

Freshman Success Framework



Freshman Success Team Outcomes: Ways of Being

Goals of Success Model	Guiding Beliefs for Student Success	Resulting School Culture
<ul style="list-style-type: none"> Improve grade-level On-Track rates Improve student course performance as reflected in GPA Increase college readiness and access indicators for students 	<ul style="list-style-type: none"> Children and adults can learn and achieve Relationships are essential to student success High and future-minded expectations must be held for all students Transition plans assist student acclimation to school culture Opportunities for students to demonstrate success are varied and plentiful 	<ul style="list-style-type: none"> Data-informed decision making Goals and solution-based orientation Capacity development at all levels Shared leadership Accountability for results while supporting the work Positive working relationships amongst staff, students, and families Increased responsible behavior by students and adults

Freshman Success Team in Action: Ways of Doing

Elements	Principal	Team Lead	Success Team
Setting Conditions 	<ul style="list-style-type: none"> Selects, programs, sets purpose, and provides foundational knowledge on freshman success work for core set of grade-level teachers Identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for their engagement with Success Team Sets goals for On-Track and student connection with the Success Team and team leadership Provides and protects team meeting calendar, with regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment Provides time for General Education and Special Education teachers, counselor(s), data technician, student advocate or dean, and/or administration to attend regularly scheduled meetings 	<ul style="list-style-type: none"> Acquires foundational knowledge on the importance of freshman course performance as well as tools and strategies to lead the Success Team With principal and data technician, establishes Success Team meeting calendar that includes regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment With principal and Success Team, sets freshman success goals for On-Track and student connection, and develops benchmarks to monitor progress 	<ul style="list-style-type: none"> Develops effective meeting strategies, such as establishing a mission statement and clear purpose, building norms and action-oriented agendas, and data-driven decisions Shares Success Team roles and responsibilities conducive to freshman success work With principal and Team Lead, establishes foundational knowledge, sets purpose, and creates freshman success goals for On-Track and student connection Engages in regular, calendared Success Team meetings to 1) analyze data; 2) develop, monitor, and adjust interventions; and 3) discuss and implement instructional strategies that promote student success Includes General Education and Special Education teachers, counselor(s), data technician, student advocate or dean, and/or administration
Implementation 	<ul style="list-style-type: none"> Provides timely access to freshman success-related data, such as point-in-time On-Track data Provides professional development and training opportunities on the transition to high school, data strategy, and social-emotional learning Reviews and interrogates interim freshman success-related data in light of Success Team goals, and strategizes with team leadership around next steps Holds teachers accountable for implementing equitable grading practices 	<ul style="list-style-type: none"> Develops action-oriented meeting agendas that consistently address freshman success goals generally and intervention development, tracking, and evaluation specifically Establishes team meeting conditions conducive to the successful execution of Success Team duties Works with data technician to bring actionable student-level data at regular intervals 	<ul style="list-style-type: none"> Reviews incoming class performance data to develop early and targeted supports for students Develops, implements, tracks, and evaluates Tier 2 interventions, making adjustments when appropriate Based on available data, refers students to appropriate level of intervention Reviews actionable student-level data (Tiers 1-3) in order to provide appropriate support
Communication 	<ul style="list-style-type: none"> Provides space for freshman success-related communication on a regular basis Explicitly supports Success Team efforts to communicate a culture of success for all 	<ul style="list-style-type: none"> Regularly communicates strategies and progress toward freshman success goals to Success Team, administration, parents, and students Advocates for resources to support freshman success efforts Coordinates freshman success assemblies, parent nights, and celebrations toward On-Track and student connection goals 	<ul style="list-style-type: none"> Maintains strengths-based and action-oriented communication to support students Conducts joint parent/student conferences Celebrates student and adult successes around On-Track and student connection goals Engages faculty in frequent communication on student progress and successful strategies
Instruction 	<ul style="list-style-type: none"> Communicates a clear vision for instruction Supports teacher development through proactive observation and constructive feedback around instructional practice Provides learning opportunities on classroom practices that support students' successful transition to high school 	<ul style="list-style-type: none"> Seeks out instructional and intervention resources, readings, and tools to improve teacher and Success Team practice Designs and facilitates data-driven discussion, problem solving, and sharing around grading and instructional strategies for the Success Team 	<ul style="list-style-type: none"> Using data and research, creates implements, and evaluates instructional strategies around student engagement Provides multiple and varied opportunities for students to exhibit mastery or be assessed Utilizes transparent and equitable grading practices that communicate grade-level expectations and student achievement