



# **Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018**

**Augusta Fells Savage Institute of Visual Arts (0430),  
Baltimore City**





## Overview

All Maryland priority and school improvement grant (SIG) schools receiving Title I and/or SIG funds are required to complete this needs assessment and intervention plan. The needs assessment and plan must be approved by the Maryland State Department of Education.

The purpose of this needs assessment and intervention plan is to:

- (1) identify needs and performance challenges in a school based on data; and
- (2) develop an intervention plan that contains evidence based-strategies to address identified need.

The needs assessment and intervention plan is designed to be completed by a team and informed by data.

Questions about the needs assessment and intervention plan process for priority schools may be directed to:

Dr. Gail Clark Dickson  
Section Chief Program Improvement and Family Support Branch  
Maryland State Department of Education  
[gail.dickson@maryland.gov](mailto:gail.dickson@maryland.gov)  
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## Background

### Identification of Priority Schools for 2017-2018

As states and local education agencies (LEAs) transition to the Every Student Succeeds Act (ESSA), the Maryland State Department of Education (MSDE) is required to provide clarification concerning the identification and support for low-performing schools for the 2017-2018 school year. The U.S. Department of Education provided two options for states to identify low-performing schools for the 2017-2018 school year. The options are as follows:

- (1) continue to serve its existing priority and focus schools, except those that the state may remove from the list of priority and focus schools any school that has met the State's exit criteria; or
- (2) refresh its list using its existing methodology in place prior to the start of the 2017-2018 school year.

MSDE has selected option one, which will allow the state to serve the current list of priority and focus schools for the 2017-2018 school year. Maryland is choosing to freeze its list of priority and focus schools which means no priority schools or focus schools will exit the list for the 2017-2018 school year.

### Support for Priority Schools in 2017-2018

MSDE will reserve funds from its fiscal year 2017 annual Title I, Part A allocation for use in the 2017-2018 school year to support its priority and focus schools. As in past years, these funds will be allocated by formula to LEAs with identified priority schools for the implementation of their intervention plans.

Maryland is committed to the continuous improvement of the state's priority schools. MSDE will support LEAs and schools in identifying and prioritizing school needs through the needs assessment; developing an intervention plan with evidence-based strategies; and implementing and monitoring intervention plans. MSDE will participate in LEA Central Support Team and Turnaround Executive Support Team meetings and conduct learning walks to view evidence-based strategies in action. MSDE will also leverage cross-divisional support to aid in the implementation of approved school intervention plans.

School Profile			
School Name	Augusta Fells Savage Institute of Visual Arts		
School Address	1500 Harlem Avenue, Baltimore, MD 21217		
Grades Served	Grades 9-12		
Principal's Name	Tracy Hicks		
Principal's Email Address	<a href="mailto:thicks@bcps.k12.md.us">thicks@bcps.k12.md.us</a>		
School Phone Number	410-396-7701		
Principal Supervisor's Name	Jacque Hayden		
Principal Supervisor's Email	<a href="mailto:jyhayden@bcps.k12.md.us">jyhayden@bcps.k12.md.us</a>		
<b>Comprehensive Needs Assessment Team:</b> The comprehensive needs assessment is designed to be completed by the school, in consultation with district priorities and goals. In the space below, identify team members who contributed to completing the needs assessment. Parents and other key stakeholders be included in this process.			
Name of Team Member	Position	Years at this School	
Tracy Hicks	Principal	7	<a href="mailto:thicks@bcps.k12.md.us">thicks@bcps.k12.md.us</a>
Maggie Stokes	Assistant Principal	12	<a href="mailto:mmstokes@bcps.k12.md.us">mmstokes@bcps.k12.md.us</a>
Joy Kwesiga	Assistant Principal	5	<a href="mailto:jkwesiga@bcps.k12.md.us">jkwesiga@bcps.k12.md.us</a>
Gerrard Allen	Assistant Principal	0	<a href="mailto:gallen0@bcps.k12.md.us">gallen0@bcps.k12.md.us</a>
James Taylor	Educational Associate	7	<a href="mailto:jtaylor@bcps.k12.md.us">jtaylor@bcps.k12.md.us</a>

<b>Local Educational Agency' s Vision, Mission, and Goals:</b> School improvement must align with the vision, mission, and goals for the 2017-18 school year.	
<b>Vision</b>	Every student will graduate ready to achieve excellence in higher education.
<b>Mission</b>	Excellence and equity in education for every child at every level by focusing on learning, teaching, and sustaining a culture of excellence.
<b>Goals</b>	By 2020, all students will be able to access complex texts and tasks to analyze and evaluate evidence, and stance develop a coherent written evidence based argument, and communicate their ideas at a level above grade level.
<b>School's Vision, Mission, and Goals:</b> School improvement must align with the vision, mission, and goals for the school year.	
<b>Vision</b>	To create a place where students, parents and the community feel safe and successful. High achievement are the expectations, not the exception.
<b>Mission</b>	At AFSIVA, we prepare 21st century leaders and learners in a safe, and successful environment. High achievement is our priority.

<b>Goals</b>	<p>During the 2017- 2018 school year, all of the students that are reading one or more years of growth; one year below grade level will show at least 1 year growth from the first administration of the reading diagnostic. By June 2018, the number of students failing one or more reading diagnostic will decrease by 10%. During the 2017-2018 school year, the number of students with a cumulative average (GPA) of less than 2.0 will decrease by 10%. During the 2017-2018 school year, the Leadership Team (ILT) that meets weekly and spends 75% of their time utilizing the Data Cycle, Cycles of Professional Learning, and the Academic Review process to support the teacher teams in order to increase highly effective instruction as measured by the district ILT rubric, and Sign-in, Agenda, Notes, and Evaluation (SANE) will increase by 10% from 67.6% to 77.6% by the end of the 2018 school year.</p>
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Completed by a team and must align with school and needs assessment. It is highly recommended that
<b>Email</b>
<a href="mailto:bcps.k12.md.us">@bcps.k12.md.us</a>
<a href="mailto:bcps.k12.md.us">kes@bcps.k12.md.us</a>
<a href="mailto:bcps.k12.md.us">ga@bcps.k12.md.us</a>
<a href="mailto:bcps.k12.md.us">1@bcps.k12.md.us</a>
<a href="mailto:bcps.k12.md.us">1@bcps.k12.md.us</a>

and goals for the local educational agency. In the
ation and the global workforce.
sing on quality instruction, managing systems
critically analyze information in order to take a municate with confidence and conviction at or
ool. In the space below, record vision, mission, and
and welcome, where expression, college and
stic, learning community where student



on or above grade level will show at least 0.75  
growth; and two or more years below grade level will  
be diagnostic to the third administration of the  
or more Core Classes or having a grade point  
-2018 school year we will develop an Instructional  
Plan focusing on instructional improvement and  
Academic/School Performance Plan to drive the work of  
measured by increased student achievement, the  
documentation. The attendance rate will increase

Student Profile Data					
School Year		2016-17	2015-16	2014-15	
<b>Total Student Enrollment:</b> Identify the total number of students enrolled for each school year.		535	447	485	
<b>Grade Level Enrollment:</b> Identify the number of students enrolled in each grade level.	Pre-Kindergarten				
	Kindergarten				
	Grade 1				
	Grade 2				
	Grade 3				
	Grade 4				
	Grade 5				
	Grade 6				
	Grade 7				
	Grade 8				
	Grade 9	164	110	125	
	Grade 10	130	108	117	
	Grade 11	118	99	128	
Grade 12	123	130	114		
<b>Gender:</b> Identify the number of male and female students.	Male	267	237	259	
	Female	268	210	226	
<b>Race/Ethnicity:</b> Identify the number of students in each group.	Black/African American	519	438	466	
	Hispanic/Latino	*	*	*	
	Asian	*	*	*	
	White	10	*	14	
	Multi-Racial/Other	*	*	*	
	American Indian/ Alaska Native	*	*	*	
	Native Hawaiian/Other Pacific Islander	*	*	*	
<b>Special Services:</b> Identify the percentage of students in each group.	Limited English Proficiency (LEP)	*	*	*	
	Migrant	*	*	*	
	Free and Reduced Meal Programs (FARMs)	80.6%	82.8%	91.2%	
	Special Education	31%	31.5%	30.3%	
	Homeless	3%	*		
<b>Additional Data:</b> Identify requested data for each category.	<b>Student Mobility</b> - Percentage of students that move from one school community to another.		TBD	49.4%	62.2%
	<b>Student Attendance</b> - Percentage of students in school for at least half of the average school day during the school year.		TBD	82.3%	76.1%
	<b>Chronic Absenteeism:</b> Percentage of students absent more than 20 days.		TBD	38.0%	55.1%
	<b>Student Promotion</b> - Percentage of students promoted to grade six.				
	<b>Student Promotion</b> - Percentage of students promoted to grade nine.				
	<b>Student Promotion</b> - Percentage of students promoted to grade ten.		TBD	73.1%	69.70%
	<b>Dropout Rate</b> - Percentage of students dropping out of school in grades 9 - 12 in a single year.	4-year Cohort	TBD	15.71%	16.94%
		5-year Cohort	TBD	TBD	19.50%
	<b>Graduation Rate</b> - Percentage of students who graduate from high school as 4 year cohort.		TBD	56.43%	56.50%
	<b>Graduation Rate</b> - Percentage of students who graduate from high school as 5 year cohort.		TBD	TBD	60.16%
	<b>Certificate Rate</b> - Percentage of students who receive certificate of completion.		<= 5.0%	<= 5.0%	<= 5.0%

		Questions to Consider	School Year 2016 - 17
<b>Disproportionality Rate :</b> The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with disabilities. <i>If the Maryland State Department of Education identifies a school's discipline process as having a disproportionate impact on students of color or a discrepant impact on special education students, the local school system shall prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years (school year 2017-18 Root Cause Analysis; school year 2018-19 Full Implementation) COMAR 13A.08.01.21.</i> The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.		<b>Risk Ratio:</b> The risk ratio measure captures whether the “risk” of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree.	<b>Risk Ratio for Black/African American Students = 1.75</b>
			<b>Risk Ratio for Students with Disabilities = 0.46</b>
<b>Student Opportunities for Enrichment and/or Remediation:</b> List academic programs that provide opportunities for student enrichment and/or remediation available in the 2016-17 school year. Example programs include: Credit Recovery, Extended Learning, etc.	Credit Recovery-Evening School		
	Credit Recovery-APEX program		
	Read180 program		
	AP English Language and Composition		
	AP English Literature and Composition		
	Urban Alliance		
<b>Student Opportunities for Acceleration and/or Enhancement:</b> List academic programs that provide opportunities for student acceleration and/or enhancement for the 2016-17 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc.	AP English Language and Composition		
	AP English Literature and Composition		
	English II Honors		
	Dual Enrollment		
<b>Student Engagement</b>	Positive Behavior Intervention Supports(PBIS)		
	Restorative Practices		

List programs that focus on fostering supportive culture and climate within the school for the 2016-17 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.

Student Recognition: Quarterly Honor Roll and Attendance Ceremonies and Monthly Student of the Month awards, Birthday Recognition ,PBIS School Store, Green Club, Art Club, Vegan Cooking Program, Positive Theater and Performing Arts Group, Sports, Full Service Health Clinic, Drug Counselor, Mental Health Clinician, Monthly Principal's round Table discussion, Food Pantry, Clothing Pantry, Student Mentors, After school Supper Program and Senior and Junior Week, Freshman and Sophomore class trips,

Student Achievement Data				
School Year		2016-17	2015-16	2014-15
<b>PARCC English Language Arts / Literacy</b> Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
<b>PARCC Mathematics</b> Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
<b>Maryland High School Assessment</b> Identify the percentage of students that have met or exceeded expectations.	PARCC English 10	TBD	4= <=5.0% 5= <= 5.0%	4= 8.8% 5= <=5.0%
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			
	PARCC Algebra I	TBD	4= <=5.0% 5= <= 5.0%	4= <=5.0% 5= <= 5.0%
	Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge.			

Service-Learning Hours	Percentage of students that have completed less than 50% of service-learning hour requirements by grade 11.	58.20%	NA	NA
	Percentage of students that have completed service-learning requirements by grade 11.	23.10%	NA	NA
School Year		2016 - 17	2015 - 16	2014 - 15
Course Performance	Percentage of students that did not pass two or more courses in grade 9.	35.40%	NA	NA
	Percentage of students that did not pass two or more courses in grade 10.	29.20%	NA	NA
	Percentage of students that did not pass two or more courses in grade 11.	31.40%	NA	NA
English Language Proficiency Assessment Identify the percentage of students that have met bridging or reaching.				

Benchmark (end of year)		Above or On Grade Level	One-Two Grade Levels Below	More than Two Grade Levels Below
<b>Student Achievement English Language Arts</b> Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3			
	Grade 4			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9	1.7	4.3	93.9
	Grade 10	4.7	5.9	89.4
	Grade 11	0	3.9	96.1
	Grade 12	0	0	100
<b>Student Achievement Mathematics</b> Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3			
	Grade 4			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9	5.3	3.5	91.2
	Grade 10	2.4	2.4	95.3
	Grade 11	0	0	100
	Grade 12	0	0	100

Staff Profile Data			
Principal			
Number of years of experience as a principal	5		
Number of years at current school as an administrator	7		
Number of Assistant Principals	3		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	7.10%		
Percentage of teachers with 1- 3 years teaching experience	32.10%		
Percentage of teachers with 4-5 years teaching experience	14.30%		
Percentage of teachers with 6-10 years teaching experience	28.60%		
Percentage of teachers with 11-15 years teaching experience	3.60%		
Percentage of teachers with 16+ years teaching experience	14.30%		
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%		
Percentage of teachers with Resident Teacher Certification	0.00%	3.20%	3.20%
Percentage of teachers with Conditional Certificates	21.40%	3.20%	3.20%
Percentage of teachers with Standard Professional Certificates	21.40%	16.10%	16.10%
Percentage of teachers with Advanced Professional Certificates	57.10%	61.30%	64.50%
Percentage of teachers that have National Board Certification			
Percentage of teachers teaching classes outside of their certification area	13.60%		
Percentage of teachers rated highly effective		0.00%	0.00%
Percentage of teachers rated effective		92.00%	100.00%
Percentage of teachers rated ineffective		8.00%	0.00%
Teacher Attendance (Average Daily Rate-Percent)	91.10%	92.30%	
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-educator-professionals	7		
Percent of instructional para-educator-professionals who are qualified	100%		
Staff to Support Student Services			



**Staff to Support Student Services**

List the licensed staff providing support services. Examples include social workers, nurses, school counselors, etc.

Ashley Woods-Mental Health LCSW
Assya Amatus-Salaam-Nurse
Pamela Gross-Nurse Practitioner
Deborah Blair-Social Worker LCSW/ Shanna Franklin, LCSW
Michael Michael, School Psychologist
Gerrard Allen, SST Chair
Mayme Moore, Individuals Education Plan (IEP) Chair
Kiwana Terry, School Counselor

# Intervention Planning Guide

The Maryland State Department of Education (MSDE) uses West Ed's Four Domains of Rapid School Improvement as a framework for school improvement. Priority school leaders will use this framework along with the templates on the following pages to prioritize needs and identify evidence-based strategies to address identified needs. Intervention plans must be collaboratively developed and approved by MSDE.



**Strengths**

Directions: Using both qualitative and quantitative data, identify the strengths in each domain where applicable. There may not be strengths in each domain and some strengths may cross multiple domains.

Domain for Rapid of School Improvement	Guiding Questions	School Strengths
<p><b>Turnaround Leadership:</b> Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.</p>		<ul style="list-style-type: none"> <li>•School made Literacy SPP goal; All students in grades 9-12 will increase their score on the BCPSS writing diagnostic assessment by 25%.</li> <li>•Instructional Leadership Team (ILT)-data driven and shared decision making</li> <li>•Strategic Scheduling-content specific planning times for increased collaboration; 100% of all teachers of the same content area have the same planning time</li> <li>•Building the capacity of teacher leaders (Math/Literacy representatives); Two teacher leaders served as math and literacy representative</li> <li>•Increased student participation rate for math i-Ready from 48.8% to 66.8% and reading i-Ready from 48.3% to 66.8%</li> </ul>
<p><b>Talent Development:</b> Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.</p>	<p>What have been the most effective strategies for recruiting, developing and sustaining talent in your school? (Creating Professional Learning Communities, Support for New Teachers, etc.)</p>	<ul style="list-style-type: none"> <li>•Augusta Fells Savage Institute of Visual Arts High School (AFSIVA) has a new Teacher Mentor to support new teachers with curriculum implementation and pedagogy. 100% of the new teachers received mentoring services throughout the school year. Additionally the leadership team members provide coaching and support to all teachers to build their capacity and professional growth.</li> <li>•Proactively recruiting by using multiple sources of mediums to match candidate skills with school needs such as indeed.com, city school resume database and Teach For America (TFA).</li> </ul>

<p><b>Instructional Transformation:</b> Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.</p>	<p>What effective practices have you implemented to build a strong school community focused on learning? (Curriculum Implementation, Instructional Coaching, Advanced-Level Course Offers, etc.)</p>	<ul style="list-style-type: none"> <li>•All teachers were strategically scheduled to support weekly collaborative planning by content.</li> <li>•Implementation of Literacy Design Collaborative (LDC); English IV average correct scores for middle of course to end of course increased from 30.9% to 38.6%. English I average scores for quarter 1 to quarter 4 increased from 25.7% to 26.3%. English II average scores went from 20.7% to 29.8%. English III average scores increased from 22.9% to 37.5%.</li> <li>•Implementation of reading intervention classes; 100% of students that received the Read180 intervention grew by one grade level.</li> <li>•Advance Placement (AP) course offerings; 2 courses offered with 100% increase in AP scores.</li> <li>•Integrated academic program- Credit Recovery; 60% of students eligible for credit recovery successfully earned credits</li> <li>•Providing</li> </ul>
<p><b>Culture Shift:</b> A turnaround culture fuses strong community cohesion with an academic press. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. Families are engaged to support their children's learning and the overall turnaround effort. A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.</p>	<p>What have been the most effective practices for engaging students, family and the community? (establishing Family School Council, Family Liaison, Community School, etc.)</p>	<ul style="list-style-type: none"> <li>•Engage parents in the learning process-social media, parent portal, Free Application for Federal Student Aide (FAFSA) night, School Family council (SFC) monthly meetings, parent surveys; increase in parent involvement of 10 to 40 parents and community members.</li> <li>•Hiring a family community engagement liaison to implement the following events to support families:-fresh produce stand, SFC meetings, parent resource room, solidify partnerships to remove barriers for parents to partner with AFSIVA and Honor roll/attendance recognitions ceremonies</li> <li>Parent involvement plan</li> </ul>

Challenges		
Directions: Using both qualitative and quantitative data, identify the challenges in each domain where applicable. There may not be challenges in each domain and some challenges may cross multiple domains.		
Domain for Rapid of School Improvement	Guiding Questions	School Challenges
<b>Turnaround Leadership:</b> Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.	What have been challenges in developing and/or implementing effective turnaround leadership strategies at your school?	•25% of teachers did not submit data on a regular basis. •94.1% of 9th grade students are at risk for chronic absenteeism. •48.2% of students are in LRE A. •15.3% of students are in LRE B. •35.8% of students are in LRE C. •33% of the students in our school have special needs which outweighs the district averages in those areas.
<b>Talent Development:</b> Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.	What have been challenges to implementing effective strategies for recruiting, developing, and/or sustaining talent in your school?	•70% of teachers were rated as developing. •3 teachers were on Performance Improvement Plans (PIPs). •10% of teachers were rated as highly effective. •20% of teachers were rated as effective.
<b>Instructional Transformation:</b> Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.	What challenges have hindered you from building a strong school community focused on learning?	•The results from informal and formal observations suggest that teachers experience challenges in the area of differentiating instruction. •25% of teachers did not submit data on a regular basis. •94.1% of 9th grade students are at risk for chronic absenteeism. •48.2% of students are in LRE A. •15.3% of students are in LRE B. •35.8% of students are in LRE C. •33% of the students in our
<b>Culture Shift:</b> A turnaround culture fuses strong community cohesion with an academic press. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. Families are engaged to support their children's learning and the overall turnaround effort. A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.	What have been the challenges in engaging students, family, and the community?	•Families experience continuous cycles of poverty with competing priorities and resist engaging with the school. •Students are transient because they encounter the following barriers to education: early motherhood, pregnancies, drug addicted students and/or parents who are in and out of facilitates, homelessness, diagnosed and undiagnosed mental issues that may or may not result in hospitalization. •School is a pipeline from re-engagement center where students present their own unique challenges that require mentors and behavior interventionists due to their inability to build relationships with staff and students. These students need

**Intervention Goal(s)**

Directions: Identify one or more domains to address the school intervention goals (no more than 4 goals). Goals must be specific, measurable, achievable, realistic, and time-bound (SMART). Please provide a rationale for each the selected intervention goals

Domain for Rapid School Improvement	Intervention Goal(s)	How will this goal be measured annually?	What are key benchmarks toward meeting identified goal?	Rationale
Instructional Transformation	1. During the 2017- 2018 school year, all of the students that are reading on or above grade level will show at least 0.75 years of growth; one year below grade level will show at least 1 year growth; and two or more years below grade level will show at least 1 year of growth from the first administration of the reading diagnostic to the third administration of the reading diagnostic.	This goal will be measured from the results of the reading diagnostic assessment, given according to the following timelines: <u>Grade 9-</u> September, 2017, March, 2018, and May, 2018; <u>Grade 10-</u> October, 2017, December, 2017, January, 2018, May, 2018; <u>Grade 11-</u> October, 2017, December, 2017, January, 2018, May, 2018; <u>Grade 12-</u> January, 2018, May, 2018	During the 2017-2018 school year all students that are on or above grade level in mathematics will show at least .35 years of growth by mid year; one year below grade level will show at least 0.5 years of growth by mid year; and two or more years below grade level will show at least 0.75 years of growth by mid year i-Ready Assessment in December.	The end of school year reading inventory indicated that 77 students in grades 10 and 11 qualify for intervention, and 80 students in grade 12.
Culture Shift	2. By June 2018, the number of students failing one or more Core Classes or having a GPA of less than 2.0 will decrease by 10%.	This goal will be measured from the early warning indicators on the monthly ILT tool.	This goal will be measured from the early warning indicators on the monthly ILT tool to ensure that students are receiving appropriate interventions.	The end of the year ILT tool indicates that overall 54.7% of students at AFSIVA have failed one or more core classes or have a grade point average of less than a 2.0.
Turnaround Leadership	3. During the 2017-2018 school year, an Instructional Leadership Team (ILT) that meets weekly and spends 75% of their time focusing on instructional improvement will be established. The ILT will utilize data cycles, cycles of professional learning, and the academic component of the School Performance Plan (SPP) to drive the work of teacher teams in order to increase highly effective instruction as measured by increased student achievement, the district ILT rubric, sign-in, agenda, notes, and evaluation (SANE) documentation.	The goal will be measured using the ILT self-assessment, and district ILT assessment using the ILT Rubric. Monthly targeted ILT and leadership team learning and ghost walks will be held and the data will be compiled for yearly results , Monthly grade level team meetings, weekly content team collaborative planning meetings will be held and the data will be compiled for yearly results, Additionally,	An initial self-assessment of the ILT with network support, and monthly self- assessment of the ILT's performance will be utilized. Data generated from ILT and leadership team learning walks. Peer review forms and ghost walk forms for Cycle of Professional Learning, SANE documentation for the monthly parent meetings, weekly content team collaborative	0% of students met or exceeded expectations on the algebra I and algebra II on the PARCC assessments. 2% of students met expectations on the English II PARCC assessment and 3.6% of students met or exceeded expectations on the English III PARCC assessment. Approximately 30% of teaching staff has less than two years experience. Principal's dashboard indicates that 70% of the teaching staff received a rating of
Culture Shift	4. The attendance rate will increase 10% from 67.6% to 77.6% by the end of the 2018 school year.	This goal will be measured from the attendance rate on the monthly ILT tool and from monthly reports from infinite campus.	2% points increase in the attendance rate at the end of each month when compared to last school year's data will be monitored.	The end of the year ILT tool indicates that the attendance rate from SY 16 was 80.8%. The attendance rate from SY 17 was 67.6%.

Intervention Plan: Complete the table below to identify how the school will address prioritized needs.

Intervention Goal Number (only)	Evidenced-Based Strategies: Identify the strategies that will be used to address the need.	Action Steps	Indicators of Success/Benchmark	Timeframe	Person(s) Responsible	Stakeholder/ Partner supporting
1	<ul style="list-style-type: none"> <li>Multi-tiered levels of support to increase student achievement in literacy will be provided via student conferencing, differentiated instruction, assessment, reflection and adjustment.</li> </ul>	<ul style="list-style-type: none"> <li>Hire a college bound specialist to collaborate with reading intervention teacher to track student Lexile levels</li> <li>Develop a schedule for meetings with students and parents to identify pre and post graduation goals</li> <li>Create student success plans, emphasizing the correlation between lexile levels, college and careers</li> <li>Assess and tier students based on reading assessment performance</li> <li>Provide professional development to teachers in the area of reading intervention and best practice regarding literacy</li> <li>Provide differentiated literacy instruction, using vendors and intervention programs</li> </ul>	<ul style="list-style-type: none"> <li>Increase in students' Lexile scores as determined via literacy assessment</li> <li>consistent student participation in reading intervention courses (attendance reports)</li> <li>Increase in students' grade point averages</li> <li>Identification of CollegeBound Specialist</li> </ul>	Grade 9- September, 2017, March, 2018, and May, 2018; Grade 10- October, 2017, December, 2017, January, 2018, May, 2018; Grade 11- October, 2017, December, 2017, January, 2018, May, 2018; Grade 12- January, 2018, May, 2018	Strategic Reading Teacher CollegeBound Specialist	School Leadership Team, Instructional Leadership Team, English Department Members, CollegeBound Foundation
2	<ul style="list-style-type: none"> <li>Parenting Wisely Program</li> <li>Afterschool Tutoring</li> <li>Professional Development for interventions used to promote student learning.</li> <li>Student/Teacher recognition</li> <li>Success plans</li> <li>FAFSA nights</li> <li>PARCC informational sessions for Literacy and Math</li> </ul>	<ul style="list-style-type: none"> <li>Identify qualified teachers for tutoring</li> <li>Identify students for tutoring based upon classroom data and meet with parents</li> <li>Schedule tutoring sessions</li> <li>Create homework hotline</li> <li>Schedule training session for intervention teachers</li> <li>Recognize students and teachers on a monthly basis for perfect attendance and exemplar performance.</li> <li>Schedule college tours to promote a college culture.</li> <li>Assign mentors to work with all students on success plans with encompass pre/post goals.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor students' monthly course grades via infinite campus</li> <li>Increase in students' quarterly GPAs</li> <li>Decrease in the percentage of early warning indicators for course failures</li> </ul>	September 2017- May 2018	Principal, Parent and Community Liaison, CollegeBound Specialist	CollegeBound Foundation Donald A. Gordon Ph.D Family Works, Inc.

3	<ul style="list-style-type: none"> <li>•Fully employ an Instructional leadership team (ILT) that collaborates to support the school's instructional priorities, students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify ILT team members</li> <li>•Establish and follow group norms, trust one another and have courageous conversations about teaching and learning</li> <li>•Schedule and implement bi-weekly ILT meetings and two, three hour ILT retreats</li> <li>•Guide each meeting with an agenda that has clear objectives and action items that are focused on instruction and student outcomes</li> <li>•Focus each meeting to utilize an ongoing data cycle, cycle of professional learning, and the School Performance Plan</li> <li>•Implement shared leadership by assigning roles and responsibilities to ILT members</li> </ul>	<p>Increase in student testing data sources</p> <p>Increase in student grade point average</p>	September 13, 2017-May 23, 2018 (Bi-weekly)	Principal, Content Leads, Literacy Representative, Mathematics Representative, CollegeBound Specialist	CollegeBound Foundation
4	<ul style="list-style-type: none"> <li>•Multi-tiered levels of support to increase re-engage and retain student attendance in alignment with positive behavior intervention supports will be provided. Students will identify and track progress regarding academic goals and post graduation goals via conferences with College Bound specialist, using Naviance. Concentric Educational Solutions and a parent liaison will provided outreach to families and students and serve on the student support team. Student Recognition and incentives will be provided to students with improved and exemplary attendance. Intentionally hire parent community liaison to promote effective staff-family positive interactions. Provide Workshops and professional development for parents to promote student learning including establishing School Family Council (SFC). Establishing an action plan to promote community and family engagement</li> </ul>	<ul style="list-style-type: none"> <li>•Identify attendance team members</li> <li>•Meet with Concentric Solutions to provide them with access to Infinite Campus to disaggregate attendance data for tiering</li> <li>•Schedule and implement SST meetings, student tiering</li> <li>•Attendance Lead and monitor will review attendance weekly</li> <li>•The attendance team will convene bi-weekly to monitor success of bench marks</li> <li>•Attendance Lead will schedule meetings with students to review their attendance and provide interventions as needed or provide incentives</li> <li>•Plan and implement student recognition ceremonies</li> <li>•Concentric educational solutions and parent liaison will provide home visits to students and families in need of support around attendance and report to attendance team to refer to the school's menu of resources</li> <li>•Survey parents/community members for workshop suggestions</li> <li>•Identify trainers</li> <li>•Identify topics and provide workshops</li> <li>•Advertise parent meetings via school website, social media, email, text messages and phone tree</li> </ul>		September 14, 2017-May 24, 2018 (Bi-weekly)	Attendance Lead, Parent and Community Liaison, Concentric Educational Solutions, SST Coordinator	BCPSS office of Family and Community engagement, Concentric Educational Solutions, Attendance Lead

Increase in student