



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

**Frederick Douglass High School (0450),
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:

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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	Frederick Douglass High School
School Address	2100 Gynns Falls Parkway
Grades Served	Grades 9-12
Principal's Name	Kelvin Bridgers
Principal's Email Address	kbridgers@bcps.k12.md.us
School Phone Number	410-396-7821
Principal Supervisor's Name	Jackie Hayden
Principal Supervisor's Email	dkennedy@bcps.k12.md.us

Comprehensive Needs Assessment Team: The comprehensive needs assessment is designed to be completed by a team and must align with school and district priorities and goals. In the space below, identify team members who contributed to completing the needs assessment. It is highly recommended that parents and other key stakeholders be included in this process.

Name of Team Member	Position	Years at this School	Email
Kelvin Bridgers	principal	2	kbridgers@bcps.k12.md.us
Deji Orebamjo	AP	6	dorebamjo@bcps.k12.md.us
Ben Wilder	AP	2	bwilder@bcps.k12.md.us
Christopher Cash Sr.	AP	2	ccash@bcps.k12.md.us
Lee Krempel	Eng.Dept Head	5	lmkrempel@bcps.k12.md.us
Rodolfo Erfelo	Math Dept Head	12	rterfelo@bcps.k12.md.us
Maceo Cooper		1	macooper@bcps.k12.md.us
AJ Wideman	SS Dept Head	0	awideman@bcps.k12.md.us
Melisa Mitchell		5	msmitchell@bcps.k12.md.us
Ida Hines	Alumni Chair	40+	(410) 664-7377
Ebony Cooper	Parent liaison	4	ecflight@bcps.k12.md.us

Local Educational Agency' s Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals for the 2017-18 school year.	
Vision	Every student will graduate ready to achieve excellence in higher education and the global workforce.
Mission	Excellence and equity in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.
Goals	By 2020, all students will be able to access complex texts and tasks to critically analyze information in order to take a stancem develop a coherent written evidence based argument, and communicate with confidence and conviction at or above grade level.
School's Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2017-18 school year.	
Vision	Frederick Douglass High School will graduate world class students prepared to compete in the 21st Century global community.
Mission	Mission: By blending rich traditions of the past with the academic forces of innovation and leadership, Frederick Douglass High School will provide positive, rigorous, and engaging program for all students, with appropriate interventions for a diversified population that will <u>empower learners to become innovative leaders in the 21st century global community</u>
Goals	Improve progress in English test scores by at least 10% based on PARCC assessment. Improve Math test scores by at least 10% based on PARCC assessment. Move attendance from 63.5 to 68.5% in the new school year.

Student Profile Data					
School Year		2016-17	2015-16	2014-15	
Total Student Enrollment: Identify the total number of students enrolled for each school year.		877	1132	1083	
Grade Level Enrollment: 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	278	400	420	
	Grade 10	233	307	274	
Grade 11	213	236	238		
Grade 12	153	189	151		
Gender: Identify the number of male and female students.	Male	543	702	659	
	Female	334	430	424	
Race/Ethnicity: Identify the number of students in each group.	Black/African American	864	1115	1065	
	Hispanic/Latino	*	*	*	
	Asian	*	*	*	
	White	*	*	*	
	Multi-Racial/Other	*	*	*	
	American Indian/ Alaska Native	*	*	*	
	Native Hawaiian/Other Pacific Islander	*	*	*	
Special Services: Identify the percentage of students in each group.	Limited English Proficiency (LEP)	*	*	*	
	Migrant	*	*	*	
	Free and Reduced Meal Programs (FARMs)	85%	86.6%	90.6%	
	Special Education	29%	29.4%	26.2%	
	Homeless	1%	*	*	
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	42.5%	40.4%
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	71.9%	76.2%
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	59.9%	67.7%
	Student Promotion - Percentage of students promoted to grade six.				
	Student Promotion - Percentage of students promoted to grade nine.				
	Student Promotion - Percentage of students promoted to grade ten.		TBD	57.8%	52.9%
	Dropout Rate - Percentage of students dropping out of school in grades 9 - 12 in a single year.	4-year Cohort	TBD	14.75%	10.40%
		5-year Cohort	TBD	TBD	14.10%
	Graduation Rate - Percentage of students who graduate from high school as 4 year cohort.		TBD	59.4%	52.0%
	Graduation Rate - Percentage of students who graduate from high school as 5 year cohort.		TBD	TBD	63.30%
	Certificate Rate - Percentage of students who receive certificate of completion.		<=5%	<=5%	<=5%

		School Year 2016 - 17		
Disproportionality Rate : 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.	Risk Ratio: 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.	Risk Ratio for Black/African American Students = 4.21		
		Risk Ratio for Students with Disabilities = 1.31		
Student Opportunities for Enrichment and/or Remediation: 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.	Youth Business Institute job training and internships			
	Credit Recovery (evening/Saturday school)			
	Reading Interventions - Read 180 & Systems 44			
	Guidance Team			
	Wrap-around services			
Student Opportunities for Acceleration and/or Enhancement: 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.	Advanced Placement courses (from 2 SY16 - 17 to 3 courses SY17-18)			
	Dual enrollment with both Coppin State University and BCCC			
	Honors courses			
	Youth Business Institute			
Student Engagement 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.	PBIS			
	Student Court - Peer Mediation			
	SGA			
	GEAR UP			
	Restorative Practices	Advisory	host of clubs and organizations	

	PGC (Peer Group Connection)
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* indicates no students or fewer than 10 students in category, or indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed.

Student Achievement Data				
School Year		2016-17	2015-16	2014-15
PARCC English Language Arts / Literacy Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
PARCC Mathematics Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
Maryland High School Assessment Identify the percentage of students that have met or exceeded expectations.	PARCC English 10	TBD	4= <=5.0% 5= <=5.0%	4= 8.7% 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.	40.9	NA	NA
	Percentage of students that have completed service-learning requirements by grade 11.	26.3	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.	29.5	NA	NA
	Percentage of students that did not pass two or more courses in grade 10.	41.6	NA	NA
	Percentage of students that did not pass two or more courses in grade 11.	20.2	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
Student Achievement English Language Arts 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	0	3.6	96.4
	Grade 10	0.7	2.8	96.5
	Grade 11	1.6	3.9	94.5
	Grade 12	0	0	100
Student Achievement Mathematics 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	0.8	3.3	95.9
	Grade 10	0	0.7	99.3
	Grade 11	0	0.7	99.3
	Grade 12	0	0	100

Staff Profile Data			
Principal			
Number of years of experience as a principal	7		
Number of years at current school as an administrator	2		
Number of Assistant Principals	3		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	4.80%		
Percentage of teachers with 1- 3 years teaching experience	27.40%		
Percentage of teachers with 4-5 years teaching experience	16.10%		
Percentage of teachers with 6-10 years teaching experience	38.70%		
Percentage of teachers with 11-15 years teaching experience	4.80%		
Percentage of teachers with 16+ years teaching experience	8.10%		
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%		
Percentage of teachers with Resident Teacher Certification	1.60%	12.90%	9.40%
Percentage of teachers with Conditional Certificates	3.20%	3.20%	*
Percentage of teachers with Standard Professional Certificates	35.50%	21.00%	20.30%
Percentage of teachers with Advanced Professional Certificates	59.70%	51.60%	53.10%
Percentage of teachers that have National Board Certification			
Percentage of teachers teaching classes outside of their certification area	8.60%		
Percentage of teachers rated highly effective		1.60%	6.80%
Percentage of teachers rated effective		96.80%	91.50%
Percentage of teachers rated ineffective		1.60%	1.70%
Teacher Attendance (Average Daily Rate-Percent)	93.10%	94.70%	
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	8		
Percent of instructional para-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.

Social workers

Guidance counselors

School nurse

Psychologists

Community partners that provide additional psychologists and social workers

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
Turnaround Leadership: 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 the most effective leadership strategies implemented at your school? (Shared Decision-Making, Creation of Leadership Team, etc.)	Shared decision making; data-focused ILT meetings; Weekly admin meetings; structured weekly PLC instructional walks (ghost walks, team walks, etc)
Talent Development: 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 the most effective strategies for recruiting, developing and sustaining talent in your school? (Creating Professional Learning Communities, Support for New Teachers, etc.)	Comprehensive teacher support program; Strong instructional leadership team; Distributive leadership; Professional Learning Communities (humanities, STEM, CTE; AP/Honors; ILT etc)
Instructional Transformation: 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	What effective practices have you implemented to build a strong school community focused on learning? (Curriculum Implementation, Instructional Coaching, Advanced-Level Course Offers, etc.)	Weekly PLC learning walks and feedback conferences; CFIP data Protocol; Weekly collaborative planning; Ten day assessment cycles; Read 180 and Systems 44 school wide implementation; Standards based instruction; increased course offerings in Honors and Advanced Placement and dual enrollment (Coppin & BCCC); Dual enrollment with 2 year and 4 year colleges
Culture Shift: 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	What have been the most effective practices for engaging students, family and the community? (establishing Family School Council, Family Liaison, Community School, etc.)	Strong community partner (the Y of Central Maryland, Concentric, comprehensive wrap-around services with Contemporary Family Services, Peer Group Connection, School Family Council, YBI Youth Business Institute, Channel 77); PBIS, advisory period, student court; student council

Directions: Using both qualitative and quantitative data, identify the challenges in each domain						
Domain for Rapid of School Improvement		Guiding Questions	School Challenges			
Turnaround Leadership: 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		What have been challenges in developing and/or implementing effective turnaround leadership strategies at you school?	Acceptable allocation of resources due to lack of resources; Lack of principal autonomy with staffing; Leveraging district priorities versus school and student priorities			
Talent Development: 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?	limited financial resources for teacher compensation; limited resources for differentiated professional development			
Instructional Transformation: 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		What challenges have hindered you from building a strong school community focused on learning?	Leveraging skills-based instruction versus standards-based instruction; Leveraging gaps in learning deficiencies			
Culture Shift: 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		What have been the challenges in engaging students, family, and the community?	Lack of parent involvement in regards to academics and socioemotional health; • Engagement of parents/guardians in school decision making and school activities; Student punctuality in arriving to school; ARCA and chronically absent students			

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
Culture Shift	By the end of school year 2017-2018, the average percentage of students attending school will increase by 7 percent from 63.5% to 70.5%. We aim to increase by 7% each year over the course of the next three years.	This will be measured by the monthly ILT tool.	Our attendance will increase quarterly by 1.75% each quarter as measured by the ILT tool and Infinite Campus data.	While the mobility and absenteeism rates continue to decline each year, student attendance is an ongoing challenge as it relates directly to student academic achievement. The attendance rate for SY1617 was 63.5%. The 7% increase is an ambitious goal and realistic goal considering our history of absenteeism.
Instructional transformation (literacy)	By the end of 2017-2018 all of the students reading on or above grade level will show growth of .75% grade level. All students one year below grade level will show at least 1 year of growth. All students 2 or more grade levels below will increase by 1.75%	This will be measured by iReady data.	This will be measured by beginning of year (BOY), middle of year (MOY), and end of year (EOY) based on iReady data and interim assessments (literacy tasks).	The .75 growth goal indicates our continued effort to push the growth of our on-level students. Those students behind grade level are targeted to grow as stated considering our intervention initiatives to address student deficits.
Instructional transformation (math)	By the end of 2017-2018 all of students on or above grade level in math will show growth of .75% grade level. All students one year below grade level will show at least 1 year of growth. All students 2 or more grade levels below will	This will be measured by iReady data.	This will be measured BOY, MOY, and EOY based on iReady data and topic assessments, mid-module assessments, end of module assessments, and district created interim and intervention assessments.	The .75 growth goal indicates our continued effort to push the growth of our on-level students. Those students behind grade level are targeted to grow as stated considering our intervention initiatives to address student deficits.

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	<p>Culture Shift: Identification of all students who missed 20 or more school days in 2016/17 school year as measured by ongoing data from Infinite Campus and ILT tools. Engage students and families in pursuing attendance goals. Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</p>	<p>Record/monitor student attendance weekly. Targeted intervention with students who have chronic absences</p> <ul style="list-style-type: none"> -Students with chronic absenteeism will be identified and counseled - Improving student attendance among tenth and eleventh graders - Improving personalized learning opportunities for eleventh and twelfth graders students -Collaborate with teachers and school leaders/counselors to follow-up students who have chronic absences. -Display attendance graph to show current attendance goals -The school will adopt a tiered series of notifications for students who are missing an increasing number of school days. - The school will use a variety of communication measures (e.g., home visits, meetings between the administrators and student; phone calls; letters; etc.) to inform parents about their child's attendance and to connect students and families with resources that support improved attendance -EWIP - Data monitoring, triangulating numerous sources to identify students in need of support 	<p>Recognition of students who have perfect attendance monthly and quarterly through an incentive reward system (field trips, recognition letter and/or certificate sent to parents/guardians). School-wide incentive program information and posters. Positive Behavior Intervention and Support (PBIS).</p>	Monthly	Teacher; class advisors; attendance; monitoring team; assistant principals	Principal; School secretary; administrators; attendance; monitoring teams; guidance counselors; teachers; attendance monitor; social workers; IEP chairs; SST; parents; community partners

2	<p>Instructional Transformation (Literacy): Increase literacy focus across curricular. Alignment to the Maryland College and Career Ready Standards. Conceptually-based lessons with real-world contexts emphasizing problem solving and critical thinking Visually rich animations and simulations in each lesson designed to deepen understanding of central concepts. Interactive formative assessment items and practice sets with guided hints and feedback that increase engagement and personalize learning outside of class Preparation for iReady assessments with both automatically graded and open-response questions Real-time reporting of progress that allows students to take responsibility for their own learning</p>	<p>Read180: Read180 is a comprehensive system of curriculum, instruction, assessment designed for any student reading two or more years below grade level. It is comprised of engaging multimedia science and social studies content as well as literature. This program will be used as an independent course for all qualifying 9th grade students. After school extended learning opportunity and activities through coach class to provide extensions, re-teaching, and other academic support. Credit recovery for students in need of catching up (Saturday School). PARCC-bank of questions will be administered and practiced regularly. Saturday/afterschool SAT preparation programs: Tutorial opportunities for students to receive individualized education based on areas of needs. After the analysis of pre assessment data, students are taught specific skills based upon sub scale results. These sessions are available for all students immediately after school and on Saturdays to determine students proficiencies level. -SAT Prep verbal course offered quarterly to enroll and expose more students in SAT preparation -Create a schedule that provides teachers and ILT members with weekly collaborative planning -Use of the CFIP (Classroom Focus Improvement Process) process to triangulate data and identify next steps for teachers and leaders. -Provide extended learning opportunities to teachers and students after school. AP courses: This school year we will have three AP course for identified students (English Lang & Composition, English Lit. & Composition, and US Govt. & Politics). Students will complete one year of coursework in preparation for the AP exam and to earn college credit.</p>	<p>Students reading on or above grade level will show growth of .75% grade level. All students one year below grade level will show at least 1 year of growth. All students 2 or more grade levels below will increase by 1.75%.</p>	<p>iReady data (BOY, MOY, and EOY) based on iReady data and interim assessments (Literacy tasks).</p>	<p>Teachers, School Testing Coordinator (STC), Counselors, ILT, Administration.</p>	<p>Principal & AP's Teachers Parents, Alumni, School Community Partners.</p>
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3	<p>Instructional Transformation (Math): Increase math focus across curricular. Alignment to the Maryland College and Career Ready Standards. Conceptually-based lessons with real-world contexts emphasizing problem solving and critical thinking Visually rich animations and simulations in each lesson designed to deepen understanding of central concepts. Interactive formative assessment items and practice sets with guided hints and feedback that increase engagement and personalize learning outside of class Preparation for iReady assessments with both automatically graded and open-response questions Real-time reporting of progress that allows students to take responsibility for their own learning</p>	<p>After school extended learning opportunity and activities through coach class to provide extensions, re-teaching, and other academic support. Credit recovery for students in need of catching up (Saturday School). PARCC-bank of questions will be administered and practiced regularly. -Pre-assessment of math PARCC-like questions to determine students proficiencies level -SAT Prep math course offered quarterly instead of by semester to enroll and expose more students in SAT preparation -Create a schedule that provides teachers and ILT members with weekly collaborative planning -Use of the CFIP process to triangulate data and identify next steps for teachers and leaders. -Provide extended learning opportunities to teachers and students after school.</p>	<p>Students achieving at least 1 year of growth above baseline.</p>	<p>iReady data (BOY, MOY, and EOY) based on iReady data and topic assessments, end of module assessments, and district created interim and intervention assessments.</p>	<p>Teachers, School Testing Coordinator (STC), Counselors, ILT, Administration.</p>	<p>Principal AP's, Teachers Family Alumni School Community Partners</p>
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