



## Cooper High School Improvement (SI) Plan

### Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Robbinsdale Cooper High School Grades 9-12	Phone: 763-504-8500
School Address: 8230 47th Ave. North	Fax:
Principal: Dr. Frank Herman	Email: frank_herman@rdale.org
School Identification: <input type="checkbox"/> N/A <input type="checkbox"/> Targeted Support & Improvement (TSI) <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI)	

District Information	District Phone, Fax, Email
District Name and Number: Robbinsdale Area Schools 281	Superintendent Phone: 763-504-8000
Superintendent: Dr. Carlton Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: 4148 Winnetka Ave N, New Hope MN 55427	District Fax:

## Instructional Leadership Team

<b>Name</b>	<b>Position</b> (e.g., principal, lead teacher, community member)	<b>Email/Contact Information</b> first_last@rdale.org
Sharon Kilsdonk	Teacher	
Julie Eisfelder	Teacher	
Craig Sevick	Teacher	
Amanda Lieser	Teacher	
Kate Limbeck	Teacher	
Jameson Nass	Teacher	
Christian King	Media Specialist	
Ned Nelson	Admin Intern	
Teresa Esnough	Teacher	
Lorriane Merideth	Teacher	
Tazha Buckner	Teacher	
Claire Mielke	Teacher	
Guy Stewart	Counselor	
Thandi Chiinze	Culture and Climate Specialist	
Frank Herman	Principal	
Kari Christensen	IB/MYP/AP Coordinator	
Willie Howard	Assistant Principal	

Tony Patterson	Culture and Climate Specialist	
LaKimberly Jefferson	Assistant Principal	
Shaunece Smith	Assistant Principal	
Ryan Haasch	BARR Coordinator	

**CSI or TSI School Identification Information. Check boxes of identification**

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or more races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRP (Free/Reduced-Priced meal eligible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SpEd (Special Education)</b>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL (English language Learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**School Demographic Information (All Schools)**

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information using the demographic data from the current year (most recent testing year).

<b>Student Group</b>	<b>Percent of Total Enrollment</b>	<b>Enrollment Count</b>
<b>American Indian/Alaskan Native</b>	<b>.9%</b>	<b>15</b>
<b>Asian</b>	<b>10%</b>	<b>171</b>
<b>Hawaiian/Pacific Islander</b>	<b>.1%</b>	<b>1</b>
<b>Hispanic</b>	<b>16.4%</b>	<b>282</b>
<b>Black, not of Hispanic Origin</b>	<b>40.7%</b>	<b>698</b>
<b>White, not of Hispanic Origin</b>	<b>24.4%</b>	<b>419</b>
<b>Two or More Races</b>	<b>7.6%</b>	<b>131</b>
<b>English Learner</b>	<b>10.6%</b>	<b>182</b>
<b>Special Education</b>	<b>15.8%</b>	<b>271</b>
<b>Free/Reduced-Price Lunch</b>	<b>63.9%</b>	<b>1,062</b>
<b>Homeless</b>	<b>2.3%</b>	<b>40</b>
<b>Neglected</b>		
<b>Delinquent</b>		
<b>Foster Care</b>		
<b>Military</b>		
<b>High Mobility</b>		

## 1. Data Review (All Schools)

As teams complete the following table, keep in mind that:

- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Rows can be added or deleted as needed

<b>Data</b> Teams are expected to review the following data.	<b>Reflection</b> What did you learn from the data you reviewed?	<b>Next Steps</b> If needed, what will you do next to advance the data review process?
Enrollment Data	MN Report Card data reflects student enrollment of 1605 for the 2018-19 school year. This data should an upward trend from previous years regarding enrollment and demographics.	Each semester demographic data will be examined in depth.
MCA/MTAS <b>Proficiency</b> and Achievement Level Data at the School Level, by Student Group and Grade	<a href="#">MCA Data</a>	
MCA/MTAS <b>Growth</b> Data (focus on <b>high growth</b> , not just expected growth)	<a href="#">Growth Data MCA</a>	
ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade	<a href="#">11th Grade ACT for 2018-19</a>	
ACCESS for ELs Proficiency Data	TBD for 2019	
Progress Monitoring (Intervention) Data by Student Group and by Grade	In Progress	
No Credit (NC) Data by Grade	<a href="#">NC Data by Grade Level and BARR</a> (Semester 2)	
Office Referral/Suspension Data by Student Group and by Grade	Waiting to get data	
Program Enrollment/Participation Data by	Waiting to compile data	

Student Group and by Grade		
Perception data collected from staff, students, parents, or other stakeholders	<a href="#">Perception Data</a>	

## 2. Comprehensive Needs Assessment Summary (Part 2) (All Schools)

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to the three pillars (Balanced Literacy, Safe and Civil Schools and MTSS).

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

<b><u>Successes</u></b>	
<p>After reviewing the data in step 1, what successes have been identified by the team?            Successes should be connected to the data in your CNA table</p>	
Reading	In regard to MCA Reading scores, we saw an overall increase of a 7 point increase over the last two years. We attribute this to interventions such as the Write Place and Hawk Lunch and Learn for students in the weeks leading up to the MCA exam.
Mathematics	In regard to MCA Math scores, we saw a 2% increase over the last two years. We attribute this to more intentional support and training of navigation of the MCA exam for students in the weeks leading up to the MCA exam. A set of 11th grade students met in 3 sessions to review the Math MCA formula sheet, test taking tips and problem solving strategies.
Graduation (if secondary)	Based on MDE Graduation rate, Cooper's graduation rate went to 86.2% for 2018 which is a 2.6% increase. The support of Personal Learning Coaches, following the graduation plan and during school and after-school opportunities for credit recovery have had a positive impact on the graduation rates.
English Language Proficiency	
Attendance	

### **Prioritized Concerns**

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

Concern

Reading	Overall reading scores decreased by 2 percentage points in the last year. In 2018 MCA Reading data, the gap between SOC and White students persist.
Mathematics	Continuing work alignment with grade level standards, students were not given a thinking process to solve mathematical problems
Graduation (if secondary)	Current 2018 data continues to show significant gaps in the graduation rate between student groups such as special education students.
English Language Proficiency	
Attendance	
Other	

### **Hypothesized Root Causes**

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a strategy to address hypothesized root cause.

Reading	A lack of a systematic reading intervention/ enrichment and progress monitoring of student data/proficiency will help to improve student's reading stamina, reading fluency and reading comprehension.
Mathematics	By aligning standards and improving progress monitoring, we will have the ability to respond to student support needs more systematically and effectively.
Graduation (if secondary)	We hypothesize that mobility rate has a significant impact on graduation rates. We have evidence that students do not practice college and career soft skills in their academic life.



English Language Proficiency	
Attendance	

### 3. School Improvement Strategies (All Schools)

Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort, set goals aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools and MTSS) rather than separating Reading, Math, Science, Climate and Graduation)

Strategy #1	Click here <b>X</b> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is...	Provide individualized supports (academic and SEL) based on a data-driven framework (MTSS).
...to address these <b>Root-Cause(s)</b>	Academic and social-emotional needs (below grade-level reading and math, a shortfall in organizational skills, lack of academic success in the past, high mobility, mental health needs, anxiety, trauma, substance abuse).
Which will help us meet this student outcome <b>Goal*</b>	Increase student success via earning credits towards graduation (and being College & Career ready) as measured by reducing NC rates from 39% in the 2018-19 school year to 29% in the 2019-20 school year.

\*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

#### Plan for Strategy #1

**Strategy #1:** Provide individualized supports (academic and SEL) based on a data-driven framework.

**Root-Cause:** Academic and social-emotional needs (below grade-level reading and math, shortfall in organizational skills, lack of academic success in the past, high mobility, mental health needs, anxiety, trauma, substance abuse).

**Goal:** Increase student success via earning credits towards graduation (and being College & Career ready) as measured by reducing NC rates from 39% in the 2018-19 school year to 29% in the 2019-20 school year.

*(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)*

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	a	a	u	u	
				g	p	t	v	c	n	b	r	p	y	n	l	
				s	e	b	n	e	m	a	h	i		e	y	
				t	m	e	b	b	r	y						

					e	r		e	e		r					
Provide strategies & support on Culturally Responsive Teaching & Differentiation (restorative practices) to teachers (Relationship building & reaffirming students )	C & I Team, Admins, Cultural & Climate Specialists, Teachers (Claire M: contact)	Implement a strategy by end of _____, Student data or survey, Number of referrals from teachers	PD time, PLC time, Specific strategies	X	X	X	X	X	X	X	X	X	X			
STOIC (building wide implementation framework for staff, including 3 Pillars)	ILT & LL,	Walk throughs, staff surveys (possibly during PLC time),	Teach STOIC to staff		X	X	X	X	X	X	X	X	X	X	X	
Structure of Academic Supports (study halls, Math Lounge, Write Place, Hawk Lunch and Learn)	Admin, Ned, & 2-3 Learning Leaders or ILT members, Deb Olesen	Staff & student survey	Study hall CHAMPS sheet, Google Doc to track meeting with students, Academic looking ahead (with assessments per grade level)		X	X	X	X	X	X	X	X	X	X	X	
PLC Regrounding the work (AMP)	Arden (Technology Specialist), PLC Leads, Staff who piloted 18-19,	Quarterly	Focus of PLCs, DuFour's 4 questions, Training around using AMP	X	X	X	X	X	X	X	X	X	X	X	X	

To add additional action steps, Place cursor to the right of the last row and press **Enter**.

## **Progress Toward Goal #1:**

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

### **MTSS:**

- Tier 1:
  - Cooper Instructional Framework
  - PBIS Cooper - Be a HAWK
  - HAWK Lunch & Learn (HLL)
  - PBIS Reward System (HAWK Tickets, etc.)
  - Culturally Responsive Teaching
  - Differentiation
  - 9th grade Planners
  - PLC Literacy Goal
- Tier 2:
  - Grade-Level Team Meetings
  - RFA (Request for Assistance) Process:
    - Grade-Level Email Groups
  - Academic Supports (Write Place/Math Lounge, Advisory and Study Hall Check-ins)
- Tier 3:
  - SAT Team
  - Mental Health Support
  - Chemical Health Support

### **Safe & Civil Schools:**

- Classroom Management Plans
- HAWK CHAMPs (Hallway, Cafeteria, etc.) Posters
- Develop and display classroom expectations

### **Balanced Literacy:**

- Review Elements 1-3 of Effective Literacy
- Introduce Elements 4-6 of Effective Literacy ('19-20)
- AVID Critical Reading Process & Strategies

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

TBD

- How has student achievement been impacted? What is the evidence?

TBD

- How will implementation be adjusted and/or supported moving into the next year?

TBD

<b>Strategy #2</b>	Click here X if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	9th Grade BARR (Building Assets Reducing Risks) implementation
to address the <b>Root Cause</b>	Academic and social-emotional needs (below grade-level reading and math, a shortfall in organizational skills, lack of academic success in the past, high mobility, mental health needs, anxiety, trauma, substance abuse).
Which will help us meet this student outcome <b>Goal</b> *	Increase student success via earning credits towards graduation (and being College & Career ready) as measured by reducing NC rates from 39% in the 2018-19 school year to 29% in the 2019-20 school year.

\*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

## Plan for Strategy #2

**Strategy #2:** 9th Grade BARR (Building Assets Reducing Risks) implementation

**Root-Cause:** Academic and social-emotional needs (below grade-level reading and math, a shortfall in organizational skills, lack of academic success in the past, high mobility, mental health needs, anxiety, trauma, substance abuse).

**Goal:** Increase student success via earning credits towards graduation (and being College & Career ready) as measured by reducing NC rates from 39% in the 2018-19 school year to 29% in the 2019-20 school year.

*(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)*

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	e	n	n	b	r	r	y	n	l	
				s	t	e	m	b	e	r	h	i		e		
				t	e	r	b	e	r	y						
Create cohorts for 80% of 9th grade students	Ryan Haasch, 9th grade team	based on registration and scheduling	Teacher training, meeting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sept 3
Use of AVID note taking	Ryan haasch, BARR Teachers, Amanda Lieser	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	May 2020

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

**Progress Toward Goal #2:**

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

**MTSS:**

- Tier 1:
  - Cooper Instructional Framework
  - PBIS Cooper - Be a HAWK
  - HAWK Lunch & Learn (HLL)
  - PBIS Reward System (HAWK Tickets, etc.)
  - Culturally Responsive Teaching
  - Differentiation
  - 9th grade Planners
  - PLC Literacy Goal
- Tier 2:
  - Grade-Level Team Meetings
  - RFA (Request for Assistance) Process:
    - Grade-Level Email Groups
  - Academic Supports (Write Place/Math Lounge, Advisory and Study Hall Check-ins)
- Tier 3:
  - SAT Team
  - Mental Health Support
  - Chemical Health Support

**Safe & Civil Schools:**

- Classroom Management Plans
- HAWK CHAMPs (Hallway, Cafeteria, etc.) Posters
- Develop and display classroom expectations

**Balanced Literacy:**

- Review Elements 1-3 of Effective Literacy
- Introduce Elements 4-6 of Effective Literacy ('19-20)
- AVID Critical Reading Process & Strategies

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

<b>Strategy #3</b>	Click here X if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	Reflection and realization of curriculum & strategies using AVID and Culturally Relevant Teaching (CRT)
to address the <b>Root Cause</b>	A systematic reading intervention/ enrichment and progress monitoring of student data/proficiency will help to improve student's reading stamina, reading fluency and reading comprehension
Which will help us meet this student outcome <b>Goal*</b>	The percentage of students enrolled in October 1 in 10th grade at Cooper High School who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 47% in the current year to 52% in 2020.

\*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

### Plan for Strategy #3

**Strategy #3:** Reflection and realization of curriculum & strategies using AVID and Culturally Relevant Teaching (CRT)

**Root-Cause:** A systematic reading intervention/ enrichment and progress monitoring of student data/proficiency will help to improve student's reading stamina, reading fluency and reading comprehension

**Goal:** The percentage of students enrolled in October 1 in 10th grade at Cooper High School who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 47% in the current year to 52% in 2020.

*(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)*

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	a	a	a	a	
				g	p	t	v	c	n	b	r	p	r	y		
				s	t	e	b	e	m	a	h	i				
				t	e	r	e	r	b	r						
					b											
					e											
					r											
AVID Critical Reading Process (connecting with Balanced Literacy) <ul style="list-style-type: none"> <li>Close Analytical Reading</li> <li>Marking The text</li> </ul>	ILT with the point person being Amanda Lieser	Developing a common assessment for progress monitoring quarterly	AMP Training, PD time for assessment development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Culturally Relevant Teaching (combo of 3 Pillars & AVID strategies to clarify what CRT looks like - Balanced Literacy Element 2 or 3)	ILT with the point person being Claire Mielke	Developing a walk through look fors, survey to staff	AMP Training, PD time for walk through development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building PLCs will use the reading strategy as their QComp Goal	PLC Leads, ILT, Department Chairs	A pre and post QComp assessment																		

To add additional action steps, Place cursor to the right of the last row and press **Enter**.

### Progress Toward Goal #3:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

#### MTSS:

- Tier 1:
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  - PBIS Cooper - Be a HAWK
  - HAWK Lunch & Learn (HLL)
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  - SAT Team
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  - Chemical Health Support

#### Safe & Civil Schools:

- Classroom Management Plans
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**Balanced Literacy:**

- Review Elements 1-3 of Effective Literacy
  - Introduce Elements 4-6 of Effective Literacy ('19-20)
  - AVID Critical Reading Process & Strategies
- 
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- 
- How has student achievement been impacted? What is the evidence?
- 
- How will implementation be adjusted and/or supported moving into the next year?

**Stakeholder Engagement and Communications Plan**

**Describe your stakeholder engagement activities and how you will communicate with stakeholders.**

Click or tap here to enter text.

Use the following table to outline a communications plan for the ESSA support and improvement work.

<b>When</b> will the communication take place	<b>What</b> is the message	<b>Who</b> is the audience	<b>How</b> will it be communicated
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

