



# **Closing the Achievement Gap**

Randall K. Cooper High School

Boone County

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## **Introduction**

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

# **KDE Closing the Achievement Gap**

### Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

**Statement or Question:**Use the School Report Card to identify your school's gaps groups. Select all that apply.

**Response:**

- Free/Reduced Price Meals

## **Achievement Gap Summary**

### **Describe the school's climate and culture.**

Since our building opened eight years ago, our achievement has been vast. The faculty, staff, and administration have worked diligently to build a school culture focused on academics and extracurricular achievements. After being in existence for eight years, our school has achieved a distinguished rating in academics. Our extracurricular teams are excelling and advancing to state level competition. The culture of our school, being new, has really taken hold as students are no longer from another high school from within our district but they are "Cooperized". The students, as evidenced in our student data, enjoy coming to school and feel the environment that is created by the staff is that of a caring nature and supportive in reaching their goals to be successful. Our staff is driven for success. We are never satisfied with our accomplishments and always have room for improvement. We want to continue to build on our foundation that has been established. Our school goal and district goal is for our average ACT score to be 24 for our graduating seniors. We will continue to address the identified gap group to ensure they are continuing to advance at the same rate as other similar groups compared to the state of KY. We will monitor these students and intentionally reduce barriers through research-based practices embedded in the classroom as well as through our school-wide intervention strategies.

### **Describe the strategies that were implemented that helped to close the achievement gap.**

As we continue to focus on this area of growth, we have implemented the following:

- \* Restructuring of the Instructional Leadership Teams/Data Analysis Teams
- \* Data Analysis with a focus on gap group progress and next steps
- \* Reading has been added to the current School Wide Writing Program
- \* Curriculum Enhancements (Springboard)
- \* Response to Intervention Program has been refined to focus on the specific achievement gap need
- \* Voluntary Tutoring Program is provided during the instructional day
- \* Intervention Specialists assigned to specific content

### **Describe the barriers that prevented the school from closing the achievement gap.**

In the past we did not always have the opportunity to focus on specific data to address the gap areas. We have since worked to provide time during the school day for teachers to be able to collaborate in data analysis teams to better understand the needs of students. One of the biggest barriers we have overcome is providing time to implement the instructional leadership team/data analysis team. This leadership time not only takes place after school, but also has also been expanded during the school day. Teachers are now able to analyze and discuss common assessments, plan instruction and provide support to each other in order to meet the achievement gap on a regular basis. During our mentoring time, teachers are working together on instruction, a very effective response to intervention program is taking place, and voluntary tutoring is happening simultaneously.

### **Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.**

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\* The district has implemented a Positive Behavior Intervention System. Our school has also adopted this program to make students feel valued and supported with clear expectations for being successful.

\* Springboard implementation and support in Math and English classes

\*Danielson Framework and the new teacher growth model evaluation system.

**Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.**

The CSIP is reviewed and monitored frequently by Team Leaders, Departments, the SBDM council, and the administration. It is revised annually and monitored monthly

## Achievement Gap Diagnostic

**Describe how data are used to inform your school's improvement plan to address the achievement gap.**

**Goal 1:**

Increase achievement for all student groups so the achievement gap increases from 40.0 percent PD to 69.1 in 2017 as measured by Cooper High School achievement data.

**Measurable Objective 1:**

demonstrate a proficiency of 50.6% by 06/30/2015 as measured by Cooper High School's achievement data.

**Strategy1:**

Progress Monitoring - Groups of students are monitored

Category:

Research Cited:

Activity - Social Studies Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will use ILT meetings to analyze achievement gap data and identify gap groups. Teachers will develop strategies and interventions to help at risk students become career and college ready.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	Social Studies Department

Activity - CTE Project Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE department will post PBIS classroom expectations in all CTE classrooms, and will embed a variety of project based assessments (incorporating Math, Reading and Writing).	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	CTE Department

Activity - English Analysis of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Department will utilize PLAN, On-Demand, and EOC scores along with summative and formative achievement data to identify sophomores and juniors not meeting benchmark and determine criteria for remediation of reading and writing skills through English classes and English tutoring during JAM.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	English Department

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Activity - World Language- Core Competency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The World Language Department will increase opportunities in assessing a variety of core competencies (Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing.) Common Assessments.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	World Language Department

Activity - Math Department Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math Department will update and implement sets of questions based off the ideas for progress from the new career and college readiness standards. These will target the individual needs of students based on EPAS assessment data.	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Math Department

Activity - Gap Group-Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided. (Math)	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	School Wide- All Staff

Activity - Science Department Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Science Department will continue to use CIITS to assess and track student performance specifically the monitoring of student growth in regards to CCR standards. This information will also be used to better advise students on potential capstone (AP) courses in order to grow our AP program as well as our STEM academy.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	Science Department

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of diagnostic data to ensure proper placement of all at-risk students in Reading and Math and develop individual interventions and strategies that are appropriate to meet the needs of students.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	School Wide- All Staff

### Strategy2:

Professional Development - Specific instruction is given to teachers in areas of need, individually, as well as school wide initiatives that include instructional strategies and classroom behavior support with positive behavior interventions.

Category:

Research Cited: Professional Development

## Closing the Achievement Gap

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Activity - Intervention Specialists Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Special Education Intervention Department Team will share professional resources quarterly with their assigned departments on interventions to help with differentiation, remediation of skills, motivation and other skills needed for the departments targeted at gap groups. **Transitions will be assigned to a core group to help find resources. Each department is assigned a leader in charge of communicating with their members and finding resources to share with their department leader about the achievement gap.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	Intervention Specialist

Activity - PBIS Training & Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine our Positive Behavior Intervention System, to including a Tier 1 and Tier 2 system, that outlines expectations for students, specific to RCHS and our educational environment.	Behavioral Support Program	07/01/2013	12/31/2015	\$2000 - School Council Funds	All Staff

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Continuation of Cooper University professional learning opportunities after school based on teacher feedback and responses from PD Days at the beginning of the school year.  2. Maintain our restructuring of Instructional Learning Teams by content area and providing them opportunities each month to have specific professional learning as it relates to their 30-60-90 day identified needs/focus in lieu of faculty meetings each month.	Professional Learning	07/01/2013	06/30/2015	\$0 - No Funding Required	All staff

**Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.**

This plan is monitored and reviewed monthly through a series of channels. These channels include ILT's, departments, Team Leaders, SBDM, and administration.

**Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.**

### Goal 1:

Increase achievement for all student groups so the achievement gap increases from 40.0 percent PD to 69.1 in 2017 as measured by Cooper High School achievement data.

### Measurable Objective 1:

SY 2016-2017

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demonstrate a proficiency of 50.6% by 06/30/2015 as measured by Cooper High School's achievement data.

### Strategy1:

Progress Monitoring - Groups of students are monitored

Category:

Research Cited:

Activity - Social Studies Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will use ILT meetings to analyze achievement gap data and identify gap groups. Teachers will develop strategies and interventions to help at risk students become career and college ready.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	Social Studies Department

Activity - English Analysis of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Department will utilize PLAN, On-Demand, and EOC scores along with summative and formative achievement data to identify sophomores and juniors not meeting benchmark and determine criteria for remediation of reading and writing skills through English classes and English tutoring during JAM.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	English Department

Activity - Science Department Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Science Department will continue to use CIITS to assess and track student performance specifically the monitoring of student growth in regards to CCR standards. This information will also be used to better advise students on potential capstone (AP) courses in order to grow our AP program as well as our STEM academy.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	Science Department

Activity - Math Department Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math Department will update and implement sets of questions based off the ideas for progress from the new career and college readiness standards. These will target the individual needs of students based on EPAS assessment data.	Academic Support Program	01/01/2015	12/31/2015	\$0 - No Funding Required	Math Department

Activity - CTE Project Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE department will post PBIS classroom expectations in all CTE classrooms, and will embed a variety of project based assessments (incorporating Math, Reading and Writing).	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	CTE Department

## Closing the Achievement Gap

Randall K. Cooper High School

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of diagnostic data to ensure proper placement of all at-risk students in Reading and Math and develop individual interventions and strategies that are appropriate to meet the needs of students.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	School Wide- All Staff

Activity - World Language- Core Competency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The World Language Department will increase opportunities in assessing a variety of core competencies (Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing.) Common Assessments.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	World Language Department

Activity - Gap Group-Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided. (Math)	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	School Wide- All Staff

### Strategy2:

Professional Development - Specific instruction is given to teachers in areas of need, individually, as well as school wide initiatives that include instructional strategies and classroom behavior support with positive behavior interventions.

Category:

Research Cited: Professional Development

Activity - Intervention Specialists Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Special Education Intervention Department Team will share professional resources quarterly with their assigned departments on interventions to help with differentiation, remediation of skills, motivation and other skills needed for the departments targeted at gap groups. **Transitions will be assigned to a core group to help find resources. Each department is assigned a leader in charge of communicating with their members and finding resources to share with their department leader about the achievement gap.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	Intervention Specialist

## Closing the Achievement Gap

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Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Continuation of Cooper University professional learning opportunities after school based on teacher feedback and responses from PD Days at the beginning of the school year.  2. Maintain our restructuring of Instructional Learning Teams by content area and providing them opportunities each month to have specific professional learning as it relates to their 30-60-90 day identified needs/focus in lieu of faculty meetings each month.	Professional Learning	07/01/2013	06/30/2015	\$0 - No Funding Required	All staff

Activity - PBIS Training & Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine our Positive Behavior Intervention System, to including a Tier 1 and Tier 2 system, that outlines expectations for students, specific to RCHS and our educational environment.	Behavioral Support Program	07/01/2013	12/31/2015	\$2000 - School Council Funds	All Staff

### Goal 2:

Increase the average Freshman graduation rate from 95.0% to 95.3% by 2015.

### Measurable Objective 1:

demonstrate a proficiency of 95.3 percent by 06/30/2015 as measured by the Four-Year Adjusted Cohort Rate for Cooper High School.

### Strategy1:

Instructional Support - Research based strategies will be implemented through Marzano instructional activities and positive behavior models that are school wide in every classroom, every day.

Category:

Research Cited: Positive Behavior Intervention System, Marzano Instructional Strategies

Activity - Science Dpt. Act.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The science department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	Science Department, Instructional Coach, Administration

Activity - English Dept. Act.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Department will utilize scores along with summative and formative achievement data to identify freshmen not meeting benchmark or in danger of failing and determine the criteria for remediation through English classes and English tutoring during JAM.	Academic Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	English Department

## Closing the Achievement Gap

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Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue implementation of a Tier 1 and Tier 2 school wide positive behavioral intervention and support (PBIS). We will begin moving from PBIS school wide expectations to the classroom and proactively work to provide positive supports/interventions to students identified (or in need).	Behavioral Support Program	07/01/2013	12/31/2015	\$0 - No Funding Required	School wide, ILT, Administration

Activity - Math Dept. Act.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our math department offers extended Algebra 1 to freshmen that are well below benchmark on EXPLORE. They will also pull freshman students into RTI Tier II at the end of their freshman year based on multiple data sources if they are not meeting benchmark. They also use tier I strategies in classrooms, including unit remediation for students who have not demonstrated mastery of content.	Academic Support Program	07/01/2013	12/31/2015	\$3000 - General Fund	Math Department, RTI Team, Instructional Coach, Administration

### Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

In the past we did not always have the opportunity or designated time to focus on specific data to address these gap areas. We have since worked to provide time during the school day for teachers to be able to collaborate in data analysis teams to better understand the needs of individual students. One of the biggest barriers we have overcome is to implement collaborative time. This time has also been expanded during the school day. Teachers are now able to analyze and discuss common assessments, plan instruction, and provide support to each other through this time together. During our mentoring time, one may now observe teachers working together on instruction, a very effective response to intervention program, and providing voluntary tutoring simultaneously.

## **Stakeholder Engagement and Collaboration**

**Statement or Question:** Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

**Response:**

- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

# **KDE Closing the Achievement Gap**

### **Introduction**

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

## **Achievement Gap Groups Identification**

**Statement or Question:** Use the School Report Card to identify your school's gaps groups. Select all that apply.

**Response:**

- With Disability
- Free/Reduced Price Meals

### Achievement Gap Summary

#### **Describe the school's climate and culture.**

Since our building opened nine years ago, our achievement has been vast. The faculty, staff and administration have worked diligently to build a school culture focused on academics and extracurricular achievements. After being in existence for nine years, our school has achieved distinguished ratings in academics. Our extracurricular teams are excelling and advancing to state level competition. The culture of our school, being new, has really taken hold as students are no longer from another high school from within our district but they are "Cooperized". The students, as evidence in our student data, enjoy coming to school and feel the environment that is created by the staff is that of a caring nature and supportive in reaching their goals to be successful. Our staff is driven for success. We are never satisfied with our accomplishments and always have room for improvement. We want to continue to build on our foundation that has been established. Our School goals and district goal is for our average ACT score to be 24 for graduating seniors. We will continue to address the identified gap group to ensure they are continuing to advance at the same rate as other similar groups compared to the state of KY. We will monitor these students and intentionally reduce barriers through research-based practices embedded in the classroom as well as through our school-wide intervention strategies.

#### **Describe the strategies that were implemented that helped to close the achievement gap.**

As we continue to focus on this areas of growth, we have implemented the following:

- \* Intervention Specialist assigned to specific content areas for collaboration
- \* Voluntary Tutoring Program is provided during the instructional day
- \* Restructuring of the the Instructional Leadership Team
- \* Introduction of a specific Data Analysis Team
- \* Addition of a Remediation Specialist to work with Novice Reduction Students
- \* Reading has been added to the current School Wide Writing Program
- \* Curriculum Enhancements (Springboard)
- \* Response to Intervention (RTI) Program has been refined to focus on the specific achievement gap need

#### **Describe the barriers that prevented the school from closing the achievement gap.**

In the past, we did not always have the opportunity to focus on specific data to address the gap areas. We have since worked to provide time during the school day for teachers to be able to collaborate in data analysis teams to better understand the needs of students. One of the biggest barriers we have overcome, is providing time to implement the instructional leadership team/data analysis team. This leadership time not only takes place after school, but also has been expanded during the school day. Teachers are now able to analyze and discuss common assessments, plan instruction and provide support to each other in order to meet the achievement gap on a regular basis. During our mentoring time, teachers are working together on instruction, every effect response to intervention program is taking place, and voluntary tutoring is happening simultaneously. We have also worked to find a solution for students who were not meeting benchmark, but also did not receive Special Education or an RTI program that was intense enough. Just recently, we added a remediation specialist who is able to embed instruction into the school day for those students.

**Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.**

The district has implemented a Positive Behavior Intervention System. Our school has also adopted this program to make students feel valued and supported with clear expectations for being successful.

Springboard implementation and support in Math and English Classes.

Danielson Framework and the new teacher growth model evaluation system.

**Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.**

The CSIP is reviewed and monitored frequently by Team Leaders, Departments, the Administration and the SBDM Council. It is revised annually and monitored monthly.

## Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

**Goal 1:**

Increase achievement for all student groups so the achievement gap increases from 43.8 percent PD to 49.3 percent in 2016 as measured by Cooper High School achievement data.

**Measurable Objective 1:**

demonstrate a proficiency 49.3 by 06/30/2016 as measured by Cooper High School's achievement data.

**Strategy1:**

Professional Development - Specific instruction is given to teachers in areas of need, individually, as well as school wide initiatives that include instructional strategies and classroom behavior support with positive behavior interventions.

Category:

Research Cited: Professional Development

Activity - Intervention Specialists Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The collaborative team will meet monthly to derive strategies to help aid in the reduction of the novice performance of the special education population and other gap populations in the collaborative classes. These strategies will be passed on to the departments through their special education representative. Each Special Education Intervention Department Team will share professional resources quarterly with their assigned departments on interventions to help with differentiation, remediation of skills, motivation and other skills needed for the departments targeted at gap groups. **Transitions will be assigned to a core group to help find resources. Each department is assigned a leader in charge of communicating with their members and finding resources to share with their department leader about the achievement gap.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	Intervention Specialist

Activity - PBIS Training & Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to sustain our Positive Behavior Intervention System, including both tier I and tiers II/III, that outlines expectations for students, specific to RCHS and our educational environment. Tier II/III team will identify students at-risk in behavioral areas and work on specific plans to address their needs and monitor data to determine success.	Behavioral Support Program	07/01/2013	12/31/2016	\$2000 - School Council Funds	All Staff

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Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Continuation of Cooper University professional learning opportunities after school-based on teacher feedback and responses from PD Days at the beginning of the school year.  2. Maintain our restructuring of Instructional Learning Teams by content area and providing them opportunities each month to have specific professional learning as identified needs/focus in lieu of faculty meetings each month. Teachers work in data teams to analyze assessment data.	Professional Learning	07/01/2013	12/31/2016	\$0 - No Funding Required	All staff

### Strategy2:

Progress Monitoring - Groups of students are monitored

Category:

Research Cited:

Activity - English Analysis of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Department will utilize On-Demand, EOC scores along with summative and formative achievement data to identify sophomores and juniors not meeting benchmark and determine criteria for remediation of reading and writing skills through English classes and English tutoring during JAM. English department utilizes released scores to help determine student growth goals on their PGES so this will focus on the instruction and intervention work for the year. Juniors take the ACT reading test as Benchmark assessment to determine whether students are meeting benchmark or not; those students are then given focus and remediation; recommended to additional tutoring and opportunities to improve their ACT score.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	English Department

Activity - Science Department Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Science Department will continue to use CIITS to assess and track student performance specifically the monitoring of student growth in regards to CCR standards. This information will also be used to better advise students on potential capstone (AP) courses in order to grow our AP program as well as our STEM academy.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	Science Department

Activity - CTE Project Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE department will embed a variety of project based assessments (incorporating Math, Reading and Writing).	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	CTE Department

## Closing the Achievement Gap

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Activity - World Language- Core Competency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The World Language Department will increase opportunities in assessing a variety of core competencies (Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing.) Common Assessments. Evidenced in CA data reported to SBDM.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	World Language Department

Activity - Math Department Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math Department will update and implement sets of questions based off the ideas for progress from the new career and college readiness standards. These will target the individual needs of students based on assessment data. This also includes identifying a list of students who are below benchmark and specifically target him.	Academic Support Program	01/01/2015	12/31/2016	\$0 - No Funding Required	Math Department

Activity - Gap Group-Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided. (Math) English II ILT's are focusing SGG's on increasing student writing proficiency.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	School Wide- All Staff

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of diagnostic data to ensure proper placement of all at-risk students in Reading and Math and develop individual interventions and strategies that are appropriate to meet the needs of students.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	School Wide- All Staff

**Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.**

This plan is monitored and reviewed monthly through a series of channels. These channels include ILT, departments, CERT resources, Team Leaders, SBDM and Administration.

**Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.**

### Goal 1:

SY 2016-2017

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## Closing the Achievement Gap

Randall K. Cooper High School

Increase achievement for all student groups so the achievement gap increases from 43.8 percent PD to 49.3 percent in 2016 as measured by Cooper High School achievement data.

### Measurable Objective 1:

demonstrate a proficiency 49.3 by 06/30/2016 as measured by Cooper High School's achievement data.

### Strategy1:

Progress Monitoring - Groups of students are monitored

Category:

Research Cited:

Activity - English Analysis of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Department will utilize On-Demand, EOC scores along with summative and formative achievement data to identify sophomores and juniors not meeting benchmark and determine criteria for remediation of reading and writing skills through English classes and English tutoring during JAM. English department utilizes released scores to help determine student growth goals on their PGES so this will focus on the instruction and intervention work for the year. Juniors take the ACT reading test as Benchmark assessment to determine whether students are meeting benchmark or not; those students are then given focus and remediation; recommended to additional tutoring and opportunities to improve their ACT score.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	English Department

Activity - World Language- Core Competency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The World Language Department will increase opportunities in assessing a variety of core competencies (Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing.) Common Assessments. Evidenced in CA data reported to SBDM.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	World Language Department

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of diagnostic data to ensure proper placement of all at-risk students in Reading and Math and develop individual interventions and strategies that are appropriate to meet the needs of students.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	School Wide- All Staff

## Closing the Achievement Gap

Randall K. Cooper High School

Activity - Gap Group-Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided. (Math) English II ILT's are focusing SGG's on increasing student writing proficiency.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	School Wide- All Staff

Activity - Math Department Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math Department will update and implement sets of questions based off the ideas for progress from the new career and college readiness standards. These will target the individual needs of students based on assessment data. This also includes identifying a list of students who are below benchmark and specifically target him.	Academic Support Program	01/01/2015	12/31/2016	\$0 - No Funding Required	Math Department

Activity - CTE Project Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE department will embed a variety of project based assessments (incorporating Math, Reading and Writing).	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	CTE Department

Activity - Science Department Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Science Department will continue to use CIITS to assess and track student performance specifically the monitoring of student growth in regards to CCR standards. This information will also be used to better advise students on potential capstone (AP) courses in order to grow our AP program as well as our STEM academy.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	Science Department

### Strategy2:

Professional Development - Specific instruction is given to teachers in areas of need, individually, as well as school wide initiatives that include instructional strategies and classroom behavior support with positive behavior interventions.

Category:

Research Cited: Professional Development

Activity - PBIS Training & Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to sustain our Positive Behavior Intervention System, including both tier I and tiers II/III, that outlines expectations for students, specific to RCHS and our educational environment. Tier II/III team will identify students at-risk in behavioral areas and work on specific plans to address their needs and monitor data to determine success.	Behavioral Support Program	07/01/2013	12/31/2016	\$2000 - School Council Funds	All Staff

## Closing the Achievement Gap

Randall K. Cooper High School

Activity - Intervention Specialists Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The collaborative team will meet monthly to derive strategies to help aid in the reduction of the novice performance of the special education population and other gap populations in the collaborative classes. These strategies will be passed on to the departments through their special education representative. Each Special Education Intervention Department Team will share professional resources quarterly with their assigned departments on interventions to help with differentiation, remediation of skills, motivation and other skills needed for the departments targeted at gap groups. **Transitions will be assigned to a core group to help find resources. Each department is assigned a leader in charge of communicating with their members and finding resources to share with their department leader about the achievement gap.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	Intervention Specialist

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Continuation of Cooper University professional learning opportunities after school-based on teacher feedback and responses from PD Days at the beginning of the school year.  2. Maintain our restructuring of Instructional Learning Teams by content area and providing them opportunities each month to have specific professional learning as identified needs/focus in lieu of faculty meetings each month. Teachers work in data teams to analyze assessment data.	Professional Learning	07/01/2013	12/31/2016	\$0 - No Funding Required	All staff

### Goal 2:

Increase the average Freshman graduation rate from 95.8% to 96% by 2016.

### Measurable Objective 1:

demonstrate a proficiency of 96 percent by 06/30/2016 as measured by the Four-Year Adjusted Cohort Rate for Cooper High School.

### Strategy1:

Instructional Support - Research based strategies will be implemented through Marzano instructional activities and positive behavior models that are school wide in every classroom, every day.

Category:

Research Cited: Positive Behavior Intervention System, Marzano Instructional Strategies

## Closing the Achievement Gap

Randall K. Cooper High School

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue implementation of a Tier 1 and Tier 2 school wide positive behavioral intervention and support (PBIS). We have transitioned to PBIS in all areas/classrooms of the school. Tier I will continue to support school-wide expectations while tier II/III focuses on smaller populations including individuals to target their needs.	Behavioral Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	School wide, ILT, Administration

Activity - English Dept. Act.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Department will utilize scores along with summative and formative achievement data to identify freshmen not meeting benchmark or in danger of failing and determine the criteria for remediation through English classes and English tutoring during JAM. The English Department follows the protocol on recommending students for RTI and monitoring students who are not meeting benchmarks. Intervention tab in Infinite Campus will also be utilized by senior teachers to track and monitor these students.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	English Department

Activity - Science Dept. Act.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The science department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.	Academic Support Program	07/01/2013	12/31/2016	\$0 - No Funding Required	Science Department, Instructional Coach, Administration

Activity - Math Dept. Act.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our math department offers extended Algebra 1 to freshmen that are well below benchmark on EXPLORE. They will also pull freshman students into RTI Tier II at the end of their freshman year based on multiple data sources if they are not meeting benchmark. They also use tier I strategies in classrooms, including unit remediation for students who have not demonstrated mastery of content.	Academic Support Program	07/01/2013	12/31/2015	\$3000 - General Fund	Math Department, RTI Team, Instructional Coach, Administration

### Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

In the past we did not always have the opportunity or designated time to focus on specific data to address these gap areas. We have since worked to provide time during the school day for teachers to be able to collaborate in data analysis teams to better understand the needs of individual students. One of the biggest barriers we have overcome is to implement collaborative time. This time has also been expanded during the school day. Teachers are now able to analyze and discuss common assessments, plan instruction and provide support to each other through this time together. During our mentoring time, one may now observe teachers working together on instruction, a very effective

response to intervention program, and providing voluntary tutoring simultaneously.

## **Stakeholder Engagement and Collaboration**

**Statement or Question:** Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

**Response:**

- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

# **RCHS School Improvement Plan 2016-2017**

# Overview

**Plan Name**

RGHS School Improvement Plan 2016-2017

**Plan Description**

School Improvement Plan

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores from 62.7% to 71.2% in 2016	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$25000
2	Increase achievement for all student groups so the achievement gap increases from 43.8 percent PD to 49.3 percent in 2016 as measured by Cooper High School achievement data.	Objectives: 1 Strategies: 2 Activities: 11	Organizational	\$2000
3	Increase the percentage of students that are CCR from 69.8% to 76% by 2016.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$0
4	Increase the average Freshman graduation rate from 95.8% to 96% by 2016.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$0
5	Decrease the percentage of students scoring novice in Reading from 19.9% to 17.91% in 2016	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
6	Decrease the percentage of students scoring novice in math from 14.9% to 13.41% in 2016	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

## Goal 1: Increase the average combined reading and math K-Prep scores from 62.7% to 71.2% in 2016

### Measurable Objective 1:

demonstrate a proficiency of 71.2% by 06/15/2016 as measured by KPREP.

### Strategy 1:

Reading Strategies - Reading Strategies

Category:

Activity - Reading Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will embed assessment-like reading passages (from the reading test sections of released test or equivalent resources; i.e.; study guides, ACT Books) into curriculum and lesson plans. * Reading materials provided through SpringBoard will be used by the Math & English Department. *Other assessment-like reading passages will be utilized throughout all departments. *Math will also include Free Response Questions (FRQ's) requiring reading. *CTE will utilize KOSSA and Work Keys reading passages.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Department Team Leaders, Instructional Coach, Administration
Activity - Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies Department will utilize primary source documents (1) at least twice a week, to increase analysis and comprehension skills to promote student growth in the areas of critical thinking, interpretation, and communication of meaning.	Academic Support Program	12/15/2014	12/31/2016	\$0	No Funding Required	Social Studies Department
Activity - World Language Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The World Language Department will increase the usage of complex reading passages in Target Language to help students with Interpretive Data. They will also increase the conversations about the usage of currency and weather conversations.	Academic Support Program	08/19/2013	12/31/2016	\$0	No Funding Required	World Language Department
Activity - Science Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Closing the Achievement Gap

Randall K. Cooper High School

The Science Department will continue to incorporate the instruction of reading skills into the curriculum with a minimum of one homework or in class activity per unit. This activity will include using EPAS reading test passages as well as science reasoning test passages (conflicting scientists). Once instruction and expectations are established EPAS passages (or the equivalent) may also be used on assessments.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Science Department
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### Strategy 2:

Interventions - Interventions

Category:

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the RTI/Tiered Intervention process at all grade levels for targeted students included in sub-populations (LEP, disabilities, F/R Lunch, African-American, Hispanic) Lists are being provided to teachers for individual instruction in Math. Math will utilize the ACT ideas for progress with students to support their scores. They have also included two new classes (CCR Math and Transitions to Math).	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	School Leadership, Instructional Coach, Teachers

Activity - CTE Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CTE department will include real world math problems and reading passages in lessons and projects.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	CTE Department

### Strategy 3:

Curriculum Assessment & Alignment - Curriculum Assessment & Alignment

Category:

Activity - Analyzing Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments are divided into Instructional Leadership Teams by specific content area to analyze benchmark and/or common assessment data, at a minimum of once a quarter, to determine the concepts and skills not being mastered by students. The results will be shared with our SBDM council on a regular basis. (Math will use released quality core questions to tests, writings, and open response items.)	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Instructional Coach, School Administration All Teachers, Department Chairs will lead this work during PLC time.

Activity - Springboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Randall K. Cooper High School

Our SBDM council has adopted Springboard for our Math and English courses. English Department will identify Springboard Reading Strategies as a common language across grade levels to increase reading comprehension. Math Department- Springboard texts are aligned to the common core. Reading strategies are researched-based and shared through every grade level through springboard.	Academic Support Program	07/01/2013	12/31/2016	\$25000	School Council Funds	Administration Instructional Coach, Math and English department teachers.
<b>Activity - Use of Research-Based Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Content area departments will continue to implement and refined research-based tier I strategies to meet level one interventions and expectations in the classroom. Intentional instructional design to include ACT test taking strategies, reading and inference skills. (Math uses flashbacks that are actual released ACT questions and the CCR standards along with packets made from the ideas for progress to target students individual needs. They also take frequent practice ACT tests as part of the class.) English utilized ACT test taking strategies. Daily use of learning targets that are visible in the classroom that aide in instruction and student self analysis. Social Studies will incorporate primary source materials that will be read and analyzed throughout the semester (with use of annotating, vocabulary and close reading strategies).	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Department Team Leaders, Instructional Coach, Administration
<b>Activity - Math- Use of Research Based Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Math department will continue to implement formative assessment lessons and spring board investigative lessons to address student misconceptions.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Math Department
<b>Activity - Program Review Response- PE</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Faculty and staff will ensure physical education curriculum is integrated and includes regular opportunities for cross disciplinary connections to meet the physical activity needs of all students.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	All Staff
<b>Activity - Program Review Response- Arts and Humanities</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will begin to receive professional learning opportunities to enhance the integration of the Arts and Humanities into the curriculum.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	All staff
<b>Activity - Program Review Response- Fine Arts</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Art Teachers are developing a professional development session to be offered through Cooper University that would address arts integration into the core classroom.	Professional Learning	12/15/2014	12/31/2016	\$0	No Funding Required	Art Department

## **Goal 2: Increase achievement for all student groups so the achievement gap increases from 43.8 percent PD to 49.3 percent in 2016 as measured by Cooper High School achievement data.**

### **Measurable Objective 1:**

demonstrate a proficiency 49.3 by 06/30/2016 as measured by Cooper High School's achievement data.

### **Strategy 1:**

Professional Development - Specific instruction is given to teachers in areas of need, individually, as well as school wide initiatives that include instructional strategies and classroom behavior support with positive behavior interventions.

Category:

Research Cited: Professional Development

Activity - PBIS Training & Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to sustain our Positive Behavior Intervention System, including both tier I and tiers II/III, that outlines expectations for students, specific to RCHS and our educational environment. Tier II/III team will identify students at-risk in behavioral areas and work on specific plans to address their needs and monitor data to determine success.	Behavioral Support Program	07/01/2013	12/31/2016	\$2000	School Council Funds	All Staff
Activity - Intervention Specialists Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The collaborative team will meet monthly to derive strategies to help aid in the reduction of the novice performance of the special education population and other gap populations in the collaborative classes. These strategies will be passed on to the departments through their special education representative. Each Special Education Intervention Department Team will share professional resources quarterly with their assigned departments on interventions to help with differentiation, remediation of skills, motivation and other skills needed for the departments targeted at gap groups. **Transitions will be assigned to a core group to help find resources. Each department is assigned a leader in charge of communicating with their members and finding resources to share with their department leader about the achievement gap.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Intervention Specialist
Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Closing the Achievement Gap

Randall K. Cooper High School

1. Continuation of Cooper University professional learning opportunities after school- based on teacher feedback and responses from PD Days at the beginning of the school year.	Professional Learning	07/01/2013	12/31/2016	\$0	No Funding Required	All staff
2. Maintain our restructuring of Instructional Learning Teams by content area and providing them opportunities each month to have specific professional learning as identified needs/focus in lieu of faculty meetings each month. Teachers work in data teams to analyze assessment data.						

### Strategy 2:

Progress Monitoring - Groups of students are monitored

Category:

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of diagnostic data to ensure proper placement of all at-risk students in Reading and Math and develop individual interventions and strategies that are appropriate to meet the needs of students.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	School Wide- All Staff

Activity - Gap Group-Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided. (Math) English II ILT's are focusing SGG's on increasing student writing proficiency.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	School Wide- All Staff

Activity - Social Studies Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will implement interventions that will reduce the at-risk students (gap group) to become career and college ready.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Social Studies Department

Activity - Math Department Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Department will update and implement sets of questions based off the ideas for progress from the new career and college readiness standards. These will target the individual needs of students based on assessment data. This also includes identifying a list of students who are below benchmark and specifically target him.	Academic Support Program	01/01/2015	12/31/2016	\$0	No Funding Required	Math Department

Activity - CTE Project Based Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CTE department will embed a variety of project based assessments (incorporating Math, Reading and Writing).	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	CTE Department

## Closing the Achievement Gap

Randall K. Cooper High School

Activity - World Language- Core Competency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The World Language Department will increase opportunities in assessing a variety of core competencies (Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing.) Common Assessments. Evidenced in CA data reported to SBDM.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	World Language Department
Activity - English Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Department will utilize On-Demand, EOC scores along with summative and formative achievement data to identify sophomores and juniors not meeting benchmark and determine criteria for remediation of reading and writing skills through English classes and English tutoring during JAM. English department utilizes released scores to help determine student growth goals on their PGES so this will focus on the instruction and intervention work for the year. Juniors take the ACT reading test as Benchmark assessment to determine whether students are meeting benchmark or not; those students are then given focus and remediation; recommended to additional tutoring and opportunities to improve their ACT score.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	English Department
Activity - Science Department Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Science Department will continue to use CIITS to assess and track student performance specifically the monitoring of student growth in regards to CCR standards. This information will also be used to better advise students on potential capstone (AP) courses in order to grow our AP program as well as our STEM academy.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Science Department

## Goal 3: Increase the percentage of students that are CCR from 69.8% to 76% by 2016.

### Measurable Objective 1:

demonstrate a proficiency of 76% of students CCR by 06/30/2016 as measured by the Unbridled Learning Formula.

### Strategy 1:

Targeted Interventions - Specific deficits are identified through test data, teacher observations and progress data. Instruction is intentionally planned to address areas of growth for student deficiencies in the areas of Math, Reading and English/Language Arts.

Category:

Research Cited: Targeted Interventions

Activity - Increase Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Randall K. Cooper High School

Refinement of CTE course offerings to ensure all CTE courses provide students an opportunity to complete in a pathway. The CTE department will conference with students individually before scheduling. Students will be identified and flagged for specific pathways after their first course. Students will be encouraged to progress in their current pathway. The CTE department will also identify students are Preparatory in a pathway and eligible for ACT WorkKeys. Teachers will provide practice assessments to prepare them for the WorkKeys. Establish art pathways in vocal music, instrumental music, and visual arts. Realign arts courses to satisfy pathway requirements. Identify current students who have completed 3-4 years of art courses and help them prepare for completion. Work with counselors and administration to encourage incoming freshmen to register and maintain arts classes throughout high school.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	CTE Department, Guidance, Administration
<b>Activity - Math Department Intervention</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Math Department will teach KYOTE standards to seniors who have not yet met benchmark. Students will receive multiple opportunities to display college readiness on the KYOTE exam. In addition, we have implemented a Transitions Math class to address deficiencies in math skills. We have also added ACT like questions, flashbacks, another class titled CCR for juniors. Students not at benchmark were identified and pulled to receive interventions prior to the next state ACT date. Math also tracks students in a spreadsheet that are not at benchmark so all math teachers are aware.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Math Department
<b>Activity - Health PE</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Health and PE Department will increase opportunities for students to demonstrate comprehension of Health and Wellness concepts through student centered instruction.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Health/PE Department
<b>Activity - Science Department Intervention</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Science Department will continue to develop ways to identify incoming at-risk students as they enter 9th grade. We will use resources to identify all at-risk students in our classes and develop strategies to better engage these students in the educational process. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average graduation rates.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Science Department
<b>Activity - Social Studies Data Analysis</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Social Studies Teachers will implement interventions that will reduce the at risk students (Gap Group) to become career and college ready. Which will be moved to Goal 3 to increase the percentage of students that are CCR.	Academic Support Program	12/31/2015	12/31/2016	\$0	No Funding Required	Social Studies Department

## Closing the Achievement Gap

Randall K. Cooper High School

### Strategy 2:

Persistence to Graduation - Our school counselors regularly monitor this report to identify students that are at-risk and meets with them to eliminate barriers to learning and successful graduation. School counselors will work with teachers to inform them of barriers to provide a network of support for the student.

Category:

Research Cited: Mentoring and Relationship building

Activity - Monitoring At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Counselors monitor this Persistence to Graduation Report regularly to identify groups of students that are at-risk and to work with them to identify and eliminate barriers to increase success and completion rate.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	School Counselor Office, Administration, Instructional Coach

Activity - CCR Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify and implement instructional strategies to address deficits for all students below CCR benchmark. (ID in junior year (April).	Career Preparation/Orientation	09/30/2013	12/31/2016	\$0	No Funding Required	All teachers

### Strategy 3:

Academic & Career Advising - Overall, the structure of our school day includes teachers that are assigned a specific group of students to mentor, advise and provide guidance. Teachers are provided with training and best practices to work with students to build an environment of learning and mentoring to meet the needs of students.

Category:

Research Cited: Relationship Building, Guidance and Advisement

Activity - National Certifications/Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
World Language: National exams to provide feedback on student progress and performance in specific language. Will offer 4 Dual Enrollment classes in Spanish for 2015-2016. Do offer 4 dual enrollment Spanish classes and require national exams in each world language. CTE: Industry Certification exams for those students who are enrolled in MOS, Multimedia Publishing.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	World Language and CTE Departments, BAC & Administration Support

Activity - Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Randall K. Cooper High School

The Social Studies Department will promote and support increasing the number of students taking AP/Dual Enrollment Social Studies Classes by 10% by 2016-2017 school year. We will continue to enhance rigor in U.S. History Classes by increasing student completion of primary source work and evidence based writing.	Academic Support Program	12/15/2014	12/31/2015	\$0	No Funding Required	Social Studies Department
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Activity - CTE Class Promotion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CTE Department will promote classes as we refine course sequencing; analyzing students' TEDS data and transcript data to encourage students to remain in a pathway.	Career Preparation/Orientation	07/01/2013	12/31/2016	\$0	No Funding Required	CTE Department

Activity - World Language Class Promotion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The World Language Department will increase student enrollment in Level 3 and 4 World Languages, and will provide more opportunities for students to participate in the National Standards-Based World Language Exams.	Career Preparation/Orientation	07/01/2013	12/31/2016	\$0	No Funding Required	World Language Department

## Goal 4: Increase the average Freshman graduation rate from 95.8% to 96% by 2016.

### Measurable Objective 1:

demonstrate a proficiency of 96 percent by 06/30/2016 as measured by the Four-Year Adjusted Cohort Rate for Cooper High School.

### Strategy 1:

Academic and Career Counseling - School guidance office and teachers will be trained in how to work with students on specific graduation and career counseling strategies. Staff will be able to advise students on how to become successful in the classroom and beyond.

Category:

Research Cited: Academic and Career Counseling

Activity - Identification of At-Risk Freshman Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase at risk identification with incoming freshman students with our feeder middle schools. Students labeled as at-risk will receive proper academic interventions based upon their individual needs. * The Math Department uses Extended Algebra for students scoring very low in mathematics. *The Science Department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	All Staff

## Closing the Achievement Gap

Randall K. Cooper High School

Activity - Credit Recovery Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content area departments will develop at least one elective course that will be added to the credit recovery program. Departments will also update their credit recovery materials, as needed, to provide a rigorous academic experience for recovering a credit. (Math will reduce the course retention rate by offering unit recovery in each math course, and has been revised to attempt to have more participation as well). (World Language provides opportunities for Credit Recovery in World Language, peer tutoring). (Social Studies credit recovery will be streamlined to assist those students who earned between a 60-69% in recovering credits for Social Studies core content classes.)	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Department Team Leaders, Instructional Coach, Administration

Activity - CTE Course Promotion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CTE department will increase enrollment in their classes by analyzing TEDS data and student transcripts to promote CTE classes.	Recruitment and Retention	07/01/2013	12/31/2016	\$0	No Funding Required	CTE Department

Activity - World Language Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
World Language Department will identify students who would be successful in World Language courses as 8th graders. Teachers will work with the middle schools to assist in this process.	Recruitment and Retention	07/01/2013	12/31/2016	\$0	No Funding Required	World Language Department

Activity - Fine Arts Department Acad/Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Fine Arts Department will identify and target incoming freshmen for inclusion in the music arts at Cooper. This is based on research that states, "Students who are involved in music, and the arts are more likely, than their peers to graduate on time. Music teachers will work with the middle school teachers, as well as, seeking feedback and input from current students to target these freshmen.	Academic Support Program	01/05/2015	12/31/2016	\$0	No Funding Required	Fine Arts Department

### Strategy 2:

Instructional Support - Research based strategies will be implemented through Marzano instructional activities and positive behavior models that are school wide in every classroom, every day.

Category:

Research Cited: Positive Behavior Intervention System, Marzano Instructional Strategies

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue implementation of a Tier 1 and Tier 2 school wide positive behavioral intervention and support (PBIS). We have transitioned to PBIS in all areas/classrooms of the school. Tier I will continue to support school-wide expectations while tier II/III focuses on smaller populations including individuals to target their needs.	Behavioral Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	School wide, ILT, Administration

## Closing the Achievement Gap

Randall K. Cooper High School

Activity - English Dept. Act.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Department will utilize scores along with summative and formative achievement data to identify freshmen not meeting benchmark or in danger of failing and determine the criteria for remediation through English classes and English tutoring during JAM. The English Department follows the protocol on recommending students for RTI and monitoring students who are not meeting benchmarks. Intervention tab in Infinite Campus will also be utilized by senior teachers to track and monitor these students.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	English Department

Activity - Science Dept. Act.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.	Academic Support Program	07/01/2013	12/31/2016	\$0	No Funding Required	Science Department, Instructional Coach, Administration

### Strategy 3:

Social Studies Intervention - Teacher developed strategies on increasing freshman graduation rate

Category: Other - Intervention

Research Cited: Direct instruction and collaboration

Activity - Social Studies Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on strategies to develop necessary skills to ensure achievement in not only Introduction to Social Studies, but future social studies classes they will take during high school. Efficiently creating more one on one time with students as an intervention method. During this time the SS teacher will provide tutoring advice, organization assistance, and guidance, which will increase grades in the classroom.	Academic Support Program	12/15/2014	12/31/2016	\$0	No Funding Required	Social Studies Staff

## Goal 5: Decrease the percentage of students scoring novice in Reading from 19.9% to 17.91% in 2016

### Measurable Objective 1:

82% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency scoring above novice in Reading by 12/30/2016 as measured by KPREP achievement data..

## Closing the Achievement Gap

Randall K. Cooper High School

### Strategy 1:

Strategies - Research based strategies will be implemented through Marzano instructional activities and positive behavior models that are school wide in every classroom, every day.

Category: Continuous Improvement

Research Cited: Positive Behavior Intervention System, Marzano Instructional Strategies

Activity - English Department Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Department will utilize scores along with summative and formative achievement data to identify freshmen not meeting benchmark or in danger of failing and determine the criteria for remediation through English classes and English tutoring during JAM.	Academic Support Program	12/31/2015	12/31/2016	\$0	No Funding Required	English Department

Activity - Science Department Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.	Academic Support Program	12/15/2015	12/31/2016	\$0	No Funding Required	Science Department, Instructional Coach, Administration

Activity - Reading across the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will embed assessment-like reading passages (from the reading test sections of released test or equivalent resources; i.e.; study guides, ACT Books) into curriculum and lesson plans. * Reading materials provided through SpringBoard will be used by the Math & English Department. *Other assessment-like reading passages will be utilized throughout all departments. *Math will also include Free Response Questions (FRQ's) requiring reading. *CTE will utilize KOSSA and Work Keys reading passages.	Academic Support Program	12/15/2015	12/31/2016	\$0	No Funding Required	All teachers, instructional coach

Activity - Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies Department will utilize primary source documents (1) at least twice a week, to increase analysis and comprehension skills to promote student growth in the areas of critical thinking, interpretation, and communication of meaning.	Academic Support Program	12/15/2015	12/31/2016	\$0	No Funding Required	social studies teachers

Activity - Use of research-based strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Randall K. Cooper High School

Content area departments will continue to implement and refined research-based tier I strategies to meet level one interventions and expectations in the classroom. Intentional instructional design to include ACT test taking strategies, reading and inference skills. (Math uses flashbacks that are actual released ACT questions and the CCR standards along with packets made from the ideas for progress to target students individual needs. They also take frequent practice ACT tests as part of the class.) English utilized ACT test taking strategies. Daily use of learning targets that are visible in the classroom that aide in instruction and student self analysis. Social Studies will incorporate primary source materials that will be read and analyzed throughout the semester (with use of annotating, vocabulary and close reading strategies).	Academic Support Program	12/15/2015	12/31/2016	\$0	No Funding Required	teachers, instructional coach, administration
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## Goal 6: Decrease the percentage of students scoring novice in math from 14.9% to 13.41% in 2016

### Measurable Objective 1:

87% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency scoring above novice in Mathematics by 12/18/2015 as measured by KPREP achievement data..

### Strategy 1:

Curriculum Assessment & Alignment - Curriculum Assessment & Alignment

Category:

Activity - Math-Assessment Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math department will continue to implement formative assessment lessons and spring board investigative lessons to address student misconceptions.	Academic Support Program	12/15/2015	12/31/2016	\$0	No Funding Required	Department Team Leaders, Instructional Coach, Administration

Activity - Use of research-based strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional instructional design to include ACT test taking strategies, reading and inference skills. (Math uses flashbacks that are actual released ACT questions and the CCR standards along with packets made from the ideas for progress to target students individual needs. They also take frequent practice ACT tests as part of the class.)	Academic Support Program	12/15/2015	12/31/2016	\$0	No Funding Required	math teachers and instructional coach

## Closing the Achievement Gap

Randall K. Cooper High School

Activity - Continued Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math dept will create a list of novice students at the start and end of each year to keep clear communication going with students/parents. Teachers will provide interventions in class and additional practice resources as needed to move students out of the novice level.	Academic Support Program	12/15/2015	12/31/2016	\$0	No Funding Required	math teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Training & Updates	Continue to sustain our Positive Behavior Intervention System, including both tier I and tiers II/III, that outlines expectations for students, specific to RCHS and our educational environment. Tier II/III team will identify students at-risk in behavioral areas and work on specific plans to address their needs and monitor data to determine success.	Behavioral Support Program	07/01/2013	12/31/2016	\$2000	All Staff
Springboard	Our SBDM council has adopted Springboard for our Math and English courses. English Department will identify Springboard Reading Strategies as a common language across grade levels to increase reading comprehension. Math Department- Springboard texts are aligned to the common core. Reading strategies are researched-based and shared through every grade level through springboard.	Academic Support Program	07/01/2013	12/31/2016	\$25000	Administration Instructional Coach, Math and English department teachers.
<b>Total</b>					<b>\$27000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
English Dept. Act.	The English Department will utilize scores along with summative and formative achievement data to identify freshmen not meeting benchmark or in danger of failing and determine the criteria for remediation through English classes and English tutoring during JAM. The English Department follows the protocol on recommending students for RTI and monitoring students who are not meeting benchmarks. Intervention tab in Infinite Campus will also be utilized by senior teachers to track and monitor these students.	Academic Support Program	07/01/2013	12/31/2016	\$0	English Department
Analysis of Assessment Data	Use of diagnostic data to ensure proper placement of all at-risk students in Reading and Math and develop individual interventions and strategies that are appropriate to meet the needs of students.	Academic Support Program	07/01/2013	12/31/2016	\$0	School Wide- All Staff

## Closing the Achievement Gap

Randall K. Cooper High School

Science Department Activity	The science department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.	Academic Support Program	12/15/2015	12/31/2016	\$0	Science Department, Instructional Coach, Administration
PBIS	Continue implementation of a Tier 1 and Tier 2 school wide positive behavioral intervention and support (PBIS). We have transitioned to PBIS in all areas/classrooms of the school. Tier I will continue to support school-wide expectations while tier II/III focuses on smaller populations including individuals to target their needs.	Behavioral Support Program	07/01/2013	12/31/2016	\$0	School wide, ILT, Administration
Social Studies Data Analysis	Social Studies teachers will implement interventions that will reduce the at-risk students (gap group) to become career and college ready.	Academic Support Program	07/01/2013	12/31/2016	\$0	Social Studies Department
Reading across the curriculum	Departments will embed assessment-like reading passages (from the reading test sections of released test or equivalent resources; i.e.; study guides, ACT Books) into curriculum and lesson plans. * Reading materials provided through SpringBoard will be used by the Math & English Department. *Other assessment-like reading passages will be utilized throughout all departments. *Math will also include Free Response Questions (FRQ's) requiring reading. *CTE will utilize KOSSA and Work Keys reading passages.	Academic Support Program	12/15/2015	12/31/2016	\$0	All teachers, instructional coach
Tiered Interventions	Support the RTI/Tiered Intervention process at all grade levels for targeted students included in sub-populations (LEP, disabilities, F/R Lunch, African-American, Hispanic) Lists are being provided to teachers for individual instruction in Math. Math will utilize the ACT ideas for progress with students to support their scores. They have also included two new classes (CCR Math and Transitions to Math).	Academic Support Program	07/01/2013	12/31/2016	\$0	School Leadership, Instructional Coach, Teachers
Science Dept. Act.	The science department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.	Academic Support Program	07/01/2013	12/31/2016	\$0	Science Department, Instructional Coach, Administration
CTE Class Promotion	The CTE Department will promote classes as we refine course sequencing; analyzing students' TEDS data and transcript data to encourage students to remain in a pathway.	Career Preparation/Orientation	07/01/2013	12/31/2016	\$0	CTE Department

## Closing the Achievement Gap

Randall K. Cooper High School

Use of Research-Based Strategies	Content area departments will continue to implement and refined research-based tier I strategies to meet level one interventions and expectations in the classroom. Intentional instructional design to include ACT test taking strategies, reading and inference skills. (Math uses flashbacks that are actual released ACT questions and the CCR standards along with packets made from the ideas for progress to target students individual needs. They also take frequent practice ACT tests as part of the class.) English utilized ACT test taking strategies. Daily use of learning targets that are visible in the classroom that aide in instruction and student self analysis. Social Studies will incorporate primary source materials that will be read and analyzed throughout the semester (with use of annotating, vocabulary and close reading strategies).	Academic Support Program	07/01/2013	12/31/2016	\$0	Department Team Leaders, Instructional Coach, Administration
Program Review Response- PE	Faculty and staff will ensure physical education curriculum is integrated and includes regular opportunities for cross disciplinary connections to meet the physical activity needs of all students.	Academic Support Program	07/01/2013	12/31/2016	\$0	All Staff
World Language Class Promotion	The World Language Department will increase student enrollment in Level 3 and 4 World Languages, and will provide more opportunities for students to participate in the National Standards-Based World Language Exams.	Career Preparation/Orientation	07/01/2013	12/31/2016	\$0	World Language Department
Social Studies	The Social Studies Department will utilize primary source documents (1) at least twice a week, to increase analysis and comprehension skills to promote student growth in the areas of critical thinking, interpretation, and communication of meaning.	Academic Support Program	12/15/2015	12/31/2016	\$0	social studies teachers
Fine Arts Department Acad/Career Counseling	The Fine Arts Department will identify and target incoming freshmen for inclusion in the music arts at Cooper. This is based on research that states, "Students who are involved in music, and the arts are more likely, than their peers to graduate on time. Music teachers will work with the middle school teachers, as well as, seeking feedback and input from current students to target these freshmen.	Academic Support Program	01/05/2015	12/31/2016	\$0	Fine Arts Department
Social Studies	The Social Studies Department will promote and support increasing the number of students taking AP/Dual Enrollment Social Studies Classes by 10% by 2016-2017 school year. We will continue to enhance rigor in U.S. History Classes by increasing student completion of primary source work and evidence based writing.	Academic Support Program	12/15/2014	12/31/2015	\$0	Social Studies Department
Program Review Response- Fine Arts	Art Teachers are developing a professional development session to be offered through Cooper University that would address arts integration into the core classroom.	Professional Learning	12/15/2014	12/31/2016	\$0	Art Department

## Closing the Achievement Gap

Randall K. Cooper High School

Credit Recovery Program	All core content area departments will develop at least one elective course that will be added to the credit recovery program. Departments will also update their credit recovery materials, as needed, to provide a rigorous academic experience for recovering a credit. (Math will reduce the course retention rate by offering unit recovery in each math course, and has been revised to attempt to have more participation as well). (World Language provides opportunities for Credit Recovery in World Language, peer tutoring). (Social Studies credit recovery will be streamlined to assist those students who earned between a 60-69% in recovering credits for Social Studies core content classes.)	Academic Support Program	07/01/2013	12/31/2016	\$0	Department Team Leaders, Instructional Coach, Administration
Intervention Specialists Activity	The collaborative team will meet monthly to derive strategies to help aid in the reduction of the novice performance of the special education population and other gap populations in the collaborative classes. These strategies will be passed on to the departments through their special education representative. Each Special Education Intervention Department Team will share professional resources quarterly with their assigned departments on interventions to help with differentiation, remediation of skills, motivation and other skills needed for the departments targeted at gap groups. **Transitions will be assigned to a core group to help find resources. Each department is assigned a leader in charge of communicating with their members and finding resources to share with their department leader about the achievement gap.	Academic Support Program	07/01/2013	12/31/2016	\$0	Intervention Specialist
CTE Project Based Assessments	The CTE department will embed a variety of project based assessments (incorporating Math, Reading and Writing).	Academic Support Program	07/01/2013	12/31/2016	\$0	CTE Department
Program Review Response-Arts and Humanities	Teachers will begin to receive professional learning opportunities to enhance the integration of the Arts and Humanities into the curriculum.	Academic Support Program	07/01/2013	12/31/2016	\$0	All staff
English Department Activity	The English Department will utilize scores along with summative and formative achievement data to identify freshmen not meeting benchmark or in danger of failing and determine the criteria for remediation through English classes and English tutoring during JAM.	Academic Support Program	12/31/2015	12/31/2016	\$0	English Department
Continued Monitoring	The math dept will create a list of novice students at the start and end of each year to keep clear communication going with students/parents. Teachers will provide interventions in class and additional practice resources as needed to move students out of the novice level.	Academic Support Program	12/15/2015	12/31/2016	\$0	math teachers
Math- Use of Research Based Strategies	The Math department will continue to implement formative assessment lessons and spring board investigative lessons to address student misconceptions.	Academic Support Program	07/01/2013	12/31/2016	\$0	Math Department

## Closing the Achievement Gap

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Math Department Activity	The Math Department will update and implement sets of questions based off the ideas for progress from the new career and college readiness standards. These will target the individual needs of students based on assessment data. This also includes identifying a list of students who are below benchmark and specifically target him.	Academic Support Program	01/01/2015	12/31/2016	\$0	Math Department
Health PE	The Health and PE Department will increase opportunities for students to demonstrate comprehension of Health and Wellness concepts through student centered instruction.	Academic Support Program	07/01/2013	12/31/2016	\$0	Health/PE Department
Social Studies	The Social Studies Department will utilize primary source documents (1) at least twice a week, to increase analysis and comprehension skills to promote student growth in the areas of critical thinking, interpretation, and communication of meaning.	Academic Support Program	12/15/2014	12/31/2016	\$0	Social Studies Department
Science Department	The Science Department will continue to incorporate the instruction of reading skills into the curriculum with a minimum of one homework or in class activity per unit. This activity will include using EPAS reading test passages as well as science reasoning test passages (conflicting scientists). Once instruction and expectations are established EPAS passages (or the equivalent) may also be used on assessments.	Academic Support Program	07/01/2013	12/31/2016	\$0	Science Department
CCR Instructional Strategies	Teachers will identify and implement instructional strategies to address deficits for all students below CCR benchmark. (ID in junior year (April).	Career Preparation/Orientation	09/30/2013	12/31/2016	\$0	All teachers
English Analysis of Data	The English Department will utilize On-Demand, EOC scores along with summative and formative achievement data to identify sophomores and juniors not meeting benchmark and determine criteria for remediation of reading and writing skills through English classes and English tutoring during JAM. English department utilizes released scores to help determine student growth goals on their PGES so this will focus on the instruction and intervention work for the year. Juniors take the ACT reading test as Benchmark assessment to determine whether students are meeting benchmark or not; those students are then given focus and remediation; recommended to additional tutoring and opportunities to improve their ACT score.	Academic Support Program	07/01/2013	12/31/2016	\$0	English Department
Social Studies Data Analysis	Social Studies Teachers will implement interventions that will reduce the at risk students (Gap Group) to become career and college ready. Which will be moved to Goal 3 to increase the percentage of students that are CCR.	Academic Support Program	12/31/2015	12/31/2016	\$0	Social Studies Department
Gap Group-Writing	The identified gap group is targeted for progress monitoring quarterly to ensure adequate progress is being achieved and interventions are being provided. (Math) English II ILT's are focusing SGG's on increasing student writing proficiency.	Academic Support Program	07/01/2013	12/31/2016	\$0	School Wide-All Staff

## Closing the Achievement Gap

Randall K. Cooper High School

Math-Assessment Practices	The Math department will continue to implement formative assessment lessons and spring board investigative lessons to address student misconceptions.	Academic Support Program	12/15/2015	12/31/2016	\$0	Department Team Leaders, Instructional Coach, Administration
Science Department Activity	The Science Department will continue to use CIITS to assess and track student performance specifically the monitoring of student growth in regards to CCR standards. This information will also be used to better advise students on potential capstone (AP) courses in order to grow our AP program as well as our STEM academy.	Academic Support Program	07/01/2013	12/31/2016	\$0	Science Department
Monitoring At Risk Students	School Counselors monitor this Persistence to Graduation Report regularly to identify groups of students that are at-risk and to work with them to identify and eliminate barriers to increase success and completion rate.	Academic Support Program	07/01/2013	12/31/2016	\$0	School Counselor Office, Administration, Instructional Coach
Analyzing Assessment Data	Departments are divided into Instructional Leadership Teams by specific content area to analyze benchmark and/or common assessment data, at a minimum of once a quarter, to determine the concepts and skills not being mastered by students. The results will be shared with our SBDM council on a regular basis. (Math will use released quality core questions to tests, writings, and open response items.)	Academic Support Program	07/01/2013	12/31/2016	\$0	Instructional Coach, School Administration All Teachers, Department Chairs will lead this work during PLC time.
World Language- Core Competency	The World Language Department will increase opportunities in assessing a variety of core competencies (Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing.) Common Assessments. Evidenced in CA data reported to SBDM.	Academic Support Program	07/01/2013	12/31/2016	\$0	World Language Department
Professional Learning Opportunities	1. Continuation of Cooper University professional learning opportunities after school- based on teacher feedback and responses from PD Days at the beginning of the school year.  2. Maintain our restructuring of Instructional Learning Teams by content area and providing them opportunities each month to have specific professional learning as identified needs/focus in lieu of faculty meetings each month. Teachers work in data teams to analyze assessment data.	Professional Learning	07/01/2013	12/31/2016	\$0	All staff
World Language Recruitment	World Language Department will identify students who would be successful in World Language courses as 8th graders. Teachers will work with the middle schools to assist in this process.	Recruitment and Retention	07/01/2013	12/31/2016	\$0	World Language Department

## Closing the Achievement Gap

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Social Studies Intervention	Teachers will collaborate on strategies to develop necessary skills to ensure achievement in not only Introduction to Social Studies, but future social studies classes they will take during high school. Efficiently creating more one on one time with students as an intervention method. During this time the SS teacher will provide tutoring advice, organization assistance, and guidance, which will increase grades in the classroom.	Academic Support Program	12/15/2014	12/31/2016	\$0	Social Studies Staff
Use of research-based strategies	Intentional instructional design to include ACT test taking strategies, reading and inference skills. (Math uses flashbacks that are actual released ACT questions and the CCR standards along with packets made from the ideas for progress to target students individual needs. They also take frequent practice ACT tests as part of the class.)	Academic Support Program	12/15/2015	12/31/2016	\$0	math teachers and instructional coach
Use of research-based strategies	Content area departments will continue to implement and refined research-based tier I strategies to meet level one interventions and expectations in the classroom. Intentional instructional design to include ACT test taking strategies, reading and inference skills. (Math uses flashbacks that are actual released ACT questions and the CCR standards along with packets made from the ideas for progress to target students individual needs. They also take frequent practice ACT tests as part of the class.) English utilized ACT test taking strategies. Daily use of learning targets that are visible in the classroom that aide in instruction and student self analysis. Social Studies will incorporate primary source materials that will be read and analyzed throughout the semester (with use of annotating, vocabulary and close reading strategies).	Academic Support Program	12/15/2015	12/31/2016	\$0	teachers, instructional coach, administration
Reading Across the Curriculum	Departments will embed assessment-like reading passages (from the reading test sections of released test or equivalent resources; i.e.; study guides, ACT Books) into curriculum and lesson plans. * Reading materials provided through SpringBoard will be used by the Math & English Department. *Other assessment-like reading passages will be utilized throughout all departments. *Math will also include Free Response Questions (FRQ's) requiring reading. *CTE will utilize KOSSA and Work Keys reading passages.	Academic Support Program	07/01/2013	12/31/2016	\$0	Department Team Leaders, Instructional Coach, Administration

## Closing the Achievement Gap

Randall K. Cooper High School

Increase Career Pathways	<p>Refinement of CTE course offerings to ensure all CTE courses provide students an opportunity to complete in a pathway.</p> <p>The CTE department will conference with students individually before scheduling. Students will be identified and flagged for specific pathways after their first course. Students will be encouraged to progress in their current pathway.</p> <p>The CTE department will also identify students are Preparatory in a pathway and eligible for ACT WorkKeys. Teachers will provide practice assessments to prepare them for the WorkKeys.</p> <p>Establish art pathways in vocal music, instrumental music, and visual arts. Realign arts courses to satisfy pathway requirements.</p> <p>Identify current students who have completed 3-4 years of art courses and help them prepare for completion.</p> <p>Work with counselors and administration to encourage incoming freshmen to register and maintain arts classes throughout high school.</p>	Academic Support Program	07/01/2013	12/31/2016	\$0	CTE Department, Guidance, Administration
Identification of At-Risk Freshman Students	<p>Increase at risk identification with incoming freshman students with our feeder middle schools. Students labeled as at-risk will receive proper academic interventions based upon their individual needs.</p> <p>* The Math Department uses Extended Algebra for students scoring very low in mathematics.</p> <p>*The Science Department will begin identifying ways to identify incoming at-risk students as they enter the 9th grade. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average Freshman graduation rates.</p>	Academic Support Program	07/01/2013	12/31/2016	\$0	All Staff
Math Department Intervention	<p>The Math Department will teach KYOTE standards to seniors who have not yet met benchmark. Students will receive multiple opportunities to display college readiness on the KYOTE exam. In addition, we have implemented a Transitions Math class to address deficiencies in math skills. We have also added ACT like questions, flashbacks, another class titled CCR for juniors.</p> <p>Students not at benchmark were identified and pulled to receive interventions prior to the next state ACT date. Math also tracks students in a spreadsheet that are not at benchmark so all math teachers are aware.</p>	Academic Support Program	07/01/2013	12/31/2016	\$0	Math Department

## Closing the Achievement Gap

Randall K. Cooper High School

Science Department Intervention	The Science Department will continue to develop ways to identify incoming at-risk students as they enter 9th grade. We will use resources to identify all at-risk students in our classes and develop strategies to better engage these students in the educational process. Teacher led collaborative teams will use PLC time to develop methods to increase course retention which will lead to students staying on grade level and increasing average graduation rates.	Academic Support Program	07/01/2013	12/31/2016	\$0	Science Department
CTE Interventions	The CTE department will include real world math problems and reading passages in lessons and projects.	Academic Support Program	07/01/2013	12/31/2016	\$0	CTE Department
CTE Course Promotion	The CTE department will increase enrollment in their classes by analyzing TEDS data and student transcripts to promote CTE classes.	Recruitment and Retention	07/01/2013	12/31/2016	\$0	CTE Department
World Language Strategies	The World Language Department will increase the usage of complex reading passages in Target Language to help students with Interpretive Data. They will also increase the conversations about the usage of currency and weather conversations.	Academic Support Program	08/19/2013	12/31/2016	\$0	World Language Department
National Certifications/Exams	World Language: National exams to provide feedback on student progress and performance in specific language. Will offer 4 Dual Enrollment classes in Spanish for 2015-2016. Do offer 4 dual enrollment Spanish classes and require national exams in each world language. CTE: Industry Certification exams for those students who are enrolled in MOS, Multimedia Publishing.	Academic Support Program	07/01/2013	12/31/2016	\$0	World Language and CTE Departments, BAC & Administration Support
<b>Total</b>					<b>\$0</b>	