



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

**Friendship Academy of Engineering and Technology (0339),
Baltimore City Public Schools**





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	Friendship Academy of Engineering and Technology
School Address	2500 E. Northern Pkwy
Grades Served	Grades 6 through 12
Principal's Name	Tawney Manning
Principal's Email Address	tlmanning@bcps.k12.md.us
School Phone Number	443-642-5616
Principal Supervisor's Name	Dr. Starletta Jackson
Principal Supervisor's Email	sjackson@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
Tawney Manning	Principal	1	tlmanning@bcps.k12.md.us
Cory Jones	Assistant Principal	0	cnjones@bcps.k12.md.us
Angelia Williams	Cliamte Lead	4	arwilliams@bcps.k12.md.us
Tenerra Pitts	Instructional Lead	8	ttmcfadden@bcps.k12.md.us
Althia Ellis	Guidance Counselor	1	alee02@bcps.k12.md.us
Meghan Holly	Math Lead	3	maholly@bcps.k12.md.us
Miltonia Peal	Literacy Lead	0	0
Nichole Gibbons	School Test Coordinator	6	ngibbons@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 stance, 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	Friendship Academy of Engineering and Technology strives to cultivate the development of ethical, well-rounded, self-sufficient, lifelong learners in a rigorous instructional environment that is safe and inclusive, as a means to motivate students towards college and career readiness.		
Mission	To educate and inspire scholars to excel as learners, leaders, and achievers, through access to career pathways inclusive of college readiness preparation.		
Goals	By the end of the 17-18 school year: 1. 60% of students will increase by 1 grade level in Math and Literacy, based on the results of the EOY Iready assessments; 2. Attendance rate will increase by at least 3%; 3. 85% of the active members of the 2018 cohort will graduate, with 90% applying for and being accepted into a post-secondary program.		

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.			454	477	518
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		37	30	71
	Grade 7		50	59	49
	Grade 8		65	46	82
	Grade 9		15	115	96
	Grade 10		38	68	59
	Grade 11		0	67	74
Grade 12		0	92	87	
Gender: Identify the number of male and female students.	Male		295	324	344
	Female		159	153	174
Race/Ethnicity: Identify the number of students in each group.	Black/African American		440	461	503
	Hispanic/Latino		*	*	*
	Asian		*	*	*
	White		*	12	11
	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)		MS - 75.8% HS- 73.6%	MS - 80.6% HS- 76.4%	MS - 89% HS - 80.1%
	Special Education		MS - 22.6% HS -28.2%	MS - 20.1% HS - 26.1%	MS - 26.2% HS - 23.8%
	Homeless		2%	*	
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	MS - 39.8% HS - 50.6%	MS - 34.1% HS - 36.3%
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	MS - 90% HS - 81.4%	MS - 88.2% HS - 81.8%
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	MS - 32.1% HS - 44.3%	MS - 33.9% HS - 47.9%
	Student Promotion - Percentage of students promoted to grade six.		TBD		
	Student Promotion - Percentage of students promoted to grade nine.		TBD	NA	NA
	Student Promotion - Percentage of students promoted to grade ten.		TBD	52.70%	48.90%
	Dropout Rate - Percentage of students dropping out of school in grades 9 - 12 in a single year.	4-year Cohort	TBD	8.06%	8.22%
		5-year Cohort	TBD	TBD	12.70%
	Graduation Rate - Percentage of students who graduate from high school as 4 year cohort.		TBD	64.52%	42.47%
	Graduation Rate - Percentage of students who graduate from high school as 5 year cohort.		TBD	TBD	78.87%
	Certificate Rate - Percentage of students who receive certificate of completion.		<=5.0%	<=5.0%	<=5.0%
				School Year 2016 - 17	

<p>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.</p>	<p>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.</p>	<p>Risk Ratio for Black/African American Students = 3.89</p> <p>Risk Ratio for Students with Disabilities = 1.25</p>
<p>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.</p>		
	Grade Support/Credit Recovery/Power of I	
	Achieve 3000 Reading Intervention	
	American Reading Company Reading Intervention	
	Think Through Math Intervention	
	Intervention blocks incorporated into the schedule	
<p>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.</p>	N/A	
<p>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.</p>	Holistic Life Wellness support	
	New Visions Behavior Intervention Program	
	Restorative Practices	
	Coping Power in the City	

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	TBD	4 = 10.0% 5 = <=5.0%	4 = 10.9% 5 = <=5.0%
	Grade 7	TBD	4 = 7.7% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 8	TBD	4 = 5.3% 5 = <=5.0%	4 = 5.8% 5 = <=5.0%
PARCC Mathematics Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 5			
	Grade 6	TBD	4 = 10.0%, 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 7	TBD	4 = <=5.0% 5 = <=5.0%	4 = 8.7% 5 = <=5.0%
	Grade 8	TBD	4 = 10% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
Maryland High School Assessment Identify the percentage of students that have met or exceeded	PARCC English 10	TBD	4 = 10% 5 = <=5.0%	4 = <=5.0% 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%

expectations.	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.	31.8	NA	NA
	Percentage of students that have completed service-learning requirements by grade 11.	31.8	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.	46.8	NA	NA
	Percentage of students that did not pass two or more courses in grade 10.	43.1	NA	NA
	Percentage of students that did not pass two or more courses in grade 11.	26.7	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	6.1	27.3	66.7
	Grade 7	22.2	14.8	63
	Grade 8	12.5	25	62.5
	Grade 9	4.9	17.1	78
	Grade 10	10.2	10.2	79.6
	Grade 11	8.5	6.4	85.1
	Grade 12	0	14.3	85.7
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	41.2	32.4	26.5
	Grade 7	11.5	30.8	57.7
	Grade 8	10.3	41	48.7
	Grade 9	7.3	0	92.7
	Grade 10	4.2	6.2	89.6
	Grade 11	0	3	97
	Grade 12	0	16.7	83.3

Staff Profile Data			
Principal			
Number of years of experience as a principal	5		
Number of years at current school as an administrator	1		
Number of Assistant Principals	1		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	9.40%		
Percentage of teachers with 1- 3 years teaching experience	21.90%		
Percentage of teachers with 4-5 years teaching experience	3.10%		
Percentage of teachers with 6-10 years teaching experience	43.80%		
Percentage of teachers with 11-15 years teaching experience	9.40%		
Percentage of teachers with 16+ years teaching experience	12.50%		
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%		
Percentage of teachers with Resident Teacher Certification	3.10%	30.80%	24.20%
Percentage of teachers with Conditional Certificates	12.50%	0.00%	6.10%
Percentage of teachers with Standard Professional Certificates	18.80%	7.70%	6.10%
Percentage of teachers with Advanced Professional Certificates	65.60%	53.80%	51.50%
Percentage of teachers that have National Board Certification			
Percentage of teachers teaching classes outside of their certification area	4.70%		
Percentage of teachers rated highly effective	3.00%	28.10%	48.50%
Percentage of teachers rated effective	77.00%	68.80%	51.50%
Percentage of teachers rated ineffective	7.00%	3.10%	0.00%
Teacher Attendance (Average Daily Rate-Percent)	94.90%	93.30%	
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	3.0%		
Percent of instructional para-professionals who are qualified	100.0%		
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.

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	Shared decision making, ILT, Teacher teams, Data discussions, Action planning, Collaborative Planning, Intervention Schedule, Scheduling, After school credit recovery, Afterschool Grizzly Academy
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	We allow for 2 people to work in 1 position at one time to allow for someone one to replace the more seasoned staff member. We have support of the teacher mentor and coach. We have professional development every Tuesday during all planning periods. We welcome everyone to join the ILT. We allow time for our teachers to interact very closely with their peers as means to ensure that best practices are observed, practiced and implemented.
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 that every student comes to the task of learning ready for the challenge.	What effective practices have you implemented to build a strong school community focused on learning? (Curriculum Implementation, Instructional Coaching, Advanced-Level Course	We have an intervention schedule for ELA and Math to implement interventions 3xs per week. We have professional development every Tuesday during all planning periods. We welcome everyone to join the ILT. We allow time for our teachers to interact very closely with their peers as means to ensure that best practices are observed, practiced and implemented. Peer walks, Learning Walks, Ghost Walks, District support looking at student work. Group discussions for reflection, adjustments and action plans.
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 and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.	What have been the most effective practices for engaging students, family and the community? (establishing Family School Council, Family Liaison, Community School, etc.)	We hired a hall monitor. We released a poor performing vendor and hired a new vendor. We put specific structures in place as a means to provide behavior support around.... We started to track our flyers. We put some incentives in place for students. We implemented use of CAASS with students receiving IDs and being required to tap in for entry. We placed an intake monitor at the front door. We had 14 additional cameras installed. We worked with Holistic Life for mindfulness support. We worked with Concentric for home visits. We worked with New Visions for behavior intervention support. We worked with Coping Power in the City who provided mental health training. We had rooms rekeyed and placed grates on compromised doors.

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
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 challenges in developing and/or implementing effective turnaround leadership strategies at your school?	Lack of professional development across levels. We had push back from all stakeholders as it relates to our vision and school procedures. A lack of district level support. A lack of parental support. We did not have enough leadership monitoring of data sources. The budget was not completed with data in mind. The climate was compromised as a result of the budget, facilities, staff push back.
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	What have been challenges to implementing effective strategies for recruiting, developing, and/or sustaining talent in your	We started the year with the year with 8 vacancies. Many students were sent to us from jail or violent suspensions. Several staff members were assaulted. Students proposed for extended suspensions were sent back to us. Staff sent to us from the surplus list who were not vested in our school. We had an over abundance of teacher call outs.
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 <u>address factors that are traditionally non-school-based so that every</u>	What challenges have hindered you from building a strong school community focused on learning?	Not all staff adhering to school policies and procedures. Leadership having to cover classes. Substitutes not being committed. Teachers resigning during the middle of the school year. Not all staff had high expectations of students. Some staff members not seeing the value of interventions.
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 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?	Using and having to replace an ineffective behavior interventionist vendor. We had push back from all stakeholders as it relates to our vision and school procedures. A lack of district level support. A lack of parental support. The climate was compromised as a result of the budget, facilities, and staff push back. We had an over abundance of teacher call outs. We started the year with the year with 8 vacancies. Many students were sent to us from jail or violent suspensions. Several staff members were assaulted. Students proposed for extended suspensions were sent back to us. Staff sent to us from the surplus list who were not vested in our school. We had an over abundance of teacher call outs. Leadership having to cover classes. Substitutes not being committed. Teachers resigning during the middle of the school year.

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	EOY 2017 we had 115 suspensions. By the end of SY 2018 suspensions will be decreased by 50% from 115 to 57.5, as measured by Infinite Campus Behavior Management data.	<ul style="list-style-type: none"> •We will utilize weekly suspension updates through the Infinite Campus.Behavior Managment Tool •We will also measure the goal using the Instructional Leadership Tool. 	<p>There will be a 5% decrease per month, when compared to data from SY 16-17 as shown through weekly and monthly updates using data from:</p> <ul style="list-style-type: none"> •discipline trackers •Infinite Campus Behavior Management •the ILT tool. with oversight by the Climate Lead and the Assistant Principal for action planning purposes. 	Based on the increase of documented suspensions SY 16 had 23 and SY 17 had 115.

Graduation Rate	EOY 2017 saw a graduation rate of 63%, with a 4-year cohort rate of 69%, and a 5-year cohort rate of 33%. By the end of SY 2018 the graduation rate will increase from 63% to 73%, with 48 of the 66 members of Cohort 2018 obtaining a MD State diploma, as measured by the ILT tool (Graduation Rate), MD Report Card (Graduation Rate), and Naviance (College Application Rate).	We will utilize 4th year cohort , 5th year cohort, overall graduation rate, transcripts (as a means to ensure that students are on track and if not, credit recovery classes will be provided and tracked) report cards, and assessment data.	Monthly grade checks based on Infinite Campus data Quarterly report card review. *Semester transcript/graduation status report..... throughout the school year, seniors will be tracked regarding needed courses. A transcript analysis will be conducted again by the guidance counselor as well as the assigned mentor. The guidance counselor will oversee and act as a second set of eyes by ensuring that all mentors are meeting with students, teachers, and parents regularly. Mentors will be in direct contact with the teachers of their assigned students. They will know when assignments are missing and when students performed poorly on tasks. Students will be able to take advantage of the "Power of I" or "Not Yet Grading" as a means to ensure that true learning takes place. Students can continue to work on assignments until they get the desired grade. Q1: By the end of Quarter 1, at least 20% (14 members) of Cohort 2018 will be on track to graduate (Assessments and service hour requirements met, no courses to remediate, and passing all current course work). Q2: By the end of Quarter 2, at least 40% (28 members) of Cohort 2018 will be on track to graduate (Assessments and service hour requirements met, no courses to remediate, and passing all current course work) Q3: By the end of Quarter 3, at least 55% (36 members) of Cohort 2018 will be on track to graduate (Assessments and service hour requirements met, no courses to remediate, and passing all current course work) Q4: By the end of Quarter 4, at least 73% (48 members) of Cohort 2018 will be on track to graduate (Assessments and service hour requirements met, no courses to remediate, and passing all current course work)	There is a critical need for intervention in the area of college and career readiness in order to address the data showing that FAET's 4-year graduation rate was less than 70% in 2014-2015 and 2015-2016. The fourth year cohort was 69%, fifth year cohort 33%, and the overall graduation rate was 63%.
Instructional Transformation	<ul style="list-style-type: none"> •During the 2017-2018 school year, all of the students that are on or above grade level in ELA will show at least 0.75 years of growth; •one year below grade level in reading will show at least 1 year growth; and •two or more years below grade level in reading will show at least 1.5 years of growth from the first administration of I-Ready in September 2017 to the third administration in March 2018** 	We will use results scores from Iready windows 1-3 to determine if the goal has been met	<ul style="list-style-type: none"> •We will review and analyze data from the reading intervention programs at least once a month during ILT and collaborative planning meetings. •We will also analyze MOY Iready results to determine if changes to our intervention program is needed. We should see .25 years growth in ELA for at least 60% of our students at the end of each quarter based on Achieve3000 assessments. We should also see at least .5 Years Growth in 60% of the population during MOY administration of IReady and at least 1.0 Years Growth during the EOY Administration of Iready. 	Based on the Iready assessment data, our students moved an average of 1.184 grade levels in ELA from March 2016 to March 2017. However, with more than 74% of our student body still two or more grade levels below in ELA, there is a crucial need for ELA intervention at all grade levels.

Instructional Transformation	<p>•During the 2017-2018 school year, all of the students that are on or above grade level in Mathematics will show at least 0.75 years of growth;</p> <p>•one year below grade level in math will show at least 1 year growth; and</p> <p>•two or more years below grade level in math will show at least 1.5 years of growth from the first administration of I-Ready in September 2017 to the third administration in March 2018**</p>	<p>We will use results scores from Iready windows 1-3 to determine if the goal has been met</p>	<p>•We will review and analyze data from the math intervention programs at least once a month during ILT and collaborative planning meetings.</p> <p>•We will also analyze MOY Iready results to determine if changes to our intervention program is needed. We should see .25 years growth in math for at least 60% of our students at the end of each quarter based on Think Through Math assessments. We should also see at least .5 Years Growth in 60% of the population during MOY administration of IReady and at least 1.0 Years Growth during the EOY Administration of IReady.</p>	<p>Based on the Iready assessment data, our students moved an average of .98 grade levels in math from March 2016 to March 2017. However, with more than 70% of our student body still two or more grade levels below in mathematics, there is a crucial need for math intervention at all grade levels.</p>
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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
Goal 1	Implementation of School-wide Systems of Values and Routines	<ul style="list-style-type: none"> •1)Identify school values/beliefs •2)Create a list of clearly defined expectations for behaviors • 3)Develop and implement a hierarchy of consequences. •4) Provide professional development for staff •5)Make all stakeholders aware of the incentive system for behaviors <ul style="list-style-type: none"> ◦Hold assemblies/town halls ◦Distribute announcements to students and parents ◦Publish material on our website •6) Implement a behavior modification/character development program 	<ul style="list-style-type: none"> • FAET's PBIS Binder, which includes the matrix, incentive plan, hierarchy of consequences, individual classroom management plans, etc. • The PBIS matrix posted around the building and in classrooms • Redesigned Grizzly Buck being used to support students showing PRIDE. •PRIDE store schedule posted on the Master Calendar 	<ul style="list-style-type: none"> •August 2017 •August 2017 •August 2017 •August 2017 and as needed throughout the year •August 2017 •Monthly Town Hall meetings •Weekly updates to website and social media platforms •small-group behavior intervention sessions with identified students every Tuesday-Thursday 	<ul style="list-style-type: none"> •Assist Principal •Climate Lead •Behavior Interventionists 	<ul style="list-style-type: none"> •Parents/Guardians •Friendship Staff •Behavior Interventionists
	Implement a School-wide Behavior Incentive System	<ul style="list-style-type: none"> •1) Create and implement an incentive plan tied to PBIS •2) Create and reinforce a PBIS Matrix for expected behaviors •3) Award students based upon their ability to demonstrate PRIDE 	<ul style="list-style-type: none"> • • Back to School Night Agenda • Parent Contact Logs • Parent Meeting Agendas 	September 2017	<ul style="list-style-type: none"> •Assist Principal •Climate Lead 	•Friendship Staff

	Implement blended PBIS & Restorative Practices	<ul style="list-style-type: none"> •1) Facilitate Restorative Circles to resolve conflicts •2)Facilitate Classroom Restorative Circles •3)Work with District Staff to provide training for new staff members. 	<ul style="list-style-type: none"> • Restorative Circle Logs • Use of Grizzly Bucks to support students showing PRIDE. •Reduction in the number of suspensions 	<ul style="list-style-type: none"> •September 2017 - June 2017 as needed •October 30, 2017 - June 2017 weekly •As determined by District Support Staff 	<ul style="list-style-type: none"> •Assist Principal □ •Climate Lead 	<ul style="list-style-type: none"> •Parents/Guardians •Friendship Staff •Behavior Interventionists •Parents
	Family Engagement	<ul style="list-style-type: none"> •Create Effective modes of communication •Plan family related events •Plan parent specific events 	<ul style="list-style-type: none"> •More parent/family engagement •Increased numbers of parental and family involvement.at events •More family or parental presence in ie. Social media, live streaming meetings, conference calls. . 	•SY2017-2018	<ul style="list-style-type: none"> •Principal •Assist Princp •Climate Lead • Instructional Lead •Secretary •EEC Specialist 	<ul style="list-style-type: none"> •Friendship Staff •Parents
	Continue the Behavior Intervention/Mentoring Program	<ul style="list-style-type: none"> •Identify students with more than 3 behavioral referrals. •Identify students who have been suspended. •Conduct small group behavioral intervention sessions per week with identified students. •Facilitate Restorative Circles to resolve conflict and restore relationships. •Provide 1st level of support for office referrals. •Provide positive behavioral classroom support •Promote Growth Mindset 	<ul style="list-style-type: none"> •Reduction of office referrals •Reduction in suspensions. •Improved student attendance •Increased academic average. •Decreased Behavioral SST Referrals •Improved student attendance •Increased academic average 	<ul style="list-style-type: none"> •August 2017 •October 1, 2017 •September 2017- June 2018 as needed. 	<ul style="list-style-type: none"> •Principal •Assist Princp •Climate Lead • Instructional Lead •Secretary •Behavior Interventionists 	<ul style="list-style-type: none"> •Friendship Staff •Students •Parents
	Goal 2 1.Quarterly Parent/Student Graduation Status Conferences	1). Complete transcript reviews for Cohort 2018	<ul style="list-style-type: none"> •By the end of quarter 1, 12 students will be on track to graduate. •By the end of quarter 2, 24 students will be on track to graduate. •By the end of quarter 3, 36 students will be on track to graduate. •By the end of quarter 4, 48 students will be on track to graduate. •Identification of students in Cohort 2018 who are on track to graduate; identification of students in need of additional support to meet requirements for 	<ul style="list-style-type: none"> • August 2017 • January 2018 • April 2018 	<ul style="list-style-type: none"> • Guidance Counselor • Instructional Lead • CollegeBound Access Specialist 	<ul style="list-style-type: none"> •Friendship Staff •Parents •Coaches •Behavior Interventionists
		2). Sort students into categories based on completion of graduation requirements	Tiered support given based on the ranking of students will result in an increase in students on track to graduate	•Quarterly, beginning in August 2017	<ul style="list-style-type: none"> • Guidance Counselor • Instructional Lead • CollegeBound Access Specialist 	<ul style="list-style-type: none"> •Friendship Staff□ •Parents□ •Coaches□ •Behavior Interventionists

	3). Create plans for students that are not on track to graduate	•Plans used as an assessment measure to track student progress towards graduation. •Data used to determine further individualized supports for students.	• August 2017, with quarterly updates	• Guidance Counselor • Instructional Lead	•Friendship Staff •Parents •Coaches •Behavior Interventionists
	4.) Graduation Status Conferences held to discuss student status/plans/interventions	SANE Documents kept to measure parent/student contact	• September 2017 • February 2018 • April 2018 (with quarterly updates for students not on track)	• Guidance Counselor • Instructional Lead	•Friendship Staff •Parents •Coaches •Behavior Interventionists
2.Credit Recovery courses to students who are under-credited	Coordinate Credit Recovery Program for students to remediate coursework	•Completed program applications •Student contracts•student work folders, •progress reports, •and final exam grades	•Session 1: Sept 18-Nov 2 2017 • Session 2: Nov 13, 2017-Jan 11, 2018 •Session 3: Feb 6, 2018-March 22, 2018 •Session 4 (EMERGENCY CASES): April 2018 17-May 15, 2018	•Instructional Lead •Guidance Counselor •Credit Recovery teachers/staff	•Friendship Staff •Parents •Coaches •Behavior Interventionists
3.College-Career based Senior Contract	•1. Students will complete an academic plan • 2. Students will meet with a panel to discuss course failures, service learning hours, assessments, college applications, career jobs, research, letters of recommendation, applications for jobs/careers, challenges, and action plans •3. Invitations will be sent to parents to attend the planning meeting •4. The panel will consist of an administrator, student, Instructional Lead and/or Guidance Counselor •5. Parent based upon availability	•Senior advisors and guidance counselor will meet with seniors to discuss status of academic plans and senior contract obligations • By November 13, 12 out of 48 seniors will have met all contractual obligations •By February 28, 24 out of 48 seniors will have met all contractual obligations •By April 30, 36 out of 48 seniors will have met all contractual obligations	Senior meetings (Individual) •Quarter 1: September 5-October 5 •Quarter 2: November 13-December 13 •Quarter 3: February 5-February 28 •Quarter 4: April 9-April 30 Mentor meetings (Small Group) •Monthly, per the mentor's schedule	•Guidance Counselor, •Instructional Lead •Principal •Senior Advisors	•Friendship Staff •Parents •Coaches •Behavior Interventionists

	4.Assessment Intervention offerings for students who have not met the MSDE Assessment Requirements	<ul style="list-style-type: none"> •1. Create intervention groups for students who have not passed the Biology and/or Government HSA Assessments • 2. Ensure that students are pre-assessed and areas of deficit of addressed within the intervention group. •3. Ensure that student progress for each standard is charted based upon who falls in red, yellow, and green based upon a cut score. •4. Ensure that once students master a standard, students are able to move on to the next area of deficit. •5. Feedback conversations will happen as it relates to student performance in each standard. •6. Students will be able to select assignments that they will like to complete under each standard. 	<ul style="list-style-type: none"> •By the end of week 1, as measured by informal assessments in the intervention, students show 25% mastery. • By the end of week 2, as measured by informal assessments in the intervention, students will show 35% mastery. •By the end of week 3, as measured by the intervention, student will show 45% mastery. By the end of week •4, as measured by informal assessments in the intervention, students will show 55% mastery. 	<ul style="list-style-type: none"> •4 week intervention before October HSA; •4 week intervention before January HAS 	<ul style="list-style-type: none"> •Teachers, •Guidance •Counselor, •Instructional Lead 	<ul style="list-style-type: none"> •Teachers, •Instructional Lead
	Family Engagement	<ul style="list-style-type: none"> •Create Effective modes of communication •Plan family related events •Plan parent specific events 	<ul style="list-style-type: none"> •More parent/family engagement •Increased numbers of parental and family involvement.at events •More family or parental presence in ie. Social media, live streaming meetings, conference calls. . 	•SY2017-2018	<ul style="list-style-type: none"> •Principal •Assist Princp •Climate Lead • Instructional Lead •Secretary •FEC Specialist •PTO Specialist 	<ul style="list-style-type: none"> •Friendship Staff •Parents

Goal 3	<ul style="list-style-type: none"> •Use of the Common Core Lesson Plan template for all ELA teachers centered around the Instructional Framework. •Effective use of the City Schools LDC Curriculum •Utilization of Iready and intervention data to effectively plan for instruction •Differentiated professional development (in-house) to teachers on implementation of LDC curriculum. •Differentiated professional development based on teacher specific needs (Core instructional model, individualized instruction, Instructional Framework, Student Intellectual Engagement, lesson planning, intervention programs,etc). •Provide teachers additional, consistent supports via ILT, Instructional Lead, Literacy Lead •Facilitate peer observations and ghost walks to improve instructional practice. 	<ul style="list-style-type: none"> •Work with ELA team to set goal for year based on the SPP •Create calendar of items to focus on per month, based on Iready scores and BOY ELA preassessments •Create and implement observation and coaching cycle to provide instructional support to ELA teachers, w/emphasis on support for new ELA teachers •Create professional development plan to address topics with a direct correlation to goal set by the ELA team •Provide opportunities for teachers to model/shadow peers on a consistent basis •Collaborate to create standards-based Daily •Coordinate intervention schedule for ELA department •Facilitate an afterschool program to support improvement in reading. 	<ul style="list-style-type: none"> •By the end of quarter 1, as measured by intervention data, students will move .25 grade levels. •By the end of quarter 2, as measured by intervention data, students will move .50 grade levels. •By the end of quarter 3, students will move .75 grade levels. •By the end of quarter 4, students will move 1.0 grade. 	SY 2017-2018 <ul style="list-style-type: none"> •Weekly professional development offerings •Weekly collaborative planning sessions •Monthly peer observations •Monthly learning walks/ghost walks *Quarterly ELA assessments via Achieve3000 *Bi-Weekly Progress Reports sent home to alert parents of progress 	Instructional Lead w/ support from ILT	<ul style="list-style-type: none"> •Parents •Coaches •Mentors •American Reading Company •Achieve 3000
	Family Engagement	<ul style="list-style-type: none"> •Create Effective modes of communication •Plan family related events •Plan parent specific events 	<ul style="list-style-type: none"> •More parent/family engagement •Increased numbers of parental and family involvement.at events •More family or parental presence in ie. Social media, live streaming meetings, conference calls. . 	•SY2017-2018	<ul style="list-style-type: none"> •Principal •Assist Princp •Climate Lead • Instructional Lead •Secretary •FEC Specialist •PTO Specialist 	<ul style="list-style-type: none"> •Friendship Staff •Parents

Goal 4

Goal 4	<ul style="list-style-type: none">•Use of the Common Core Lesson Plan template for all Mathematics teachers centered around the Instructional Framework.•Effective use of the City Schools Eureka Curriculum•Utilization of Iready and intervention data to effectively plan for instruction•Differentiated professional development (in-house) to teachers on implementation of Eureka curriculum.•Differentiated professional development based on teacher specific needs (Core instructional model, individualized instruction, Instructional Framework, Student Intellectual Engagement, lesson planning, intervention programs,etc).•Provide teachers additional, consistent supports via ILT, Instructional Lead, Math Lead•Facilitate peer observations and ghost walks to improve instructional practice.	<ul style="list-style-type: none">•Work with math team to set goal for year based on the SPP•Create calendar of items to focus on per month, based on Iready scores and BOY math preassessments•Create and implement observation and coaching cycle to provide instructional support to math teachers, w/emphasis on support for new math teachers•Create professional development plan to address topics with a direct correlation to goal set by the math team Provide opportunities for teachers to model/shadow peers on a consistent basis•Collaborate to create standards-based Daily Formative Assessments (DFAs)•Coordinate intervention schedule for math departmentFacilitate an afterschool program to support improvement in mathematics	<ul style="list-style-type: none">•By the end of quarter 1, as measured by intervention data, students will move .25 grade levels.•By the end of quarter 2, as measured by intervention data, students will move .50 grade levels.•By the end of quarter 3, students will move .75 grade levels.•By the end of quarter 4, students will move 1.0 grade.	<p>SY 2017-2018</p> <ul style="list-style-type: none">•Weekly professional development offerings•Weekly collaborative planning sessions•Monthly peer observations•Monthly learning walks/ghost walks*Quarterly ELA assessments via Achieve3000*Bi-Weekly Progress Reports sent home to alert parents of progress	Instructional Lead w/ support from ILT	<ul style="list-style-type: none">•Parents•Coaches•Mentors•ImagineThinking (Think Through Math)
	Family Engagement	<ul style="list-style-type: none">•Create Effective modes of communication•Plan family related events•Plan parent specific events	<ul style="list-style-type: none">•More parent/family engagement•Increased numbers of parental and family involvement.at events•More family or parental presence in ie. Social media, live streaming meetings, conference calls. .	•SY2017-2018	<ul style="list-style-type: none">•Principal•Assist Princp•Climate Lead• Instructional Lead•Secretary•FEC Specialist•PTO Specialist	<ul style="list-style-type: none">•Friendship Staff•Parents

•Weekly meeting and attendance updates from the behavior Interventionists,climate lead, and assistant principal

