

	Proactive	Reactive	Passive
<b>1 - OVERARCHING ELEMENTS</b>			
<b>1a. Culture</b>	<ul style="list-style-type: none"> <li>All staff believes that all students can graduate on time prepared for college and careers. This belief is central to the school’s vision and is reinforced in staff interactions with students.</li> </ul>	<ul style="list-style-type: none"> <li>Staff identifies high achievers and pushes to provide them with extra supports to help scaffold their matriculation into postsecondary programs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff believes students’ postsecondary opportunities are determined by their earlier educational experiences.</li> </ul>
	<ul style="list-style-type: none"> <li>Staff meets students where they are upon entry into high school. Staff consistently does what it takes to get them where they need to go to achieve academic success.</li> </ul>	<ul style="list-style-type: none"> <li>Staff anticipate that some of the students will have difficulty with the standard curriculum,</li> </ul>	<ul style="list-style-type: none"> <li>Staff operates on the assumption that students will arrive ready for high school.</li> </ul>
	<ul style="list-style-type: none"> <li>There is a building wide commitment to keeping systems in place for using data. Data are used to know where students are academically from the time they enter, and to assess how they are progressing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>When students have problems, staff can review performance data to see which students need help, and to inform appropriate decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Student data is available and accessible by staff</li> </ul>
	<ul style="list-style-type: none"> <li>Staff all are committed to implementing an array of supportive and welcoming actions for ALL incoming ninth graders that last throughout the freshman year.</li> </ul>	<ul style="list-style-type: none"> <li>Staff identifies students who are struggling with the transition to ninth grade and reach out to them with supports and other welcoming actions</li> </ul>	<ul style="list-style-type: none"> <li>Staff tries to make the high school a supportive and welcoming place.</li> </ul>
<b>1b. Resource Allocation</b>	<ul style="list-style-type: none"> <li>Staffing pattern enables students and staff to spend all or almost all their time within one small learning community</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Some staff and students are placed within small learning communities, while others are not</li> </ul>
	<ul style="list-style-type: none"> <li>A system of student supports exists that is both integrated into the instructional program, and available afterschool, such as tutoring and credit recovery.</li> </ul>	<ul style="list-style-type: none"> <li>A system of student supports exists, such as tutoring and credit recovery, available afterschool.</li> </ul>	<ul style="list-style-type: none"> <li>Some student support services are available, such as afterschool tutoring and credit recovery options</li> </ul>
	<ul style="list-style-type: none"> <li>Regularly scheduled professional development opportunities, are offered on an array of topics to improve instruction and student outcomes</li> <li>Common planning time is guided and supervised by instructional leadership</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is scheduled in response to issues with instruction and/or student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Pre-determined, annually –revisited professional development if offered to improve instruction and student outcomes</li> </ul>
<b>1c. Common Planning</b>	<ul style="list-style-type: none"> <li>Regular and frequent collaborative planning</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative planning time is</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are encouraged to meet</li> </ul>

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<b>Time</b>	time is scheduled for multiple uses: focusing on improving instruction, vertical articulation of content, monitoring student progress, and coordinating student supports	scheduled, as needed, to review student problems and link students to needed academic and social supports	with one another and discuss student needs
<b>2 - ADVANCE PLANNING FOR ENTERING NINTH GRADERS</b>			
<b>2a. Data on Rising Ninth Grade Students</b>	<ul style="list-style-type: none"> <li>School leadership, guidance, and key ninth grade team members review data on all incoming students and plan course work and supports accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership, guidance, and key ninth grade team members review data on incoming students flagged as at-risk and plan course work and supports accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Data is available for school leadership and guidance team members to review on incoming students</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers are given timely data about the students they will teach in advance of the start of the school year, receive professional development on how to use these data to inform instruction, and are held accountable for doing so.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are expected to access student data, as needed, once the school year begins.</li> </ul>	<ul style="list-style-type: none"> <li>Student data is available for teachers to access.</li> </ul>
<b>2b. Orientation</b>	<ul style="list-style-type: none"> <li>Summer orientation session is provided for students and parents that introduces students to behavioral and academic expectations of high school.</li> <li>Summer activities are conducted to help students get to know one another and the teachers they will have in ninth grade.</li> </ul>	<ul style="list-style-type: none"> <li>Summer orientation session is provided for students and parents that introduces students to the behavioral and academic expectations of high school.</li> </ul>	<ul style="list-style-type: none"> <li>Orientation session is provided at the beginning of the school year that introduces students to the behavioral and academic expectations of high school.</li> </ul>
<b>2c. School-Based Summer Bridge Programs</b>	<ul style="list-style-type: none"> <li>Summer bridge programs are available to all students and provide academic and social supports.</li> <li>Students at high risk of ninth grade failure are required to attend the summer bridge program.</li> </ul>	<ul style="list-style-type: none"> <li>Summer bridge programs provide academic and social support for students with academic or behavioral indicators of early failure.</li> <li>Students at high risk of ninth grade failure are invited to attend the summer bridge program.</li> </ul>	<ul style="list-style-type: none"> <li>No school summer bridge program provided</li> </ul>
<b>3 - PERSONALIZED AND SUPPORTIVE ENVIRONMENT</b>			
<b>3a. Physical Setting</b>	<ul style="list-style-type: none"> <li>Separate space or section of the building is provided to house all ninth grade classes in</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Ninth grade classes are distributed across the building.</li> </ul>

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	<p>close proximity to one another</p> <ul style="list-style-type: none"> <li>• Students in each small learning community have all or almost all their classes together.</li> <li>• Activities are run for ninth graders to create sense of belonging &amp; group identity.</li> </ul>		<ul style="list-style-type: none"> <li>• Students from different small learning communities are mixed together in classes.</li> </ul>
<b>3b. Dedicated Teaching Staff</b>	<ul style="list-style-type: none"> <li>• Ninth grade classes (both core academic and non-core) are taught by teachers who teach all or mostly ninth grade classes.</li> <li>• Special efforts made to place the strongest teachers in the ninth grade classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Ninth grade classes are assigned to teachers across the building.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ninth grade teacher teams are committed to regularly monitoring student progress and to planning interdisciplinary activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ninth grade teacher teams meet, as needed, to discuss targeted student issues</li> </ul>	<ul style="list-style-type: none"> <li>• No ninth grade team in place; teachers discuss student issues as needed.</li> </ul>
<b>3c. Advisory</b>	<ul style="list-style-type: none"> <li>• Regular and frequent advisory time is provided for staff to work with ninth graders on developing self-management and academic accountability, and planning their postsecondary pathways.</li> <li>• Advisory uses a formal curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory time is provided for staff to work with ninth graders on identifying self-management and academic accountability skills and ways to catch up when students fall behind.</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory time, if provided, does not have a formal curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>• Every student is assigned to an adult who is responsible for his or her academic and personal progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assigned to an adult on an as-needed basis when they show need for academic and/or personal monitoring of progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Student and staff mentor relationships are develop on an at-will basis.</li> </ul>
<b>3d. Guidance</b>	<ul style="list-style-type: none"> <li>• Dedicated team of guidance counselors are assigned to ninth graders, and seek out work with ninth grades students.</li> <li>• Counselors' work is based on a curriculum that addresses: supporting the high school transition; developmental and academic supports; and postsecondary planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance counselors' work is centered around providing of supports for the developmental and academic needs of students on an as-needed basis</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance counselors work with students who seek them out to address issues of developmental and academic support.</li> </ul>
<b>4 - INSTRUCTIONAL PROGRAM</b>			

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<b>4a. Rigorous Standards-Based Curricula</b>	<ul style="list-style-type: none"> <li>The school provides a rigorous curriculum and the supports ALL students will need to successfully complete it.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides the standard ninth grade curriculum with built in supports for students who fall behind.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides the standard ninth grade curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li>Regularly teacher time and resources are provided for continuous instructional improvement; regular monitoring of results; and development of the adult capacities needed to assure that all students achieve.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher teams meet as needed to address gaps in instructional delivery, or student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Updates to the curriculum are made as they become available by curriculum providers</li> </ul>
	<ul style="list-style-type: none"> <li>Staff reviews and revises student course placement at the outset of the school year and at intervals throughout the year, during and after regular marking periods.</li> </ul>	<ul style="list-style-type: none"> <li>Staff reviews and revise student course placement after regular grading intervals during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Administrators are available to discuss student course placement.</li> </ul>
<b>4b. Literacy</b>	<ul style="list-style-type: none"> <li>Literacy instruction is embedded across the content areas to help students develop higher-level comprehension skills as a foundation for high school and postsecondary work.</li> <li>Students needing extra help are regularly linked to extracurricular literacy tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>Students needing extra literacy support are referred to extracurricular tutoring as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Extracurricular tutoring is available for students in need of literacy supports.</li> </ul>
<b>4c. Academic Behaviors</b>	<ul style="list-style-type: none"> <li>Teachers provide in-class instruction in note taking, homework organization, and the study skills needed to do well in high school across the content areas</li> </ul>	<ul style="list-style-type: none"> <li>Teachers provide class instruction in note taking, homework organization, and study skills needed to do well in high school in those classes where students are struggling the most</li> </ul>	<ul style="list-style-type: none"> <li>Materials are available to enrich students' skills in note taking, homework organization, and study habits needed to do well in high school.</li> </ul>
	<ul style="list-style-type: none"> <li>All students are invited to supervised study hours where they can get help with academic self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students are referred to supervised study hours where they can get help with academic self-management skills as the need arises.</li> </ul>	<ul style="list-style-type: none"> <li>Supervised study hours are offered where students can get help with academic self-management skills</li> </ul>

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<b>4d. Data Driven Instruction</b>	<ul style="list-style-type: none"> <li>Leadership, teachers and academic support staff are regularly involved in reviewing data and determining how to improve instruction to achieve better student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership reviews data, as need arises, to see how to improve instruction to achieve better student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Counselors review data to categorize student ability levels.</li> </ul>
<b>5 - MONITORING PROGRESS</b>			
<b>5a. Regular Progress Monitoring</b>	<ul style="list-style-type: none"> <li>Teachers and counselors review student grades and behavior at frequent intervals during each marking period.</li> <li>Leadership asks teachers to notify them of uncharacteristic changes in student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and counselors review student grades and behavior at the end of each marking period.</li> </ul>	<ul style="list-style-type: none"> <li>Student performance data is on file.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers and counselors notify students and parents or guardians when students are at risk of falling behind in their classes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and counselors notify students when they have fallen behind in their classes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers post grades in classrooms for students to consult.</li> </ul>
	<ul style="list-style-type: none"> <li>Students with Ds &amp; Fs are required to make up work promptly to keep from falling behind.</li> </ul>	<ul style="list-style-type: none"> <li>Students with Ds &amp; Fs are notified that they have work to make up.</li> </ul>	<ul style="list-style-type: none"> <li>Students with Ds and Fs are notified of their grades.</li> </ul>
<b>5b. Links to Academic Supports</b>	<ul style="list-style-type: none"> <li>An array of social and academic supports is incorporated into all classes to help students succeed.</li> <li>Students are regularly linked to community-based resources for additional support.</li> </ul>	<ul style="list-style-type: none"> <li>An array of social and academic supports is available to help students when they run into difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are available to help students find social and academic supports when they run into difficulty.</li> </ul>
	<ul style="list-style-type: none"> <li>Staff regularly reviews data about students' needs and progress to preemptively place those needing help in extra support classes or in small group instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Staff reviews data about students needs and progress to guide student placement in extra support classes or in small group instruction when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Data is available to guide student placement in extra support classes or in small group instruction if the student or parent requests it.</li> </ul>

	<b>Proactive</b>	<b>Reactive</b>	<b>Passive</b>
	<ul style="list-style-type: none"> <li>Struggling students are required to attend extra classes and tutoring supports to get extra help in subjects in which they are having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to get extra help in subjects that they failed.</li> </ul>	<ul style="list-style-type: none"> <li>Extra help is available to help struggling students in subjects in which they are having difficulty.</li> </ul>
	<ul style="list-style-type: none"> <li>Students are required to complete school-day credit recovery options.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with opportunities for credit recovery.</li> </ul>	<ul style="list-style-type: none"> <li>Staff distributes information about summer school opportunities or automatically reprograms students to repeat courses they failed.</li> </ul>
<b>6 - TARGETED SUPPORTS FOR HIGH-NEED STUDENTS</b>			
<b>6a. Instructional Support Systems</b>	<ul style="list-style-type: none"> <li>School provides intervention specialists to work in classes alongside content-area teachers to assist students who need extra support to stay on track.</li> </ul>	<ul style="list-style-type: none"> <li>School provides smaller classes to pull out students once they demonstrate difficulty staying on track academically.</li> </ul>	<ul style="list-style-type: none"> <li>No additional classroom support is provided for struggling students.</li> </ul>
<b>6b. Social Support Systems</b>	<ul style="list-style-type: none"> <li>Staff actively links students with in-school and community-based resources to help with nonacademic problems that interfere with student progress or well-being and monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Staff refers students to in-school and community-based resources for assistance with nonacademic problems that interfere with student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Staff provides students with information about in-school and community-based resources for assistance with nonacademic problems that interfere with student progress.</li> </ul>

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<b>7 - DISTRICT SUPPORTS</b>			
<b>7a. Timely Matriculation Data</b>	<ul style="list-style-type: none"> <li>• High school admission timeline is set early enough in spring so high schools can receive data about incoming students well before the end of the prior school year.</li> <li>• District collects and provides data to high schools on incoming students in spring prior to entry.</li> </ul>	<ul style="list-style-type: none"> <li>• District collects and provide data to high schools on incoming students in summer once students have registered.</li> </ul>	<ul style="list-style-type: none"> <li>• Data on incoming high school students is available through district data systems once the school year begins.</li> </ul>
	<ul style="list-style-type: none"> <li>• District provides academic and behavioral data on incoming students and identifies those students at risk of failing ninth grade.</li> </ul>	<ul style="list-style-type: none"> <li>• District provides academic and behavioral data on incoming students.</li> <li>• Schools are required to review data and identify those students at risk of failing ninth grade.</li> </ul>	<ul style="list-style-type: none"> <li>• District data system includes academic and behavioral data on incoming students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Annual professional development is scheduled for building leaders and teachers on accessing and utilizing data on incoming ninth graders to plan effective instructional strategies, as well as to inform updates to the existing system.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is available, if requested, for building leaders and teachers on accessing and utilizing data on incoming ninth graders.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-packaged professional development (literature or PowerPoints) is distributed for building leaders and teachers on how to access data on incoming ninth graders.</li> </ul>
	<ul style="list-style-type: none"> <li>• District identifies eighth grade students who are at high risk of failure in ninth grade and notifies the schools that will receive these students.</li> </ul>	<ul style="list-style-type: none"> <li>• District identifies eighth grade students who are at high risk of failure in ninth grade and provides information on these students to schools when school year begins.</li> </ul>	<ul style="list-style-type: none"> <li>• Data on at-risk ninth grade students is made available in the data system.</li> </ul>
<b>7b. Ninth Grade Accountability</b>	<ul style="list-style-type: none"> <li>• District collects data to monitor on-track rates or timely completion of ninth grade for each high school and informs schools of their status throughout the school year.</li> <li>• District includes ninth grade transition outcomes in school evaluation measures.</li> </ul>	<ul style="list-style-type: none"> <li>• District collects data to calculate on-track rate or timely completion of ninth grade for each high school. and informs school of its status at the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• District collects data to monitor on-track rate or timely completion of ninth grade for each high school.</li> </ul>
<b>7c District Supported Summer Bridge</b>	<ul style="list-style-type: none"> <li>• District provides resources to high schools to create summer bridge programs for all incoming ninth grade students.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct makes resources available for summer bridge programs for students at high risk of failing ninth grade.</li> </ul>	<ul style="list-style-type: none"> <li>• District recommends that high schools create summer bridge programs for students at high risk of failing ninth grade.</li> </ul>

	<b>Proactive</b>	<b>Reactive</b>	<b>Passive</b>
	<ul style="list-style-type: none"> <li>• District requires that students at high risk of failing ninth grade attend summer bridge programs prior to entering high school.</li> </ul>	<ul style="list-style-type: none"> <li>• District recommends that students at high risk of failing ninth grade attend summer bridge programs prior to entering high school.</li> </ul>	<ul style="list-style-type: none"> <li>• No district supported summer bridge program.</li> </ul>