Cooper High School
Continuous Instructional Improvement & Professional Learning Plan
2013-2014
Cooper High School

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Teaching at Cooper High School

Just as we have high expectations for our students, we also have them for our teachers. Each teacher is a valued member working to enhance the learning community so our students can achieve at high levels.

So what does this mean to be a Cooper Teacher?
As a teacher at Cooper you will be expected to be student centered, develop relationships, instruct and deliver quality curriculum, and work collaboratively with your peers in the following areas:

**International Baccalaureate (IB):**
Cooper is an all inclusive school for the IB/Middle Years Program. Every course in 9th and 10th grade provides students a framework of critical thinking, international understanding, life-long learning, and community service to deliver in the school’s curriculum. 11th and 12th grade offers courses to students who are interested in the IB Diploma Program. Teachers will be expected to follow the IB framework.

*Reflective Question:* Do I have an understanding of what IB is and or what are my professional development needs in this area?

**Advisory:**
Every teacher will have an advisory and follow a guided curriculum to engage students. You will stay with your students all four years. Developing and creating important adult/student connections are an integral part of our culture at Cooper.

*Reflective Question:* Am I willing to do what it takes to reach out to engage students and build relationships?

**Professional Learning Communities:**
Every teacher will be an active contributing participant of a Professional Learning Team. This team will meet daily, weekly or monthly depending on the team. Every member will be expected to collaboratively work in creating common assessments, unit planners, and analyze the assessment data on an on-going basis. Our PLCs meet and set up group norms, goals, and submit a feedback form after every meeting.

*Reflective Question:* Am I committed to the concepts of PLC work and will be an active participant in all collaborative team work?

**Lesson Planning:**
Every teacher, through their PLC and individually, will maintain a common structure in which to deliver the curriculum. To achieve this, every lesson will have the following elements:

- Daily Learning Targets
- AVID Strategies
- Cornell Note taking
- Assessments (formative or summative)
- Closing/Exit

*Reflective Question:* Will I continue to incorporate best practice into my classroom on a daily basis?

**Equity:**
An understanding of equity and how it plays into the success of our students is essential in ensuring high levels of student engagement. Each staff member will be expected to be a culturally competent professional when designing curriculum, working with our teacher teams, and working with students both individually and in groups.

*Reflective Question:* Am I willing to grow in my understand the different cultures within my classroom, focus on varying teaching strategies to engage all learners and use the lens of Equity when designing lessons and working with students?
Our Core Cooper Values

Accountability
- To fulfill one’s roles and responsibilities and be responsive to the results.

Achievement
- To ensure that every student will be college, community and career ready.

Commitment
- A relentless and intentional effort in continuous improvement.

Community
- View ourselves as a partner within our community where we learn from each other to make a positive impact.

Equity
- To provide every student with a rigorous curriculum delivered by culturally competent staff.

Integrity
- Always aligning our actions with our values and beliefs.

Respect
- Listen to, accept, and value each individual in the school district and community.

Responsibility
- Working together interdependently and collaboratively, learning from one another, entrusting one’s self interest to another, and taking ownership for our individual and collective actions and decisions.

Teaching and Learning
- Continuous, meaningful, and challenging effort that results in student success.

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School Mission and Vision

Cooper Mission Statement: To provide a caring and vibrant community where all members are respected, we will educate students to become active, compassionate, principled critical thinkers who understand that other people, with their differences can also be right.

Cooper Vision Statement: To have compassionate, engaged students exceeding our high expectations with a 21st century, internationally minded, rigorous curriculum.

2012-2013 Data Summary

- XX% of our students met/exceeded growth targets in reading on the MAP (2011-12).
- XX% of our students met/exceeded growth targets in math on the MAP (2011-12).
- 55% of our students met/exceeded grade levels standards on the MCA in reading assessment.
- 32% of our students met/exceeded grade level standards on the MCA math assessment.
- 44% of our students met/exceeded grade level standards on the MCA Science assessment.
- ___% of our students met/exceeded grade level standards on the MCA GRAD writing assessment.

Demographics

- Percent of students eligible for free or reduced lunch…………………………..56%
- Percent of students receiving special services:
  - ELL………………………………………8%
  - Gifted/Talented……………………13%
  - Special Education………………..14%
- Diversity of our student population
  - Asian……………………………………11%
  - Black…………………………………36%
  - Hispanic……………………………10%
  - Native American…………………1%
  - Other………………………………3%
  - White……………………………39%
<table>
<thead>
<tr>
<th>Cooper Professional Development Journey</th>
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<tr>
<td>Mini-Data Retreat</td>
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<tr>
<td>Instructional Focus</td>
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<tr>
<td>Instructional Strategies for Rigor and Relevance</td>
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<td>Books</td>
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<tr>
<td>Equity Work</td>
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<tr>
<td>Keeping it Personal, Local and Immediate Isolate Race</td>
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<tr>
<td>MYP Areas of Interaction</td>
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<td>PLC’s (by duty period)</td>
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<td>Reflective Practice</td>
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<td>AVID</td>
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<td>Clear Expectations</td>
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<td>Choice Sessions</td>
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</table>
2013-2014 Building Level SMART Goal

By the end of the 2013-2014 school year, we will decrease the percent of students failing courses by 5%, from 34% to 29%.

**Grades**
- **Indicators**: Common Formative Assessment Data
- **Measures**: Weeks 5, 7, 9 and semester
- **Targets**: At weeks 5, 7, and 9 students failing courses are 5% lower than the previous year.

**Engagement**
- **Indicators**: Learning Walks
- **Measures**: Student Engagement Survey
- **Targets**: By the end of 1st quarter, we will develop a common Cooper definition of student engagement.

**Discipline**
- **Indicators**: Classroom Referrals
- **Measures**: Monitor classroom referrals every month to look for patterns.

**Actions**
- Data dialogues and action plans developed with instructional coach.
- Daily closing activities on learning targets
- Monitoring the use of WICOR strategies through the use of the Learning Walk.
- Monitoring the performance of the students of color.
- Examining our data on students of color and comparing it to the implementation of WICOR strategies.

If we implement the instructional framework with fidelity then we can provide feedback, change instructional practices and develop timely interventions.
# Student Learning Goal Map

* A map of what’s happening in our school

## Student Learning Goals

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Current Work</th>
<th>Implementation Work</th>
<th>Learning Work</th>
<th>Professional Development</th>
</tr>
</thead>
</table>
| **NC Goal** | - Instructional Framework | - Analyzing CFA data  
- MYP Grading | | |
Cooper High School’s Vision
To have compassionate, engaged students exceeding our high expectations with a 21st century, internationally minded, rigorous curriculum.

Cooper High School’s Mission
To provide a caring and vibrant community where all members are respected, we will educate students to become active, compassionate, principled critical thinkers who understand that other people, with their differences can also be right.

<table>
<thead>
<tr>
<th>School Initiatives</th>
<th>Current Work</th>
<th>Implementation Work</th>
<th>Learning Work</th>
<th>Desired Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School-Wide IBMYP</strong></td>
<td>All 9th Grade Students, All 10th Grade Students, Personal Project in a school wide model, Aligning Unit Planners to the Instructional Framework</td>
<td>Criterion Based Grading</td>
<td>Cooper High School works to provide an internationally-minded, rigorous curriculum to all students</td>
<td></td>
</tr>
<tr>
<td><strong>PBIS</strong></td>
<td>Ensuring that the four school rules are known to all staff and students</td>
<td>Developing clear processes for moving students between Tiers, Researching how urban schools have successfully implemented PBIS</td>
<td>Cooper High School will be a school that has high expectations for staff and students</td>
<td></td>
</tr>
<tr>
<td><strong>RtI</strong></td>
<td>Current use of the RtI model for TIERs 1 and 2.</td>
<td>Effectively gathering, analyzing and using data, Creating “just in time” interventions for TIERs 2 and 3, Further refinement of all TIERs, Implementing TIER 1 instruction with fidelity</td>
<td>Continued work on TIERs 2 and 3.</td>
<td>Cooper High School will narrow the achievement gap by providing an immediate and systemic response to school-wide and individual learning needs.</td>
</tr>
<tr>
<td><strong>Advisory</strong></td>
<td>Ramp-up for Readiness, Advisory will be meeting 2x per week</td>
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<td>Provide support for students around personalization, support for planning, and college preparation.</td>
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<tr>
<td><strong>AVID Strategies</strong></td>
<td>Cornell Notes, 9th and 10th Grade Binders, Marking the Text</td>
<td></td>
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<td>Student led tutorials in certain subject areas</td>
</tr>
<tr>
<td><strong>Professional Learning Community and Teams</strong></td>
<td>Time, Common Formative and Summative Assessments, Effectively gathering, analyzing and using data</td>
<td>Disaggregation Tool to facilitate data gathering</td>
<td></td>
<td>All High School PLC teams will meet regularly and develop common assessments. 2 formative assessments will be given and data analyzed by the PLCs per quarter.</td>
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<tr>
<td>Structures</td>
<td>Current Function</td>
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| Learning and Leadership Team| The Learning and Learning Team will work collaboratively with other members of the team as well as staff from other departments based around the building level goals. The Learning and Leadership Team will work with building administration on improving student learning by facilitating professional development and align continuous improvement planning in the areas of curriculum, instruction, assessment, and other continuous improvement planning activities.  
  - Facilitate building level processes and procedures related to professional development design and delivery as they are related to building level goals  
  - Facilitate the work of PLCs  
  - Facilitate curriculum and instructional alignment, assessments and school improvement                                                                                      |
| Department Chairs           | Department Chairs work to:  
  Make recommendations regarding and or be an active participate in: Some of these may include:  
  - Working with the building Instructional Coach  
  - Support the improvement of curriculum  
  - Support the improvement of instructional and assessment practices  
  - Hiring new teachers (with administration)  
  - Submitting new course proposals  
  - Articulate teaching and learning strategies  
  - Gathering departmental data  
  - Collaborating on instructional technology decisions  
  - Assist with PLC planning/support  
  Communicate between department members and administration by:  
  - Conducting monthly department meetings  
  - Attending monthly department chair meetings  
  - Purchasing of equipment, materials and supplies and budgets  
  - Master schedule teacher assignment recommendation  
  - Updating the registration handbook and course offerings                                                                                                                    |
| Professional Learning Communities | PLCs will work collaboratively within their team on collective inquiry, action orientation/experimentation, commitment to continuous improvement and being results focused. PLCs will complete, review and revise PLC Maps and will participate in data dialogues at a minimum two per quarter. PLCs will also focus on the four primary questions:  
  - What is it we want students to learn?  
  - How will we know when they have learned it?  
  - What will we do when they don’t learn it or work beyond the expectations?  
  - What does staff need to know and be able to do so we are able to clarify student expectations, assess progress, and respond to student needs effectively? |
| Instructional Coach          | The Instructional Coach is a teacher leader who guides colleagues to effectively implement instructional best practices, aligned with essential learning outcomes and assessments results, to facilitate improved student learning.  
  - Provide guidance and support for teachers in implementing building level goals and best practice in classroom instruction and assessment.  
  - Collaborates and effectively communicates with staff.  
  - Co-facilitates the Learning and Leadership Team  
  - Facilitate department mapping in common assessments and Learning Targets etc…  
  - Facilitates PLCs using a variety of protocols and data  
  - Completes Learning Walks  
  - Works with staff who need extra support |
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<td>September 3 Nuts and Bolts</td>
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<td>September 12 Conference PD</td>
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<td>September 25 Staff Meeting</td>
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<td>October 16 Workshop/PD</td>
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<td>October 23 Staff Meeting</td>
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<td>November 20 Staff Meeting</td>
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<td>December 3 Conference PD</td>
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<td>December 18 Staff Meeting</td>
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<td>January 21 Workshop/PD</td>
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<td>January 22 Staff Meeting</td>
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<td>February 19 Staff Meeting</td>
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<td>February 19 Conference PD</td>
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<td>March 19 Staff Meeting</td>
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<td>April 16 Staff Meeting</td>
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<td>April 27 Conference PD</td>
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<td>May 21 Staff Meeting</td>
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</table>
The following are example forms/templates a team/person could use:

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Timeline</th>
<th>Who involved?</th>
<th>Who is responsible?</th>
<th>Other Considerations Professional Development</th>
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# Goal Action Plan

## School/Program:

## Planning Lead:

## Goal:

## Completion Date:

### #1 or 2 Desired Accomplishment

<table>
<thead>
<tr>
<th>What do we hope to accomplish as a result of this project?</th>
<th>Why is this important?</th>
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</table>

### #3 Risks and Opportunities

<table>
<thead>
<tr>
<th>What are the potential hurdles/barriers?</th>
<th>What are the potential positive leverage points?</th>
</tr>
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### #4 Planning Next Actions

#### Short Term (0-90 Days)

**Short Term Achievement Points:** What needs to be accomplished in the next 90 days? What should we see happening in 90 days?

<table>
<thead>
<tr>
<th>Short Term Next Actions</th>
<th>Start/End</th>
<th>Who Accountable</th>
<th>PD/Organizational Support</th>
<th>Evaluation (as appropriate)</th>
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#### Intermediate (90-180 Days)

**Intermediate Achievement Points**

<table>
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<tr>
<th>Intermediate Next Actions</th>
<th>Start/End</th>
<th>Who Accountable</th>
<th>PD/Organizational Support</th>
<th>Evaluation (as appropriate)</th>
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Section 2

Cooper High School Instructional Framework
Cooper Instructional Framework

Learning Targets

Writing
Inquiry
Collaboration
Organization
Reading

Common Assessments

Feedback

Closing

RtI/PBIS

Professional Learning Communities
Cooper Instructional Framework Glossary of Terms

**PROFESSIONAL LEARNING COMMUNITIES**
Serve as the basis for the collaborative work done at Cooper High School and address each of these four questions on a routine basis:

1. What is it we want students to learn?
2. How will we know when they have learned it?
3. What will we do with students who don’t learn it?
4. What will we do with students who already know it?

**PLC Map (Answers questions 1 and 2)**
A map is created and revised annually by each PLC to list the unit objectives, learning targets, summative assessments and formative assessment in each unit. Quality maps demonstrate tight alignment between formative and summative assessments.

**Course Outcomes** and **Unit Objectives** clearly articulate the essential learnings of the course and unit. These are co-created by members of the PLC.

**Common Summative Assessments** are used to establish the way in which students will demonstrate their learning. These are co-created by members of the PLC.

**Common Formative Assessments** are used to make instructional decisions based off of data and to assure that students are making progress in their learning. These assessments deliver information during the instructional process before the *summative assessment*. These are co-created by members of the PLC. **Embedded Formative Assessments** are done within the context of the classroom and the results are used immediately to change instruction.

**PBIS/RtI (answers questions 3 and 4)**
Two sides of the pyramid of interventions. PBIS (Positive Behavior Intervention) supports students in their behaviors and utilizes interventions for students who are unable to be successful in the 1st tier of the pyramid. RtI (Response to Intervention) is the academic side of the pyramid and supports student learning. As students move up the pyramid, the interventions become more intense and individualized.

**EQUITY**
At Cooper, equity is raising the achievement of all students (each child) while narrowing gaps between the highest and lowest performing students; and eliminating racial predictability and disproportionately of which student groups occupy.

**DAILY LESSON DESIGN**— Details and specific strategies can be found in the Instructional Resource Guide.

**Learning Targets**
Phrased as an “I can” statement and articulates what students are going to learn in that class period. When appropriate, need to be shared with students in a meaningful way. Examples of meaningful ways to share are in the Instructional Resource Guide.

**WICOR Strategies**
These are research based instructional strategies that form Tier 1 of our Intervention Pyramid. Descriptions of these strategies can be found in detail in the Instructional Resource Guide.

**Closing**
A check for understanding of the daily learning target at the end of the lesson - it is a quick review, to remind students what it was that they have learned (or should have learned) and allows you to see where the students are to assist you in planning for the next lesson. The intellectual work should be done by the students – not the instructor summarizing for the students and telling them what they learned.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Purpose</th>
<th>Description</th>
<th>Completed By</th>
<th>Geometry Example</th>
</tr>
</thead>
</table>
| **Priority Standards** | To establish the guaranteed and viable curriculum for the district. | - Derived from state standards  
- Form the guaranteed and viable district curriculum | District Level Team | 9.3.3.4 Apply the Pythagorean Theorem and its converse to solve problems and logically justify results. |
| **Course Outcomes** | To ensure that essential learnings are common and clearly articulated to guarantee student success. | - Directly aligned with Priority Benchmarks or Standards  
- Use active verbs to describe the **essential** knowledge and skills that students will be able to do at the end of the course  
- Written with Level 3 Costa verbs  
- Used to measure student progress  
- Are embedded into multiple units  
- Fully embed MYP Objectives | Building PLC-Map | 4. Students will communicate their understanding of geometry by justifying their solutions using appropriate mathematical language |
| **Unit Objectives** | | - Aligned with Course Outcomes  
- Use active verbs to describe the **essential** knowledge and skills that students will be able to do at the end of the unit.  
- Assessed in summative task | Building PLC Map | 3. Students can use right triangles to solve real world problems. |
| **Unit Question** | To promote student inquiry into the larger concepts of the unit. | - Is open-ended, uses words like how and why  
- Is not content specific  
- Allows students to explore the content  
- Provides for a variety of ways for students to increase their understanding. | Building PLC-Unit Planner | What is right? |
| **Common Summative Assessment** | To establish the way in which students will demonstrate their learning. | - Allows students to demonstrate their learning of the unit objectives  
- Allows for students to answer the unit question | Building PLC Map | Ladders and Wall Assessment |
| **Common Formative Assessments** | To promote the use of data to make instructional decisions and to assure that students are making progress in their learning. | - Assesses a limited number of skills and aspects of knowledge in each item  
- Are directly aligned to the knowledge and skills assessed in the summative assessment  
- Are written with data analysis and reteaching in mind | Building PLC Map  
(Purpose—to ensure that the knowledge and skills assessed in the common summative task are aligned with the common formative assessments of the unit.) | Simplifying Radicals & Pythagorean Theorem Quiz  
Special Right Triangles Quiz  
Trigonometry Quiz |
| **Daily Learning Targets** | To ensure that essential learnings are common and clearly articulated to guarantee student success. | - Are tightly aligned with the unit objectives  
- Phrased as I can statements  
- Student learning assessed in the daily closing  
- Are common among all PLC members | Building PLC Map |  
- a. I can use Pythagorean Theorem to solve real world problems. |
| **Daily Lesson Design** | To ensure the learning target is accomplished. | - Incorporates Daily Learning Target as the focus of the lesson  
- Intentionally uses culturally relevant strategies from the Instructional Resource Guide  
- Checks for understanding on the Daily Learning Target in the closing activity | Individual Teacher |  

Cooper High School Formative Classroom Learning Walks  
________ First Fifteen Minutes  
________ Middle Fifteen Minutes  
________ Last Fifteen Minutes

Date: ________  
Teacher: __________________  
Class Period: _______  
Content Area:_________  
Observed By:__________

### Learning Targets

<table>
<thead>
<tr>
<th>Is the Learning Target...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. posted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. written in student friendly language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. a clear statement of knowledge, information or skill as opposed to an activity or assignment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. shared so that students understand why they are learning this?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. shared so that students know how they will demonstrate their learning?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instruction

#### Class Structure

<table>
<thead>
<tr>
<th>Types of Questions</th>
<th>On Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td># of students</td>
</tr>
<tr>
<td>Closed</td>
<td></td>
</tr>
</tbody>
</table>

#### Instructional Strategies Evident (List)

<table>
<thead>
<tr>
<th>Writing</th>
<th>Inquiry</th>
<th>Collaboration</th>
<th>Organization</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell Notes</td>
<td>Socratic Seminar</td>
<td>Think, Pair, Share</td>
<td>Marking the Text</td>
<td></td>
</tr>
<tr>
<td>One Pagers</td>
<td>Question Shells</td>
<td>Jigsaw</td>
<td>Writing like a Detective</td>
<td></td>
</tr>
<tr>
<td>Quick Writes</td>
<td></td>
<td>Fishbowl</td>
<td>Writing in the margins</td>
<td></td>
</tr>
<tr>
<td>Summaries</td>
<td></td>
<td></td>
<td>Thinking Maps</td>
<td></td>
</tr>
</tbody>
</table>

### Closing

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Checklist for understanding on students’ progress toward meeting the daily learning target.

Requires a response from each student.

Data collected by the teacher.

Can easily be sorted for use in planning tomorrow’s instruction.

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**Looking/listening for...**

- Evidence of an MYP Unit question
- Respectful culture
- Standards, rubrics and student work posted in the classroom
- IB Learner Profile
- Students know purpose, outcome of activity

**Examples**

- I can list the eight characteristics of life
- I can write a concluding sentence that efficiently summarizes the topic of my paragraph.

- Communication of high expectations, incl. behavior
- Appropriate tone, enthusiasm, energy
- Higher order questioning
- Prompts students to explain thinking
- On task behaviors include:
  - Verbal and non-verbal response to teacher
  - Completed assigned task
  - Eye contact

**Example Strategies:**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Inquiry</th>
<th>Collaboration</th>
<th>Organization</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Ticket</td>
<td>Socratic Seminar</td>
<td>Think, Pair, Share</td>
<td>Marking the Text</td>
<td></td>
</tr>
<tr>
<td>Fist of Five</td>
<td>Question Shells</td>
<td>Jigsaw</td>
<td>Writing like a Detective</td>
<td></td>
</tr>
<tr>
<td>Thumbs Up Thumbs Down</td>
<td></td>
<td>Fishbowl</td>
<td>Writing in the margins</td>
<td></td>
</tr>
<tr>
<td>What-So what-Now What</td>
<td></td>
<td></td>
<td>Thinking Maps</td>
<td></td>
</tr>
<tr>
<td>Stoplight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postcard Home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 3
Instructional Resource Guide
DAILY LESSON DESIGN BREAK DOWN

Learning Targets
I can statements

WICOR
Writing
Cornell Notes
Quick Writes
Defining Format Strategy
One-Pagers
Incredible Shrinking Notes

Inquiry
Costa’s Levels of Questioning
Socratic Seminar
Philosophical Chairs
Question Shells
Identifying Similarities and Differences

Collaboration
Think, Pair, Share
Jigsaw
Fishbowl
Best Composite Answer

Organization
Binders

Reading
KWL
Establishing a Purpose for Reading
Marking the Text
Read Like a Detective
Writing in the Margins
NUA Thinking Maps

Closing
Exit Tickets
What-So What-Now What
Commercial
4 Box-Synectics

ASSESSMENT
Summative Assessments
GRASPS

Formative Assessments
Student Tracking Progress Over Time
Embedded Formatives
  Freeze Frame
  Whiteboarding
  Traffic Lighting
  Target Practice
  Highlight and Hand-in
  Stop and Go Chips
  Hold Ups

CLASSROOM ENVIRONMENT

Management
  Behavior Matrix

Protected thinking/reading time
  Freeze Body
  MITS (Most Important Twenty Seconds)

Culture
  No Opt Out
  Cold Call
  Normalizing Error

Participation
  Conversation Cards
  Give One Get One
  Processing Cards
  Pepper
  Protocols

TIER 1-ACADEMIC PERFORMANCE INTERVENTIONS
Has difficulty understanding directions and/or carrying out instructions and often requires repetition or rephrasing
Is unprepared for assessments
Performs classroom assessments or quizzes at a failing level
Does not follow multistep directions
Does not grasp basic concepts or information related to academic tasks
Does not perform or complete classroom assignments during class time
Does not prepare for assigned activities
Does not remain on-task
Does not turn in homework assignments
Fails to perform assignments independently
Has limited task focus and task completion
Is slow to process thoughts or information
Performs assignments carelessly
Requires slow, sequential, substantially broken-down presentation of concepts
Turns in incomplete or inaccurately finished assignments
DAILY LESSON DESIGN BREAK DOWN

Learning Targets

1. I can statements
   Each class has a Learning Target posted that is phrased as an I can statement, and articulates what students are going to learn in that class period. The learning target needs to be shared with students in a meaningful way, see #2.

2. Sharing
   Sharing the learning target is more than just having it posted at the beginning of the lesson or during the entire lesson. It involves explain to students what they are going to be doing, how you will check for their understanding, and why it is important to learn. Three prompts can be used to share meaningfully:
   - By the end of the class today you will be able to ....
   - We will show that we can do this by....
   - It is important for us to learn this (or be able to do this) because...

WICOR

Writing

1. Cornell Notes
   Cornell Notes are a process for students taking notes from a lecture or reading. The process involves taking the notes, generating questions as headings for the notes and writing a summary of the notes. Students then have three interactions with the material.

2. Quick Writes
   This strategy encourages students to write spontaneously to discover what they already know. Students are given several minutes to write about a topic without worrying about punctuation, spelling, and grammar. This is an opportunity to share ideas during or after a learning experience.

3. Defining Format Strategy
   This is a template to articulate and define the meaning of a word/term by asking a question, stating a category, and providing defining characteristics.

<table>
<thead>
<tr>
<th>Question</th>
<th>Category</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a(n) ____________?</td>
<td>Living thing</td>
<td>1. Bothers others</td>
</tr>
<tr>
<td>What is an invasive species?</td>
<td></td>
<td>2. Are hard to exterminate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Causes damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Must be dealt with or expand</td>
</tr>
</tbody>
</table>

   Students now take the information and write a paragraph answering the question. This strategy could also be expanded and used to compare and contrast two categories.

4. One-Pagers
   One Pagers involve visual and textual elements that help students analyze an author’s argument. Details can be found on page 141 of the AVID Critical Reading Book.

5. Incredible Shrinking Note
   Students start out writing a summary of a reading selection on the large Post-It Note. Students are then given the medium sized Post-It Note and have to take the information from the large Post-It Note and condense it onto the medium sized Post-It Note. Finally, students are given the small Post-It Note and must take the information from the medium sized Post-It Note and condense it further onto the small Post-It Note.
Inquiry

1. Costa’s Levels of Questioning
   Level 1 is the lowest level of questions and requires one to gather the information.
   Level 2 is the middle level of questions and requires one to process information.
   Level 3 is the highest level of questions and requires one to apply the information.

   The chart on the next page details the words that students and teachers could use to generate questions.
### Costa’s Levels of Inquiry

<table>
<thead>
<tr>
<th>Level 3</th>
<th>The highest level requires one to apply the information.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decide</strong></td>
<td>Hypothesize</td>
</tr>
<tr>
<td><strong>Supportive Evidence</strong></td>
<td>Evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>The middle level requires one to process the information.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create Sequence</strong></td>
<td>Compose</td>
</tr>
<tr>
<td></td>
<td>Combine</td>
</tr>
<tr>
<td></td>
<td>Construct</td>
</tr>
<tr>
<td><strong>Examine</strong></td>
<td>Compare</td>
</tr>
<tr>
<td></td>
<td>Contrast</td>
</tr>
<tr>
<td></td>
<td>Select</td>
</tr>
<tr>
<td><strong>Use Understanding</strong></td>
<td>Apply</td>
</tr>
<tr>
<td></td>
<td>Imply</td>
</tr>
<tr>
<td></td>
<td>Infer</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>The lowest level requires one to gather the information.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show Understanding</strong></td>
<td>Tell</td>
</tr>
<tr>
<td></td>
<td>Summarize</td>
</tr>
<tr>
<td></td>
<td>Generalize</td>
</tr>
<tr>
<td><strong>Remember</strong></td>
<td>Define</td>
</tr>
<tr>
<td></td>
<td>Name/Label</td>
</tr>
<tr>
<td></td>
<td>Describe</td>
</tr>
</tbody>
</table>
2. **Socratic Seminar**
   This strategy promotes the critical reading of a story, document, or visual. The discussion is text based and students must support response by citing the reading. After the seminar, students write a reflection or discuss the seminar.

3. **Philosophical Chairs**
   This class discussion strategy encourages students to have a constructive dialogue with one another. A central statement is proposed and students are asked to draw an initial conclusion. Then they move to a designated area of the room and engage in a moderated back-and-forth discussion. Students must summarize the previous speaker’s opinion before speaking. Students physically move around the room as their conclusion changes throughout the discussion.

4. **Question Shells**
   Rather than asking questions that call for a yes or no answer, reframe the question in a way that it is more likely to reveal students’ thinking. One structure is “Why is __________________________ an example of ______________?"

5. **Identifying Similarities and Differences**
   “Providing students with explicit guidance in identifying similarities and differences enhances students’ understanding of and ability to use knowledge.” (Marzano, 2001).
   
   Comparing and Contrasting
   - Double Bubble (See NUA Thinking Maps)
   - Venn Diagrams
   - Comparison Matrix

   Classifying
   - Tree Diagram (See NUA Thinking Maps)
   - Chart

   Creating metaphors

   Creating analogies
   - Bridge (See NUA Thinking Maps)

**Collaboration**

1. **Think, Pair, Share**
   Students respond to a prompt in writing by themselves. After a few minutes, students turn to a partner and each person shares their response to the question. Finally, the teacher asks the students to share responses with the class.

2. **Jigsaw**
   Students become experts on a portion of a text and then collaborate with others who have read different portions of the text to learn about the entire text. Students are divided into groups and each group focuses on becoming an expert on one portion of the text. They work together to ensure that each group member understands the text and determine how to best teach the material to their home group. Home groups are made up of one person from each expert group. In the home groups, students teach the other members of the group about their portion of the text. In the best jigsaws, homegroups work together to create some sort of product that synthesizes all portions of the text.
3. Fishbowl
   A small group of students participate in text-based discussion while the remainder of the class observes.

4. Best Composite Answer
   Students in a small group build a composite answer by taking the best features of each of their individual answers, making them recognize strengths and weaknesses across the original individual answers. Students who did not originally understand some aspects of the question learn a lot from their peers.

Organization
1. Binders
   Students have a binder that is sub-divided into each subject. Papers given by teachers need to be 3-hole punched. Binders should be checked for organization and cleaned after each unit of instruction.

Reading
1. Vocabulary

2. KWL
   This strategy is for activating prior knowledge about any given topic.
   - Under K on the chart – students write what they know or think they know about the topic.
   - Under W on the chart – students write what they want to know about the topic.
   - Under L on the chart – students write what they learned (after the unit of study or text).

3. Establishing a Purpose for Reading
   Each time a reading is given a purpose for reading needs to be established. A prompt could be used to communicate our expectations for the reading, define what students should be thinking about and doing while they read.

4. Marking the Text
   This strategy has three parts: numbering the paragraphs, circling key terms and underlining information relevant to one’s reading purpose.
5. **Read Like a Detective**

Students play the role of detective and are asked to locate proof in the text (evidence) within the text to support a teacher-generated inference. Students are provided with a text broken into chunks and an inference from the teacher, some stems are listed below.

<table>
<thead>
<tr>
<th>Assumptions or Beliefs</th>
<th>Purpose in Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I infer that the author believes…</td>
<td>1. I infer that the author wants readers to believe…</td>
</tr>
<tr>
<td>2. I infer that the author would support the idea that…</td>
<td>2. I infer that the author wants readers to support the idea that…</td>
</tr>
<tr>
<td>3. I infer that the author would be opposed to…</td>
<td>3. I infer that the author wants readers to take some action.</td>
</tr>
<tr>
<td>4. I infer that the author feels strongly about</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources for Information found in the Text</th>
<th>Assumptions about the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I infer that the author consulted a wide variety of information sources.</td>
<td>1. I infer that the author has an optimistic and positive worldview.</td>
</tr>
<tr>
<td>2. I infer that the author relied mostly on personal experiences.</td>
<td>2. I infer that the author has a fairly pessimistic worldview.</td>
</tr>
<tr>
<td>3. I infer that the author relied mostly on personal background knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

Students read each chunk and complete a graphic organizer, possibly like the one below.

<table>
<thead>
<tr>
<th>Text Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
</tbody>
</table>

**Inference:** This is completed by the teacher!

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Chunk</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

For students who are more adept at this kind of reading, an extension could be added where they are asked to determine if there is sufficient evidence to support the inference and then construct a response using the evidence they gathered to respond.
6. Writing in the Margins

These six strategies help readers understand the text. Students can write in the margins, on Post-its or in your Cornell Notes.

<table>
<thead>
<tr>
<th><strong>Visualize</strong></th>
<th><strong>Summarize</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualize what the author is saying and draw a picture in the margin. Visualizing will help clarify complex concepts and ideas.</td>
<td>Briefly summarize paragraphs or sections of text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passage.</td>
</tr>
<tr>
<td><strong>Ask yourself:</strong></td>
<td><strong>Summaries will:</strong></td>
</tr>
<tr>
<td>- What does this look like?</td>
<td>- State what the paragraph is about</td>
</tr>
<tr>
<td>- How can I draw this concept/idea?</td>
<td>- Describe what the author is doing</td>
</tr>
<tr>
<td>- What visual and/or symbols best represent this idea?</td>
<td>- Account for key terms and/or ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clarify</strong></th>
<th><strong>Connect</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify complex ideas presented in the text. Readers clarify ideas through the process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.</td>
<td>Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.</td>
</tr>
<tr>
<td><strong>In order to clarify you might:</strong></td>
<td><strong>Ask yourself:</strong></td>
</tr>
<tr>
<td>- Define key terms</td>
<td>- How does this relate to me?</td>
</tr>
<tr>
<td>- Reread sections of the text</td>
<td>- How does this idea relate to other ideas in the text?</td>
</tr>
<tr>
<td>- Analyze or connect ideas in the text</td>
<td>- How does this relate to the world?</td>
</tr>
<tr>
<td>- Paraphrase or summarize ideas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Respond</strong></th>
<th><strong>Question</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful response will increase engagement and comprehension.</td>
<td>Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.</td>
</tr>
<tr>
<td><strong>Readers will often respond to:</strong></td>
<td><strong>While reading, you might ask:</strong></td>
</tr>
<tr>
<td>- Interesting ideas</td>
<td>- What is the author saying here?</td>
</tr>
<tr>
<td>- Emotional arguments</td>
<td>- What is the author doing?</td>
</tr>
<tr>
<td>- Provocative statements</td>
<td>- What do I understand so far?</td>
</tr>
<tr>
<td>- Author’s claims</td>
<td>- What is the purpose of this section?</td>
</tr>
<tr>
<td>- Facts, data, and other support</td>
<td>- What do I agree/disagree with?</td>
</tr>
</tbody>
</table>

7. NUA Thinking Maps
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Key Word Notes</th>
<th>Bridge Seeing Analogies</th>
<th>Flow Map Sequencing</th>
<th>Bubble Map</th>
<th>Circle map</th>
<th>Tree Diagram</th>
<th>Frame of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students record, in Box 1, 4 key words that help them remember the important points of the assigned passage. Students repeat this process until the all segments of the text have been read. In the final box (5), students close text and choose 4 key words that summarize the entire text read so far.</td>
<td>Students identify the relating factors that link the relationship and write that word that bridges the connection to the line to the left.</td>
<td>Choose a topic or concept that lends itself to sequencing. Put one item in each box in the correct sequence – for example – the events of a story.</td>
<td>Place a word in the center bubble that will be described. What does it look like/ feel like/ etc.? Students generate words to describe the thing by using adjectives. Each word is a new bubble added around the center bubble.</td>
<td>Generate what everyone knows about the idea or concept and write it around the circle and inside the greater circle.</td>
<td>Choose a concept that can be broken down into different groups. The concept goes in the first box, the next set of sub-groups go in the next set of boxes and so on.</td>
<td>Explore multiple perspectives, evaluate and question sources of information and provide information about their own prior knowledge and acknowledge the source(s) of that information.</td>
</tr>
<tr>
<td>Questions Answered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the similar relationship between these two relationships? How does this system or relationship remind me of another relationship?</td>
<td>What is the sequence, order or process of this thing or event? How can I sequence this information or these ideas? What happened first, next, last?</td>
<td>What are the attributes, qualities, traits, characteristics and properties of the person/object/idea I am trying to describe? Can be expanded to a double bubble to compare and contrast.</td>
<td>What do you know or what would you like to a topic? How would you define this thing or idea?</td>
<td>How can I group or categorize these things? What other things belong in this category? Does a thing or idea fit into more than one category? What are the ways to classify these things?</td>
<td>Why do I think about it in that way? How do I know what I know? Where did I get my ideas? What other perspectives exist?</td>
<td></td>
</tr>
<tr>
<td>“Best” Uses</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Processing Retaining for Mastery</td>
<td>• Priming Processing Retaining</td>
<td>• Priming Processing Retaining</td>
<td>• Priming Processing Retaining</td>
<td>• Priming Processing Retaining</td>
<td>• Priming Processing Retaining</td>
<td>• Priming Processing Retaining</td>
</tr>
<tr>
<td>Reminders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chunk Text into 4 parts Hide text for last part</td>
<td>• Use Relating Factors no the idea of one is to another</td>
<td>• Left to right Schedules, processes or events</td>
<td>• Adjectives only Write then draw</td>
<td>• Write then draw Pre or post assessment possible</td>
<td>• Details Biggest idea at the top Classifying</td>
<td>• Can be used with any of the Thinking Maps</td>
</tr>
</tbody>
</table>
Closing

1. Exit Tickets
   A generic term for a number of specific strategies that involve collecting evidence each students learning at the end of a class period. The more specific the task for an exit ticket the better the evidence.
   a. 3-2-1
      Students will write 3 things they learned, 2 things they need more practice on, and 1 thing they thought was fascinating or enjoyed from the lesson or a question they still don’t understand.
   b. 2 WOWs and a Wondering
      Students write 2 WOWs (things that surprised them) and a Wondering (something they are still pondering and would to have further explanation.)
   c. Key Ideas
      Students list the key ideas from the lesson and why they were important.
   d. So What’s Up With ….?
      Students raise questions about something they either were unsure about or need clarification. Can be done orally or written.
   e. The Five W’s
      Students explain the who, what, where, when, why and how of the lesson.
   f. Other prompts
      I really understood this idea… One thing that squares with things I already know is…
      I don’t even know where to start on … I am excited about…
      I’d like to learn more about… A question I have is…
      This point is really clear An idea that is still going around in my head is…
      I have a few questions about… before I can say I understand

2. What-So What-Now What
   This strategy is particularly useful with experiential learning activities. Have students explain what happened (what), why it is important (so what), and what will happen next with the learning (now what).

3. Commercial
   Students write a 1 – 2 minute commercial to use at home when asked, “What happened in class today?”

4. 4 Box-Synectics
   Synectics connect unrelated ideas through metaphor. Students have a sheet with four boxes. In each box is a stem. Solving equations in like eating and orange because…” “Solving equations is like driving a car because…”

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ASSessment

Summative Assessments
1. GRASPS
   A tool used to plan an authentic performance that allows students to demonstrate their learning on the unit objectives and unit question. The components of the framework for the performance task are outlined in the acronym GRASPS.
   · **Goal** states the purpose of the task
     This is your inquiry statement. This is what you want students to demonstrate their understanding of.
   · **Role** explains student involvement in the scenario
     You are _______________________
     You have been asked to ______________
     Your job is ______________
   · **Audience** identifies the people the students address
     Your clients are __________
     The target audience is ____________________
     You need to convince ______________
     You are presenting to ______________
   · **Situation** explains the scenario
     The context you find yourself in is ______________
     The challenge involves dealing with ______________
   · **Product** is the tangible evidence of student understanding
     You will create a ______________ in order to
     You need to develop ______________ so that
   · **Standards/criteria** describes how students can complete the task successfully
     You must have ______________
     Your performance needs: ______________

Formative Assessments
1. Student Tracking Progress Over Time
   Students can track their progress on the standards or MYP Criteria using a chart or graph. They can also chart effort and participation on a separate chart or graph.

Embedded Formatives
1. Freeze Frame
   Students fold a piece of paper into fourths. Students complete four sections of a log based on discussion or direct instruction. Teachers review the “frame” as the students are completing independent work and provide any additional time or support students may need. This may also be used as a study tool for students.

2. Whiteboarding
   Students are given a white board and asked a question. Students write their answer down on the whiteboard and hold it up.
3. Traffic Lighting
   Students place their names on a Post-it note and place it on the Stop Light Poster based off their understanding of the current learning.
      - Green- Got It
      - Yellow- Struggling
      - Red- Stuck

4. Target Practice
   Students place their names on a Post-it note and place it on the Target based off their understanding of the current learning.

5. Highlight and Hand-in
   Students are asked to compare their work to the established criteria. They follow each area of the criteria, or the one that has been identified for review. Students then highlight the evidence in their work where they have met the criteria.

6. Entrance Ticket
   Students are given a 3x5 card as they enter the room. They will write the answer to the questions that is posted on the board. Before the lesson begins, review students' answers to determine questions to ask the class, discussions or tasks for the students to complete or used as a way to put students into groups for differentiation.

7. Stop and Go Chips
   One side is red and the other green. All students have the chip with the green side facing up until they get stuck or need help, then they turn over to the red side.

8. Hold Ups
   Cards that students have readily available at their seats and can hold up the answer to a question.
      a. Selected Response Cards (content specific)
      b. Numbers
      c. True, Not True, True with Modifications, Unable to determine based on information learned
      d. Multiple Choice
CLASSROOM ENVIRONMENT

Management
1. Behavior Matrix
   See PBIS/RtI Section.

2. Protected Thinking/Reading Time
   These are the period right before processing information. Clearly stating that this is protected time, how long the time will be and enforce the protection around time help students process information more deeply.

3. Freeze Body
   At the beginning of class the non-verbals sent to students need to match the behavior you expect from them. Begin by standing still at the front of the room with your toes pointed ahead weight on both feet and give brief oral directions.

4. MITS (Most Important Twenty Seconds)
   After giving students directions for independent seatwork, the teacher asks for clarifying questions and answers them. The teacher then releases the students to begin and then freezes their body and waits for 20 seconds before moving or answering additional questions. This models the quiet and concentration that you would like students to show.

Culture
1. No Opt Out
   No Opt Out is a strategy that does not allow students off the hook for answering a question. When a student is unable to answer a question, the teacher either scaffolds an answer for the student (particularly for more complicated questions) or uses one of the options below to find out the correct answer. Then the teacher returns to the original student and asks them for the correct answer. Options for the student to use to find the correct answer are:
   i. Phone a Friend
      Ask classmate who has raised their hand knowing the correct answer.
   ii. 50-50
      The teacher turns the question into a multiple choice question and the student can remove the options.
   iii. Poll the audience
      Survey the class about the correct answer.

2. Cold Call
   Students are called on regardless if their hands are raised. A great way to keep track of calling on everyone is to use popsicle sticks with student names on them.

3. Normalizing Error
   Students need to see that errors are normal and that is when learning occurs.

Participation
1. Conversation Cards
   i. Bounce
      Take what partner said and bounce an idea off of it or extend the idea
      Stems could include:
      “That reminds me of.”
      “I agree, because…”
“True. Another example is when…”

ii. Sum It Up
Rephrase what peer says and comment on certain parts
“I hear you saying that…”
“So, if I understand you correctly…”
“I like how you said…”

iii. Inquire
Ask questions about what their peers say
“Can you tell me more about that?
“I’m not sure I understand…?”
“I see your point, but what about…?”
“Have you thought about…?”

2. Give One Get One
Students draw a Tic Tac Toe Grid. Students fill out one square on their grid and then have conversations with others in the room to get ideas or answers and share their answer. Students should not be allowed to write on others papers or it becomes a copying assignment rather than a listening and summarizing assignment.

3. Processing Cards
Hot dog folded signs where one side reads Ready to Share and the other side reads Still Thinking. Students put up the side that best describes where they are at in their processing of new information.

4. Pepper
Fast paced activity used to review familiar information and foundational skills. The teacher asks a student a question, either by Cold Call or volunteer. The question is something that has a clear right or wrong answer. The question is asked quickly and the student answers quickly. If the student gives the wrong answer, the next student is called on. The teacher does not stop and explain, the activity moves on.

5. Protocols
Protocols are used to facilitate a very focused conversation. They prescribe the rules that participants needs to follow.
Tier 1-Academic Performance Interventions

1. Has difficulty understanding directions and/or carrying out instructions and often requires repetition or rephrasing
   - Teach student to recognize key words and phrases related to directions/instruction to facilitate his/her ability to accurately follow directions.
   - Provide information graphically (e.g., whiteboard, pictures, projections, gestures etc.) and in writing
   - Establish a routine for the student to follow in performing activities, assignments, etc., (e.g., listen to the person speaking to you, wait until directions are given before starting the assignment)
   - Stop at key points when delivering directions, explanations, and instructions to determine student comprehension. Ask questions about what he/she needs to do.
   - Decrease the steps and/or stages involved in a series of directions until the student meets with success. As the student demonstrates success, gradually increase the expectations.
   - Reinforce those students in the classroom who follow direction appropriately.
   - Have the students repeat/paraphrase directions, explanations, and instructions as soon as possible after receiving them.

2. Is unprepared for assessments
   - Provide the student with the information that will be included on a assessment (e.g., text pages, lecture materials, etc.)
   - Choose a number of students that model the behavior you want to see and publicly acknowledge their behavior.
   - Provide student with multiple opportunities to master information that will be covered on a assessment or quiz
   - Provide the student with verbal reminders of materials required to be prepared for assessment/quiz

3. Performs classroom assessments or quizzes at a failing level
   - Have students take practice quizzes
   - Reinforce those students who demonstrate improved test or quiz scores.
   - Modify instructions to include more concrete examples to facilitate student learning
   - Teach assessment-taking skills (e.g., answer questions you are sure of first, learn to summarize, check each answer, etc.)
   - Make certain that the assessments or quizzes measure knowledge of content and not related skills, such as reading or writing
   - Give shorter assessments or quizzes, but give them more frequently. As the student demonstrates success, gradually increase the length of assessments or quizzes and give them less frequently.

4. Does not follow multistep directions
   - Require the student to begin each assignment within a specified time
   - Reduce the number of direction given at one time (e.g., give the student another step after he/she completes a step).
   - Have a peer summarize the directions for other students.

5. Does not grasp basic concepts or information related to academic tasks
   - Initiate a “learn a concept a day” program with the student and incorporate the new concept into the assigned activities for the day.
   - Give the student a list of key words, phrases, or main points to learn for each new concept introduced.
   - Use wall charts with visual images to introduce new concepts. Teach the student to associate these images with previously learned concepts.
6. Does not perform or complete classroom assignments during class time
   - Reduce directions to steps
   - Provide the student with a selection of assignments, requiring him/her to choose a minimum number from the total (e.g., present the students with 5 academic tasks from which he/she must finish 2 in a given time period)
   - Use the “I-Do, We-Do, You-Do”
   - Modify assignments to prevent the student from becoming overwhelmed by an assignment

7. Does not prepare for assigned activities
   - Provide student with a checklist/chart to follow to aid in self-monitoring of assignments
   - Provide a list of the necessary materials for the daily activity
   - Deliver reinforcement for any and all measures of improvement
   - Assign short tasks that can be quickly and accurately completed. As the student demonstrates success, gradually increase the length of tasks.
   - Take proactive steps to deal with a student’s refusal to perform a school assignment and prevent contamination in the classroom (e.g., refrain from arguing with the student)
   - Make certain the student has mastered the concepts presented at school. All homework should be a form of practice for what has been learned at school.
   - Choose a number of students that model the behavior you want to see and publicly acknowledge their behavior.

8. Does not remain on-task
   - Provide the student with a predetermined signal (e.g., hand signal, verbal cue, etc.) when he/she begins to display off-task behaviors.
   - Use a timer to facilitate the amount of time students have to complete the assignment.
   - Reduce the number of current assignment by adding new assignments after previous assignments have been completed.
   - Assist the student in completing the class assignments. As the student demonstrates success, gradually decrease assistance and require the student to independently remain on task.
   - Give the student one task to perform at a time. Introduce the next task only when the student has successfully completed the previous task.
   - Set clear expectations for the completion of tasks. Consistently deliver reinforcements and consequences to all students.
   - Teach the student how to manage his/her time until assistance can be provided (e.g., try the problem again, go on to the next problem, wait quietly, etc).
   - Specify exactly what is to be done for the completion of the task (e.g., indicate definite starting and stopping points, indicate minimum requirements, etc.)

9. Does not turn in homework assignments
   - Reinforce those students who complete their assignments at school during the time provided.
   - Make certain the student has mastered the concepts presented at school. All homework should be a form of practice for what has been learned at school.
   - Make certain that homework provides drill activities and does not introduce new information.
   - Communicate clearly to the student the length of time he/she has to complete an assignment.
   - Have the student repeat the direction verbally to the teacher.

10. Fails to perform assignments independently
    - Have the student develop a checklist/chart to flow which will allow him/her to complete all assignments.
    - Communicate to the student an interest in his/her success.
• Detail expectations at the beginning of each period so the student will know what is required.
• Provide the student with step-by-step written directions for assignments.
• Provide the student with structure for all academic tasks (e.g., specific directions, routine format for tasks, time limits, etc.)
• Make sure the student understands the relationship between inappropriate behavior and the consequences which follow (e.g., failure to complete assignments independently results in lower grades, less responsibility, etc.)

11. Has limited task focus and task completion
• Work a few questions with the student to help him/her begin an assignment.
• Reinforce the student for beginning, working on and completing assignments.
• Require the student to verbally repeat directions, explanations, and instructions he/she has read.
• Choose a peer to read directions, explanations, and instructions to the student to facilitate the student’s success.
• Keep written directions as concise and concrete as possible.
• Teach the student key words and phrases to look for when reading directions and instructions (e.g., key words such as circle, underline, match, etc.)

12. Is slow to process thoughts or information
• Have the student highlight or underline key words, phrases, and sentences from reading assignments, newspapers, magazines, etc.
• Have the student be a peer tutor to teach concepts just learned to another student.
• Give the student a list of key words, phrases, or main points to learn for each new concept introduced.
• Use concrete examples in teaching the student new information and concepts.

13. Performs assignments carelessly
• Provide the student with clearly stated criteria for acceptable work.
• Assign the student shorter tasks while increasing the expectations for quality.
• Provide the student with additional time to perform schoolwork to achieve quality.
• Conduct a preliminary evaluation of the student’s work. Require the student to make necessary corrections before turning in the work for a final grade.

14. Requires slow, sequential, substantially broken-down presentation of concepts
• Emphasize or repeat word endings, key words, etc.
• Give concrete examples and hands-on experiences to reduce abstractions
• Highlight or underline the important facts in reading material.
• Review daily those skills, concepts, tasks, etc., which have been previously introduced.

15. Turns in incomplete or inaccurately finished assignments
• Have the student verbally respond to tasks.
• Assign the student shorter tasks while increasing the expectations for quality.
• Provide the student with clearly stated criteria for acceptable work.
• Choose a peer to help the student with assignments.
• Modify academic tasks (e.g., format, requirements, length, etc.)
• Make certain that homework assignments do not introduce new concepts but relate to concepts already taught.
• Teach students how to prioritize assignments (e.g., according to importance, length due date, etc).
• Provide the student with samples of work as models for acceptable quality
Section 4
Cooper High School
Professional Learning
Communities
Cooper High School Professional Learning Teams

- a shared goal to ensure that all students learn
- collective inquiry
- collaborative teams
- action orientation and experimentation
Identify course and unit objectives by unpacking appropriate standards and MYP Objectives.

Use unit objectives to develop Daily Learning Targets.

Develop Common Summative Assessments for unit.

Develop the Common Formative Assessments.

Develop a pacing calendar.

Utilize formative assessment results to change instruction.

Instruct Students

Follow the Data Teams Process
1. Collect and Chart Data
2. Analyze strengths and obstacles
3. Establish goals: set, review, revise
4. Select instructional strategies
5. Determine results indicators

Give Common Summative Assessment

Utilize pre-assessment results to realign:
1. Targets
2. Formative and Common Assessments

Use a pre-assessment to determine what your students already know.
Cooper High School
2013-2014

Professional Learning Communities Expectations

- **Agendas/Minutes:** All PLCs will complete a weekly PLC feedback form and save it in the Teacher Shared Drive.

- **Norms and Protocols:** All PLCs will have norms and protocols. Norms identify appropriate behaviors; protocols identify operations.

- **What do we expect our students to know and be able to do?**
  - Using the priority standards, PLCs will identify course learning objectives in student friendly language.
  - PLCs will break course learning objectives into unit objectives and then into daily learning targets.
  - Daily learning targets are phrased as “I can” statements.
  - Daily learning targets will be posted in the classroom.
  - Daily learning targets will align with the course learning objectives.

- **How will we know if they've learned?**
  - PLCs will create, revise, and follow the PLC Map and pacing calendar.
  - Two common formative assessments (at a minimum) will be given each quarter and analyzed including an action plan created by PLCs.

- **What will we do if they aren't learning?**
  - As teachers monitor the data during the unit, they will use both formative data and summative data to create a plan of interventions for specific groups of students.

- **What will we do if they already learned the targets?**
  - As teachers monitor the data during the unit, they will use both formative data and summative data to create a plan for specific groups already learned the targets.

- **How are we monitoring the work of collaborative teams?**
  - Monitoring is shared by all administrators.
  - Feedback forms will be submitted after PLC meetings
What do we need to know and be able to do so we are able to collectively clarify student expectations, assess progress, and respond to student needs effectively?

- Collaborate with a focus on student learning.
- Establish and maintain group norms, effective facilitation skills, and conflict management strategies.
- Promote interdependence to maximize effectiveness of the team.
- Determine who is responsible for what: agenda, time keeper, minutes, student work, data collection.
- Identify area of focus; continue to identify new areas and that goals are met.

Area 1: What do we want students to know and be able to do?

1. Analyze course learning objectives.
   - Review the district intended curriculum. Identify knowledge, reasoning, skills, and product targets. Use knowledge of Costa’s Level of Questioning to assure students achieve higher order thinking skills.
   - Align unit learning objectives to grade level and course learning objectives.
   - Determine how you will use various resources to meet learning objectives.
   - Use assessments to focus both teaching and learning on outcomes and standards.
   - Based on assessment data, design unit using backward design practices.

Area 2: How do we know students are learning?

2. Analyze data
   - Identify and evaluate previous/available data to inform where our students are at achieving objectives.
   - Analyze student data received from common assessments to determine which students are and which students are not meeting the objectives.

3. Develop and evaluate assessments
   - Develop or identify common assessments based on learning objectives with a clear purpose for how the results will be used – pre-assessment, formative assessment, summative assessment.
   - Evaluate common assessments to verify alignment with learning objectives.
   - Develop a common criteria for determining quality student work, rubrics, expectations for work.

4. Generate ideas for instruction that allows for students who need:
   - Alternate instructional strategies.
   - Extensions to deepen knowledge.
   - Correction for misunderstandings.

5. Examine elements of classroom climate focused on learning by sharing:
   - Strategies for involving students in learning.
   - Personal relationship building.
   - Teaching strategies that require action or interaction by students.
   - Culture of aspiration and responsibility.
   - Structures and procedures that focus on students and their learning.

Areas 3 and 4: How will we respond if one or more students do not learn or know it already?

6. Use examples of student work and assessment data to determine student needs
   - Review data to determine student need - What are the student’s level of readiness and skills?
   - Identify the root cause of student need.
   - Determine process and timelines for addressing student needs.

7. Evaluate the process of meeting student needs.
   - Is our process working?
   - What is the data telling us?
   - What additional supports are necessary?
   - Do we need to refer to the building’s RtI process?
### Future PLC Topics

Each meeting should have a clear purpose, below are several different options for your PLC to select from.

<table>
<thead>
<tr>
<th>Item</th>
<th>Materials that Can Support This Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Purpose</strong>: If your team needs to get clearer on daily targets and course objectives or be sure that your assessment matches your learning objectives, consider the following:</td>
<td></td>
</tr>
<tr>
<td>Develop Unit Objectives</td>
<td>▪ Course Objectives</td>
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<tr>
<td></td>
<td>▪ MYP Aims and Objectives</td>
</tr>
<tr>
<td>Review and Revise Current Learning Objectives/Targets</td>
<td>▪ Analyze Learning Objectives</td>
</tr>
<tr>
<td>Make Current Learning Objectives/Targets Student Friendly</td>
<td>▪ Turning Learning Targets into Student-Friendly Language</td>
</tr>
<tr>
<td>PLC MAP</td>
<td>▪ Update PLC Map to reflect current practice</td>
</tr>
<tr>
<td>Review Common Assessment</td>
<td>▪ Review and revise your Common Assessments based off of student performance data</td>
</tr>
<tr>
<td>Create Common Assessments (summative or formative)</td>
<td>▪ MYP Unit Planners</td>
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<tr>
<td></td>
<td>▪ PLC Map</td>
</tr>
<tr>
<td></td>
<td>▪ Unit Objectives</td>
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<tr>
<td><strong>B. Purpose</strong>: If your team has clear objectives/targets and assessments and you want to focus on and plan around student involvement, consider the following:</td>
<td></td>
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<tr>
<td>Develop a plan for student involvement in your feedback, classroom activities, homework and assessments</td>
<td>▪ MYP Unit Planner</td>
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<td>▪ Instructional Resource Guide</td>
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<tr>
<td>Design interventions strategies to address the gaps in student learning or enrichment activities for the students who have it.</td>
<td>▪ Review RtI and PBIS models. Collaborate with counselors and Deans.</td>
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<tr>
<td></td>
<td>▪ Instructional Resource Guide</td>
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<tr>
<td><strong>C. Purpose</strong>: To examine student work to further understand what students know or don’t know</td>
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<tr>
<td>Use the protocol on your common assessments or other assessments that your colleagues may have brought</td>
<td>▪ Schedule a data dialogue or other facilitated discussion</td>
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<tr>
<td></td>
<td>▪ Use the four DuFour Questions to reflect on practice</td>
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</tbody>
</table>
Professional Learning Community (PLC) Feedback Sheet

Team Name: ____________________________ Date: ____________________________ Room____

Please note:
- Review your norms
- Begin and end on time
- Meet in your assigned room. If your time or location changes inform Jill Kind
- Keep all documents in the PLC folder on the shared drive

Purpose of meeting:
- assure student learning
- collaborate - working together, interdependently, to analyze and change professional practice based on student results
- Improve our individual and collective results measured by common assessments (*for*, *of* learning)

<table>
<thead>
<tr>
<th>Present</th>
<th>Absent</th>
<th>Team Members</th>
<th>Reason for absences (out or administrative pre-approval)</th>
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Summary of our discussion/topic from today’s meeting?
Example of possible topics:
* Common Assessment (progress, planning, and/or what did/does the data show?)
* Unit Objectives and Daily Learning Targets
* Data dialogue

Summary of our discussion around data and intervention planning?
1. What is the plan for students who are already meeting the Learning Targets according to the Assessment Data
2. What is the intervention plan for students who have not met the Learning Targets according to the Assessment Data

What work needs to be done for the next meeting and by whom?

Questions, Concerns, or Needs (if any):

Administrative Response to Questions or Concerns:
### Learning Objectives—KEY WORDS

<table>
<thead>
<tr>
<th>Objective Type (Costa’s)</th>
<th>Explanation</th>
<th>Verbs</th>
<th>Examples</th>
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<tbody>
<tr>
<td><strong>Level One:</strong></td>
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</table>
| **Introduction of Knowledge**             | Some knowledge/facts/concepts to be learned outright; some to be retrieved using reference materials | Explain, understand, describe, identify, tell, name, list identify, define, label, match, choose, recall, recognize, select | Vocabulary  
Measurement concepts  
U.S. government structure  
Patterns of growth and development |
| **Level Two:**                            |                                                                             |                                                                      |                                                                          |
| **Practice Knowledge Learned**            | Thinking proficiencies—using knowledge to solve a problem, make a decision, plan, etc. | Analyze: components, parts, ingredients, logical sequence, steps, main idea, supporting details, determine, dissect, examine, order  
Compare/contrast: discriminate between; alike and different, distinguish between, similarities and differences, juxtapose  
Synthesize: combine into, blend, formulate, organize, adapt, modify  
Classify: categorize, sort, group, give examples  
Infer/deduce: interpret, implications, draw conclusions, predict  
Evaluate: justify, support opinion, think critically, appraise, critique, debate, defend, dispute, evaluate, judge, prove | Think critically  
Analyze authors’ use of language  
Solve problems  
Compare forms of government  
Self-evaluation  
Analyze health information |
| **Level Three:**                          |                                                                             |                                                                      |                                                                          |
| **Mastery of Knowledge**                 | Behavioral demonstrations: where the doing is what is important; using knowledge and reasoning to perform skillfully  
Where the characteristics of the final product are important; using knowledge, reasoning, and skills to produce a final product | Observe, focus attention, listen, perform, do, question, conduct, work, read, speak, assemble, operate, use, demonstrate, measure, investigate, model, collect, dramatize, explore  
Design, produce, create, develop, make, write, draw, represent, display, model, construct | Read fluently  
Oral presentations  
Play an instrument  
Use laboratory equipment  
Conduct investigations  
Writing  
Artistic products  
Research reports  
Make a map  
Personal fitness plan  
Make a model that represents a scientific principle |

Consider the questions below when developing course learning objectives (unit). It is important that you can answer yes to each question for each course objective.

- Unit lesson objectives can cross walk over to the over arching course lesson objective.  
- Are the course learning objectives equally “weighted,” meaning they will each take about the same amount of instruction time to complete?   
- Do the course learning objectives have active verbs that describe what a student will know and be able to do? Is the verb chosen carefully to identify the expectations of student performance after instructional activities are completed?   
- Are the course learning objectives specific, measurable, and attainable within one semester?   
- When course learning objectives are deconstructed into unit and daily targets, does this scaffolding include various levels of Bloom’s Taxonomy?   
- Can the course learning objectives be used by students to guide their performance?   
- Is the language in the course learning objectives understandable to students?
## PLC Map

### Course Outcomes:

<table>
<thead>
<tr>
<th>Unit Title &amp; Course Objectives</th>
<th>Unit Question</th>
<th>Common Summative Task</th>
<th>Common Formative Assessments</th>
<th>Unit Objectives</th>
<th>Daily Learning Targets</th>
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### CFA Action Plan

Before meeting with your PLC and Jill for the data dialogue, please complete the action plan below using the data to plan for re-teaching. The only questions that need to be planned for are ones that have not met the mastery threshold. Please bring this sheet along with your data and copies of the assessment to your data dialogue.

<table>
<thead>
<tr>
<th>Question which doesn’t meet threshold</th>
<th>Knowledge or Skill Addressed</th>
<th>Most Frequent Student Error (Knowledge or Skill)</th>
<th>How did students get practice on this knowledge or skill?</th>
<th>Strategy for Reteaching (not just more practice-use Instructional Resource Guide)</th>
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Section 5

Cooper High School
RtI/PBIS