**DATA**
- PROVIDE DATA ACCESS
  - Assess district data system capacity and enhance where needed
  - Establish district-school data partnership
  - Designate school level data champion(s)
  - Establish a district and school data reporting calendar

- DEVELOP DATA LITERACY
  - Assess school and district staff’s data literacy skills
  - Articulate a plan for developing teams’ data literacy skills
  - Build understanding of how to use relevant quantitative and qualitative data

**TEAMS**
- ESTABLISH FOUNDATIONAL STRUCTURES AND CONDITIONS FOR 9TH GRADE ON-TRACK WORK
  - Articulate team purpose and working agreements
  - Establish a calendar of meetings
  - Establish understanding of 9th grade success research
  - Participate in training and networking
  - Establish a 9th Grade Success Team with cross-disciplinary membership and clearly defined roles
  - Appoint team lead
  - Appoint dedicated 9th grade administrators and counselors
  - Schedule common planning time
  - Establish a calendar of triangle meetings

- ESTABLISH SYSTEMS AND PROCESSES FOR OPERATIONALIZING THE WORK OF THE 9TH GRADE TEAM
  - Routinize the use of action-oriented agendas
  - Utilize discussion protocols
  - Examine and respond to trend and student level data
  - Establish short, medium and long term 9th grade success goals and benchmarks

**INTERVENTIONS**
- CULTIVATE A GROWTH MINDSET IN ADULTS
  - Provide training on the impact of discourse on results
  - Provide ongoing training on building and sustaining student-educator trust and family-educator trust

- ESTABLISH DATA-DRIVEN INTERVENTION AND REFERRAL SYSTEMS AND PROCESSES
  - Operationalize Key Performance Indicators
  - Train staff on tiered structures and systems
  - Articulate clear referral processes and protocols
  - Utilize data to monitor and adjust interventions as needed
  - Track student movement between tiers at regularly scheduled intervals as a key measure of efficacy
  - Establish a Tier 3 team
  - Reflect on the relationship between Tier 1 gaps and Tier 2 interventions
  - Identify and respond to root causes

- IMPLEMENT PROACTIVE AND HIGH LEVERAGE INTERVENTION STRATEGIES
  - Provide competency-based credit retrieval opportunities
  - Amplify student voice through empathy interviews and student surveys
  - Provide explicit instruction and ongoing supports to 9th graders on how to “do school” well
  - Systematize regular check-ins with students
  - Implement restorative practices
  - Provide high dosage tutoring to identified students
  - Provide focused instruction on core social emotional learning competencies

**TRANSITION**
- CREATE A PERSONALIZED AND SUPPORTIVE ENVIRONMENT FOR 9TH GRADE STUDENTS
  - Build a developmentally responsive master schedule
  - Establish cohorts of 9th graders that share same courses and core teachers
  - Establish a 9th grade academy structure
  - Establish 9th grade advisories or seminars
  - Conduct student-led conferences
  - Establish mentorship for all
  - Engage 9th graders in community building activities

- PROVIDE EARLY PREPARATION FOR HIGH SCHOOL ENTRY
  - Institute an 8th to 9th grade orientation
  - Institute a high-impact summer transition program
  - Establish ongoing parent engagement
  - Conduct summer activities

- PROVIDE PROACTIVE SUPPORTS
  - Prioritize 9th grade when making teaching and counseling assignments
  - Establish an early warning intervention system
  - Provide supervised study hours
  - Provide access to 8th grade data
  - Set early timelines for high school admission
  - Review data on incoming students
  - Develop ongoing partnerships between key middle and high school personnel
  - Provide proactive, targeted counseling supports

**INSTRUCTION**
- IMPLEMENT FAIR GRADING PRACTICES
  - Create a proportional grading scale
  - Encourage retakes and re-dos
  - Accept late work with no penalty
  - Grade student work, not behavior
  - Consider use of incomplete instead of F and support pathways to demonstrate competency before end of year
  - Implement standards-based grading
  - Establish and implement a fair grading policy

- DEVELOP LEARNING-CENTERED PROFESSIONAL COMMUNITIES
  - Embed literacy instruction
  - Develop culturally responsive, standards-aligned curriculum
  - Administer common assessments
  - Analyze student work to inform ongoing improvement
  - Establish peer collaboration, observation & feedback loops

- DEVELOP STUDENT-CENTERED LEARNING COMMUNITIES
  - Integrate academic and social-emotional learning competencies
  - Design lessons to accommodate for learner variability
  - Develop learning partnerships with students
  - Implement a standard set of rituals and routines