR ACTION PLAN

STAGE In what stage of implementation is the current intervention and how does it inform actions?	ACTION STEPS Identify action steps and persons responsible for completing the action step.	EXPECTATION What is the expected result of this activity (adult behavior)? How will the team monitor the implementation of the action?	REVIEW DATE What date will the team study the expectation results? Month/Year	EVIDENCE SUMMARY TO INFORM NEXT STEPS Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
2018-2019				
Usable Intervention Selected for Monitoring: Engage and empower students by amplification of student voice through use of mediation/ways to restore harm, student driven no contact contracts and dismissals, use of MTSS interventions to build community, and restorative practices in place of suspensions.				

<p>Installation</p> <p>1. Engage and empower students by amplification of student voice through use of mediation/ways to restore harm, student driven no contact contracts, restorative practices and dismissals as opposed to suspensions.</p> <p>2. Establish a student leadership team at Robbinsdale Academy</p>	<p>Teachers and Academic Liaison and Principal will engage in problem solving dialogue with parent communication. Highview will share school behavior guidelines prior to student acceptance to the program.</p> <p>Students and teachers will engage in restorative dialogue prior to referral to the Dean or Principal.</p> <p>Staff will nominate 6 students to be a part of this program. Good academic standing, attendance, and positive behaviors</p>	<p>School-wide community and relationship building will occur through the lunch and learn, Advisory System, Experience Highview Community Building Events to develop a better understanding of student's individual needs.</p> <p>Morning meeting MTSS T,W,TH.</p> <p>Bi-monthly during lunch and learn.</p>	<p>Monthly: Oct-May and at daily morning meetings.</p> <p>Ongoing throughout year</p>	<p>Ongoing throughout the year. Need to be a better job of tracking information and following up on a tiered system to help students</p> <p>Not started</p>
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Science Action Plan

Plan Contact Person	Erick D. Norby
SMART Goals	NA

2. Usable Intervention(s): NA

Identify the usable strategies or practices the team has selected for monitoring. Strategies/practices must connect to the Unified District Vision goals and Strategic Priorities.

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	Fully Implemented?
NA	<input type="checkbox"/>
NA	<input type="checkbox"/>
NA	<input type="checkbox"/>
NA	<input type="checkbox"/>

SCIENCE ACTION PLAN

STAGE	ACTION STEPS	EXPECTATION	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
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In what stage of implementation is the current intervention and how does it inform actions?	Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity (adult behavior)? How will the team monitor the implementation of the action?	What date will the team study the expectation results? Month/Year	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
2018-2019				
Usable Intervention Selected for Monitoring: NA				
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

Wellness Action Plan

Plan Contact Person	Erick Norby
<p>Goals: Nutrition Education and Promotion: Provide full lunch in the cafeteria so all students have equitable access to school lunch. Physical Activity: Lunch and Learn, Club Physical Activity- Yoga, Ping Pong, Meditation, Basketball School-Based Wellness Activities: Young Mother's/Father's Group, Girls Empowerment Groups, Teen Annex Groups,</p>	

ACTION PLAN

STAGE	ACTION STEPS	EXPECTATION	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
In what stage of implementation is the current intervention and how does it inform actions?	Identify action steps and persons responsible for completing the action step.	<p>What is the expected result of this activity (adult behavior)?</p> <p>How will the team monitor the implementation of the action?</p>	<p>What date will the team study the expectation results?</p> <p>Month/Year</p>	<p>Analyze results and record what was learned.</p> <p>Celebrate successes. Identify barriers.</p> <p>Begin the cycle again with planning and identified action steps.</p>
2018-2019				
<u>Nutrition Education and Promotion:</u>				

Installation: Stage 1- Exploration	Erick and lunch staff coordinate schedules so that students have equitable access to school lunch.	Adults will supervise students to walk to the common lunchroom	Monthly check-in.	All students have access to lunch program.
Physical Activity:				
Installation: Stage 1- Exploration	Offer Yoga for PE or elective credit w/community members	Students attend 80% of the time receive credit through participation	Monthly check-in.	In progress first course will end March 21, 2019
School-Based Wellness Activities:				
Installation: Stage 1- Exploration	Young Mother's/Father's Group, Girls Empowerment Groups, Teen Annex Groups,	Family Support Community building/conflict resolution Sex Education	Monthly check-in.	Annex is a weekly check in with Abbey and new courses have started. Group work continues with