

K-12 School Improvement Plan Template



Mission Statements

District Mission:

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

School Mission: (If applicable): Our mission is to provide a caring community where our students learn to become active, compassionate, principled critical thinkers.

School Information

School Name	Cooper High School
School Year	2025-26
Principal Name	Shaunece Smith
Instructional Leadership Team members and roles (SIP Planning Team)	Ned Nelson, Josh Mahan, Erik Hendrickson, Teresa Esnough, Joseph Purvis, Amanda Lieser, Alyssa Sieber, Gretchen Enselein-Kraemer, Andrea Obranovich, Jessica Fair-Manke, Anna Walters, Caroline Sutliff, Katie Kruger, Kristen Prillwitz, Marissa Hoffman, Jackie Starr, Lakia Mcgahee

Comprehensive Needs Assessment Summary

Data Sources Reviewed	MCA Data (Reading, Math, & Science when released)
Key Findings	
Identified Strengths	Literacy: MCA - (embargoed data) the number of students who were "Does Not Meet" from 2024 was 37.3% and for 2025 it was 32.7%. FAST data - reading students all increased

	● Math: MCA -(embargoed) Meets & Exceeds increased from 8.7% to 10.5%, and a drop from Does Not Meet from 75.6% in 2024 to 70.7% in 2025 ● Science - unknown on 6/12/25 ● School Climate - we surpassed our goal of 35% missing less than 18 days to 13%, including our sub-goal for American Indian students from 44% to 14.2% ● Achievement Gap - MCA Reading - White students Proficiency went up from 57.9% to 67%, MCA Math - Asian students Proficiency went up by 5%, Black/African American students Proficiency went up 5.7%, Hispanic Proficiency went up 1%, Multiracial students Proficiency increased by 20%, overall increase by 2%
Identified Areas for Improvement	● Literacy: MCA reduced from 39% to 37.5%, overall attitude around testing and student buy-in ● Math: Keep the trend going up, more and more students reaching Meets & Exceeds, ● Science - unknown on 6/12/25 ● School Climate - Continue to work with Hawk Connections student group, some of our students at the top tier need additional support as Hawks Connections wasn't enough support ● Achievement Gap - MCA Reading - Asian, Black/African American, Hispanic & Multi-race went down, MCA Math - White students Proficiency decreased by 8%, Student & Staff buy-in as anyone who doesn't take it is counted as not proficient. ○ Incorporate student voice, student desire to test (why should they care?) ○ Individual data conversations with students to help set goals, celebration participation rewards (?)

Priority Goals	
Comprehensive Achievement and Civic Readiness (CACR) <i>Formerly World's Best Workforce</i>	
MN Dept of Ed	Robbinsdale Area Schools
● All children are ready for school.	● All students enrolled on the first day of kindergarten have completed screening before the 31st day of kindergarten.

• All racial and economic achievement gaps between students are closed.	• Rdale is working toward a goal of closing the achievement gap by increasing the percentage of students of color scoring proficient on MN standards based accountability assessment.
• All students are ready for career and college.	• The number of CTE and college credit bearing courses students are enrolled in will increase by 10 percentage points from 2023-2025.
• All students graduate from high school.	• Rdale is working toward a goal of all district students graduating. The percentage of Rdale seniors who graduate in four years will increase from 80.2% in 2020 to 90% in 2030.
• Prepare students to be lifelong learners.	• Rdale will ensure that all students develop the knowledge, skills, and mindset needed to adapt, grow, and thrive in an ever changing world.
Read Act Goal: Every child can read at or above grade level every year.	
Robbinsdale Area Schools MCA Goals- This field will be updated when data is no longer embargoed Reading: Five percent growth Mathematics: Five percent growth Science: Five percent growth	
<u>Strategic Priorities:</u> • THEME A: Academic Achievement ◦ Enhance cultural relevance of curriculum for students ◦ Enhance an equitable learning system from early childhood to adults ◦ Deepen preparation for life, college, and career • THEME B: Student Engagement and Wellness ◦ Improve student-staff connection • THEME C: Collaboration and Partnership ◦ Strengthen mutual communication and responsiveness with all stakeholders ◦ Expand equitable inclusion and influence of student, family, staff, and community voice • THEME D: Staff Investment and Impact	

- Cultivate the district culture to be inclusive, supportive, and welcoming
- Increase consistency and accountability for common district practices

Goal Area	Goal Statement	Strategic Priority Alignment	CACR Alignment
Literacy	The number of students who are “low risk or on track” will increase from <u>28.5% to 33.5%</u> as measured on the Spring FAST aReading test.	THEME A: Academic Achievement THEME D: Staff Investment and Impact THEME B: Student Engagement and Wellness	All students are ready for career and college. All students graduate from high school. Prepare students to be lifelong learners.
Math	The number of students who are “low risk or on track” will increase from <u>15.9% to 20.9%</u> as measured on the Spring FAST aMath test.	THEME A: Academic Achievement THEME D: Staff Investment and Impact THEME B: Student Engagement and Wellness	All students are ready for career and college. All students graduate from high school.
Science	The number of students who pass Science classes and earn credit will increase from <u>73.6% to 78.6%</u> as measured by all Science classes at the end of the 2nd semester. The Data: 24-25 SY S1: 768/982 (78.2%) S2: 732/966 (75.7%) 675/916 passed the whole year (73.6 %)	THEME A: Academic Achievement THEME D: Staff Investment and Impact THEME B: Student Engagement and Wellness	All students are ready for career and college. All students graduate from high school. Prepare students to be lifelong learners.

School Climate	The number of students with 18 or more days of unexcused absences would decrease from 13% in 24-25 SY to 8% for 25-26 SY. Sub Goal: The number of students who identify as American Indian with 18 or more days of unexcused absences (25) would decrease from 14.2% in 24-25 SY to 9.2% for 25-26 SY.	THEME B: Student Engagement and Wellness THEME C: Collaboration and Partnership	All racial and economic achievement gaps between students are closed. Prepare students to be lifelong learners.
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Action Plan Details – Goal: Literacy	
<u>Evidence-Based Practice #1</u>	Explicit instruction on critical thinking skills.
<u>Strategy</u>	AVID Critical Thinking Skills (bank of strategies) ex. Costa's Higher Order Thinking
Progress Monitoring Plan	• Walk through checklist for evidence (ILT created & shared with staff) • Peer walk through • Fast Testing (Fall to Winter data conversations between tests to set goals and discuss the impact of effort, being prepared for testing, etc.)
Evidence of success	• Staff share outs and gallery walks at staff meetings and PD days • Survey staff on strategy usage, comfort level of knowledge on MYP/ATL, etc.
Resources Needed	• Create Unit 0 lessons for staff to use at the beginning of the year • Staff survey (to open up a staff meetings or to completed during PLCs to share what you've been working on over the week or month) • MYP Learner Profile • ATL - approaches to learning • Confidence, academic stamina & endurance, SEL lesson (Xelle)
Professional Development Needs	• Strategy sharing with staff, sample lessons for staff to use • MYP & IB training • AVID Strategy share & training

	• Xello training & SEL • Implementation of LETRs training & how it's being used at CHS (Vocabulary through CLRT)
Timeline	• Monthly check-ins with staff and ILT meetings • Continue to share strategies and examples throughout the year. • Every 2 months some sort of strategy share for staff to see what other staff are doing
Person/Team Responsible	• ILT • IBMYP Coordinator, AVID Coordinator, Instructional Coach, Literacy Specialist • Department Chairs/PLC Leads?
<u>Evidence-Based Practice #2</u>	Evaluate & monitor student data to impact future teaching & learning (Data Dialogues)
<u>Strategy</u>	Complete Data Dialogues
Progress Monitoring Plan	• PLC Meetings, once a month meet in a shared space to offer support and gather evidence (based on the PLCs that admin oversee) • Reviewing PLC goals and also building-wide goals (NC's at the quarter, FAST Testing Data Fall, Winter, Spring-Math Focus aligned with SIP)
Evidence of success	• Data collected • Attendance at PLC meetings, engagement & buy-in • Phase 5 - Action Steps
Resources Needed	• Continued training on how to access data (Educlimber) • Steps for completing & participating in a data dialogue • Critical Thinking Skills, multi-step problems • Math terms (solve, analyze, etc.)
Professional Development Needs	• Training on Educlimber • Data Dialogues • How do different PLCs gather data (or data on what) if they don't have FAST data? • Entire staff look at FAST data to understand their own individual students even if they don't teach English or Math • Connections to the 3 levels of questions (like IB & MYP, AVID)

Timeline	• Workshop week - walk through a data dialogue as a whole staff on something from our SIP goal from 24-25? Math focus? • Monthly PLC meeting to review data from PLCs? October could be about PLCs initial data collections, December PLC data • Quarterly - to review building NC data, November
Person/Team Responsible	• ILT • Admin Team • Instructional Coach • Jessica Estrada - data
<u>Evidence-Based Practice #3</u>	Staff investment and impact to increase consistency of academic strategies used throughout the building and increase student achievement
<u>Strategy</u>	<u>Cooper Instructional Framework</u> <u>Canva Cooper Instructional Framework Resources</u>
Progress Monitoring Plan	• Walkthroughs • PLC Check-ins • Staff Meetings and PD Days
Evidence of success	• Walkthrough Data • PLC Goal Attainment
Resources Needed	• Review Instructional Framework • Shared Cooper school calendar for all staff to view
Professional Development Needs	• Practice strategies with staff for modeling and then staff can take back to use with their students • Peer walkthroughs • MYP & IB training • Modern Classroom (free training on website, district framework & connection to MCP, can we use PLAC funds to cover the cost) • How to give students feedback, how to get students feedback to staff to make changes?
Timeline	• Different department(s) share or highlight what they've been doing • Review monthly at Staff Meetings

	• Create a schedule for peer walkthroughs (every other month?)
Person/Team Responsible	• ILT • IB/MYP Coordinator, Instructional Coach • Marissa Hoffman, Teresa Esnough & ? (MCP experience)
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	• Collaboration with the American Indian Climate and Culture Specialist during the MTSS intervention process. • Provide resources within our Cooper Instructional Framework for continued growth and meeting the needs of our American Indian students.

Action Plan Details – Goal: Math	
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Strategy	Complete Data Dialogues
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Evidence of success	- Data collected - Attendance at PLC meetings, engagement & buy-in - Phase 5 - Action Steps
Resources Needed	- Continued training on how to access data (Educlimber) - Steps for completing & participating in a data dialogue - Critical Thinking Skills, multi-step problems - Math terms (solve, analyze, etc.)
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Action Plan Details – Goal: Science	
<u>Evidence-Based Practice #1</u>	Explicit instruction on critical thinking skills.
<u>Strategy</u>	AVID Critical Thinking Skills (bank of strategies) ex. Costa's Higher Order Thinking
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Timeline	• Different department(s) share or highlight what they've been doing • Review monthly at Staff Meetings

	• Create a schedule for peer walkthroughs (every other month?)
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How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	• Collaboration with the American Indian Climate and Culture Specialist during the MTSS intervention process. • Provide resources within our Cooper Instructional Framework for continued growth and meeting the needs of our American Indian students.

Action Plan Details – Goal: School Climate

<u>Evidence-Based Practice #1</u>	Provide strategies & support on Culturally & Linguistically Responsive Teaching and Differentiation to teachers (Relationship building & reaffirming students)
<u>Strategy</u>	CLRT protocols
Progress Monitoring Plan	• BARR and MTSS attendance data (include grade level Tier 1 teams?) • Walkthroughs • MySaebars data • Data Dialogue or Data Review of Student/Family Contact/Outreach
Evidence of success	• Greeting students at the door • Learning students names (pronounce names correctly) • Know something about each students by the end of October • Data around the number of students with contacts home -the goal to have all contacted by the end of the school year.
Resources Needed	• BARR Spreadsheet (copy for Grades 10, 11, 12) • Team Meeting Agendas (same for all) • Paper Copies of Monthly Strategies (Focus Areas of Walkthroughs)
Professional Development Needs	• BARR teaming framework PD
Timeline	• Throughout the school year • Monthly ILT meetings review
Person/Team Responsible	• ILT • All Staff

	• BARR Coordinator & Counselors (Tier 1 Team Leads) • MTSS grade level teams (Tier 2)
Evidence-Based Practice #2	Tier 2 Attendance Intervention
Strategy	Hawk Connections
Progress Monitoring Plan	• Check & Connect Resources and Data Collection
Evidence of success	• Increased attendance for students (data) • Hawk Connections Graduation
Resources Needed	• Academic gap assessment for students • What interventions do these students needs in order to be successful • Connections with a trusted staff member • How to simplify the data gathering process for the staff pulling data for the bi-weekly meetings? • Focus on the first few weeks of school - building connections with all students • Teaching networking, autonomy & self-advocacy skills
Professional Development Needs	• Check & Connection PD • Reminder to staff about students participating • Restorative Practices • Steps/protocol to use during Check & Connect meetings (goal setting, planner usage, looking at attendance, grade checks, etc
Timeline	• Start 10th-12th grade students after the 1st month of school?
Person/Team Responsible	• ILT • Attendance Champions • MTSS Teams • Classroom Teachers (communication/feedback loop)
Evidence-Based Practice #3	Tier 3 Attendance Intervention
Strategy	The Coop (PRIDE room), the 293 Nest
Progress Monitoring Plan	• Weekly, bi-weekly or month attendance check
Evidence of success	• Data showing that the number of students moving out of the Tier 3 pyramid

	• Attendance Data
Resources Needed	• Funding • Licensed teachers to push into this space to support students from the alternative to the suspension room. One class period a week. • GLC stationed in the room • Minimum of 2 licensed teachers at a time • 10-15 students in the room • Restorative practices, academic gap support & interventions • Which students are attending? Tier 3 students focusing on attendance and in-school truancy, not finding success through Tier 2 MTSS. • Family involvement and communication • Students with IEPs - how do we support them to receive the services class (must get their SpEd minutes), least restrictive environment
Professional Development Needs	• Understanding of Culture Shift needed in the building • Who are the Tier 2 & Tier 3 students and what's the policy around giving passes to these students? • Process for students leaving class without permission/ a pass. • Staff interaction with students in the hallways - positive redirections • Schoology Page Setup
Timeline	• Start the 2nd or 3rd week of school
Person/Team Responsible	• ILT • All Staff • GLCs • Literacy Specialist • Instructional Coach
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	• Collaboration with the American Indian Climate and Culture Specialist during the MTSS intervention process.

Family Engagement Plan

(Describe how families engage in school improvement efforts and student achievement. Include timeline/calendar)

Link your Family Engagement Plan here: [Cooper Family Engagement Plan](#)

Specific Engagement Plan for *American Indian Families & Communities*

There will be intentional and specific communication with our American Indian families and communities inviting them to Cooper events (Conferences, Family Nights, etc.).