



2016-2017 Priority School Plan

Friendship Academy of Engineering and Technology

Baltimore City Public Schools

2016-2017

Maryland Turnaround Principles Model (DRAFT)

New Priority Schools for 2016-2017

Based on Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Plan, the Maryland State Department of Education (MSDE) identified Priority Schools as Title I schools performing among the lowest five percent of Title I schools in the State and Title I high schools with a graduation rate below 60%. Maryland's ESEA Flexibility Plan was initially approved for the 2012-2013 and 2013-2014 school years. The data used for the identification of the initial list of Priority Schools was from 2009-2010 and 2010-2011 school years. The implementation of a new State assessment and the accountability waiver from the United States Department of Education (USED) prevented schools from exiting Priority identification. Given that Priority Schools were to be identified every three years and given that the data was not recent or based on the new State assessments, Maryland elected to identify a new list of Priority Schools for the 2016-2017 school year.

Support for Priority Schools

Local education agencies (LEAs) with Priority Schools must develop school intervention plans to improve each of their low performing Priority Schools. The plans must address the components of the Maryland Turnaround Principles Model including strong leadership, effective teachers, additional time for student learning, strengthening the instructional programs including multi-tiered system of support, use of data for continuous improvement, a safe school environment, and family and community engagement. MSDE expects the LEAs with Priority Schools to use its Priority School reservation funds (up to 20% of its total Title I, Part A allocation) to implement evidenced-based intervention strategies to sufficiently address the prioritized needs of its Priority Schools and students identified in their needs assessments. Additionally, Title I 1003(a) school improvement funds may be available to support Priority Schools.

Maryland State Department of Education (MSDE) Breakthrough Center

Maryland State Department of Education's Breakthrough Center is an exceptional feature of MSDE's efforts to support Title I low-performing schools. The Breakthrough Center focuses on the use of cross-functionality in providing support, which includes a focus on Math and English Language Arts instruction, Leadership development, and Student Support structures. These services will be negotiated between MSDE and the LEA with a strong collaborative commitment.

Maryland State Department of Education Oversight

Maryland is committed to the continuous improvement of the state's low performing Priority Schools. MSDE will work collaboratively with each LEA in support of their Priority Schools through participating in the monthly Central Support Team meetings and Turnaround Executive Support Team meetings (three times a year). The LEA's Central Support Team (CST) and the Turnaround Executive Support Team (TEST) will demonstrate the strong commitment and capacity of the LEA to implement fully and effectively the evidenced based intervention strategies in each Priority School plan. MSDE will also conduct programmatic and fiscal onsite monitoring and/or desk monitoring of the LEA and Priority Schools.

Maryland State Department of Education
Division of Student, Family, and School Support
Program Improvement and Family Support Branch

March 29, 2016

Maryland Turnaround Principles Model (DRAFT)

<p>School Name: Friendship Academy of Engineering and Technology School Number:339</p> <p>Phone#: 443-642-5616 Email Address:</p>	<p>LEA Point of Contact (POC) Name & Position: Laurie-Lynn Sutton Director of School Turnaround and Transformation</p> <p>Phone#: (443) 838-6941 Email Address: lsutton03@bcps.k12.md.us</p>
<p>Principal: Tawney Manning</p> <p>Phone #: 443-642-5616 Email Address: tlmanning@bcps.k12.md.us</p>	<p>Area Instructional Director: Dr. Starletta Jackson</p> <p>Phone #: 443-676-5748 Email Address: sjackson @bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): Grades 6-12</p>	<p>Number of Students Enrolled (SY16-17): 467</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Improved Graduation Rate • Improved Student Achievement in English and Math as evidenced by assessment data • Improved implementation of a more rigorous curriculum that includes intervention and enrichment programs • Improving the instructional program through the increased use of data to address the individual needs of students • Use of assessments as a tool to measure student progress and to align instructional strategies to improve student outcomes • Improve attendance and reduce school suspensions to improve the overall school culture and climate 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • College Board Springboard • Read 180 • Think Through Math • Mindfulness Training (1 day for staff) • Climate Consultants (CTT) • School-based after school program • 100 Book Challenge (grades 10-12) • 100 Book Challenge Consultant and Support (grades 6-12) • Early College/Dual Enrollment/Credit Recovery • Restorative Practices (training and support) • Family League: Community School Strategy • Parent/teacher Collaboration Virtual Engagement • Capacity Building Parent Leadership Training

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<ul style="list-style-type: none">• Increase supports available as a strategy to engage parents and the community to impact the overall school culture (Improved Students, Family and Community Support and Engagement)• Professional Development that is driven by data outcomes and that focuses on instructional strategies that are going to positively impact instruction• Support with strategies for differentiation based on data outcomes. (Organizational Structure and Resources)• Effective Leadership strategies that focus on parent involvement as a strategy to support improved student achievement.	<ul style="list-style-type: none">• Universal Design for Learning Training and Support• Personalized Learning• Urban Teacher Network• Stipends for teachers• Substitutes for teachers
<p>Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017) \$478, 614. 86</p> <ul style="list-style-type: none"><input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%)<input type="checkbox"/> 1003(a) School Improvement Funds	

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2016-2017 Priority School Intervention Plan

The LEA and each of its Priority Schools will use the Maryland Turnaround Principles Model components to develop a one-year intervention plan based on the prioritized needs identified in the school's comprehensive needs assessment. The evidenced based strategies in the plan must specifically address the prioritized needs of the school to improve student achievement. The Priority School Plan is due to MSDE on June 1, 2016.

Name of Priority School: Friendship Academy of Engineering and Technology, #339			
LEA: Baltimore City Public Schools			
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
Components of Maryland's Turnaround Principles Model			
<u>COMPONENT 1: STRONG LEADERSHIP</u>			
The LEA and School must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	<u>Prioritized Strategies</u> The current principal has empowered the Instructional Leadership Team to be aware of data outcomes and to work collaboratively to address identified school needs. She has lead the team in the development of a school vision and mission and has developed goals that are in alignment with the identified needs. She has organized a team of leaders that supports her vision and mission and has distributed tasks based on the strengths of her team. The principal has identified partners and resources that have supported the	SY 2016-17	Principal Assistant Principal Academy Directors ILT

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	<p>needs of the school based on the data. The following outlines the principal led responses to the data, the strategies that the principal has led to improve the data, the professional development opportunities that the principal and ILT have identified to support improvement efforts and how these things support the current vision and mission of the school.</p> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2-Use of data analysis to identify areas for improvement that can become the focus of ongoing educator development efforts • Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the • Strategy 4-Retention Stipends for Principal and Assistant Principal <p>FAET is currently implementing various programs based on our current academic data. When discovering our problem</p>		

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	<p>of performance, FAET determined that our focus should cover three areas: Differentiation, intervention, and culture/climate. Due to incoming 6th and 9th graders entering into FAET on an average of 2nd grade reading, writing, and math level, this three point plan should be implemented.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Introductory training • iReady assessments (beginning, middle, and end of school year) • Follow up through implementation of a lesson plan template using the Teach key actions in the Instructional Framework, data talks, professional development, learning walks, co-teaching, Train the trainer model using literacy and math representatives to train English and Math Teachers, peer observations, and ghost walks to ensure that differentiation was implemented effectively and 		

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	<p>efficiently.</p> <ul style="list-style-type: none"> Facilitated ILT and Leadership Team Meetings to informally observe teachers on a consistent basis. <p>Due to incoming 6th and 9th graders entering with a performance level of 2nd grade across all core subject areas, TEAM FAET determined that an intervention program was required. To ensure academic progress, the middle school teachers determined that intervention should occur for 30 minutes each day in each class. All teachers took ownership, math/language arts teachers provided all other content teachers with the proper materials to address academic needs of students. This became a focus throughout the building and high school teachers discussed a plan to implement 30 minutes of intervention in all classes. The intervention programs were used to get students reading based their current reading level to build fluency and improve comprehension. The following programs were used:</p>		

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	<ul style="list-style-type: none"> • 100 Book Challenge Program- Grades 6-9 • Agile Mind Intervention Grades 6-12 • Khan Academy –Grades 10-12 <p>FAET believes that if students are actively engaged in instruction and teachers were working to close the learning gap, culture and climate would be improved simultaneously. The Leadership Team determined that Alternatives to Suspension should be utilized on a consistent basis to ensure that student engagement continued. The following Alternatives to Suspension were utilized:</p> <ul style="list-style-type: none"> • Peer Mediation • Conflict Resolution • Parent/Teacher Conferences • After School Detention • Lunch Detention 		

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	<ul style="list-style-type: none"> • Counseling with Mental Health Providers for ALL students (e.g. Positive Challenges, Hope Health) • Community Conferencing • SST/IEP Meetings • Development of FBA's and BIP's • Daily Behavior Progress Notes • Hierarchy of Consequences developed by teachers • Buddy System • Schedule Changes • Mentoring • Class Contracts • Restorative Practices <p>FAET has made some academic progress across all grade</p>		

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	<p>levels. This growth is not enough to ensure college/career readiness before students graduate. The current staff members at FAET work diligently to provide the supports and resources above, but we require additional funding to obtain consistent/accelerated growth. FAET requires additional funding for intervention programs, after school/Saturday programs, Stipends for teachers, Community support, TECHNOLOGY, STEM Opportunities, Mental Health Support, Funded Credit Recovery Opportunities, additional funding for Restorative Practices, programs for Gifted and Talented students.</p> <p>Mission: Upon completion of the program, Friendship Academy of Engineering and Technology graduates will be ethical, literate, well-rounded and self-sufficient citizens prepared to be successful 21st century leaders.</p> <p>Vision: Friendship Academy of Engineering and Technology's vision is to provide an intimate, safe, and inclusive learning environment using project-based learning, advanced placement courses, extended time for academic support, and parent & community involvement. During their</p>		

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	<p>tenure at FAET, students will engage in a rigorous instructional program with authentic learning opportunities geared towards college and career readiness. Through the provision of a world class education designed to motivate scholars to reach high academic standards, students will complete programs of study that include Technology, Business, Career Research and Development and Project</p> <p>While we are seeing slow incremental gains across all core subjects there is evidence that additional resources/support is required. Restorative Practices has been helpful with proactively resolving conflict, however our suspension data has increased due to more severe infractions.</p>		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership for the ILT • Strategy 2- Use of an instructional coaching model to support the ILT with the instructional 	SY 2016-17	Principal Assistant Principal Academy Directors ILT

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	<p>feedback cycles to teachers</p> <ul style="list-style-type: none"> • Strategy 3 - Training and professional development on differentiation and academic interventions • Strategy 3 -On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan • Strategy 4 – Implementation of weekly informal walkthroughs by ILT <p>FAET is a reflective team of educators that always considers the impact of current practices on the success of the students. FAET has made adjustments to schedules where possible, realigned staff, made slight adjustments to the curriculum to satisfy student interest and increase engagement and made adjustments to the budget where possible. With limited Tier II/III interventions, staff has committed to addressing students’ deficits with at least three</p>		

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	<p>30 minute sessions within three of the four 90 minute classes in the master schedule.</p> <p>The students at FAET have varying ability levels. Based on middle and high school academic data, many of our students are functioning significantly below grade level standards. It also appears that in some instances students are functioning significantly below grade level but are earning passing grades in their core classes. This is a serious discrepancy and speaks to the level of rigor in these courses. Teachers at FAET need training and professional development on meeting students where they are while not sacrificing rigorous assignments.</p> <p>The administrative team is working together to develop a master schedule that considers class configuration, class schedules and individual student schedules where appropriate as well as time for grade/content collaboration. Based on preliminary planning it appears that there will be a need for additional staffing in order to satisfy the change from a 90 minute scheduling model to a 60 minute</p>		

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	<p>scheduling model that is currently under consideration. The principal works closely with the Instructional Leadership Executive Director (ILED) and the Network Support Team to review and analyze school data and plan strategies that will support and augment the school-wide program to include learning walks, professional developments and in-class support for teachers. The ILED has worked with the principal to support the scheduling efforts to move from a 90 minute scheduling model to a 60 minute model.</p> <p>Over the past 3 years, FAET has had the ability to obtain vested teachers who work towards attainment of our mission, vision, and core beliefs. The administrative team has a total of 5 vacancies to fill for the upcoming 2016-2017 school year. This represents an 86% retention rate. We recently attended the job fair and are currently seeking positions for foreign language, Chemistry, & 7th Grade Social Studies and/or Science, HS PRIDE Math and Social Studies. In the past, FAET experienced difficulty with obtaining STEM Teachers. The HS PRIDE Math Position has been vacant since the 2012-2013 school years. To date,</p>		

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	<p>the ED/PRIDE Math position has not filled.</p> <p>FAET uses the Baltimore City LDC Curriculum for Language Arts and Agile Mind for mathematics for grade levels 6-12. FAET has utilized 100 Book Challenge in grades 6-9 for the past 2 years. FAET also implements intervention using Agile Mind for grades 6-12 as well as Khan Academy for grades 6-12. The challenges that FAET has endured is providing rigorous standards based instruction, differentiating to meet the needs of all learners while using the curriculum provided by the district. Teachers require professional development with making effective instructional decisions that will improve academic achievement across grade levels.</p> <p>FAET currently uses the Fair Student Funding model to obtain all resources, supplies, textbooks and technology for our student population. Since we have effectively implemented 100 Book Challenge and Restorative practices, the CEIS Grant allowed us to obtain additional funding for the 2015-2016 school year. The CEIS Grant provided the</p>		

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	<p>funding to maintain Restorative Practices for this current school year. FAET is challenged with providing adequate staffing for middle school and high school while pursuing the expectation of meeting graduation requirements. To expedite the academic gains required to ensure closing the achievement gap, FAET requires additional funding for additional teachers, intervention programs, after school/Saturday programs, credit recovery, college/career readiness, and Restorative Practices.</p> <p>The schedules include ALL learners because it considers the ability levels of all students to include advanced placement and students with disabilities. In the coming school year, interventions will be built into the schedule for students in grades 6-12. Students will have access to Tier 1, Tier 2, and Tier 3 interventions based on their individual needs. FAET is currently using a 90 minute semester long schedule. FAET is currently reviewing a 60 minute yearlong model to address yearlong classes in core subject areas. The 90 minute model assisted FAET with credit recovery and offering multiple classes with the shortage of staff members</p>		

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	<p>across grades 6-12. The 90 minute model has provided students with slow incremental gains. To maximize our growth, the 60 minute schedule is ideal but more teachers are required to implement this model more effectively.</p> <p>Professional development is done through systemic professional developments, school-based professional development that is driven by the SPP goals, collaborative planning that focuses on content and monthly ½ day Wednesday professional development sessions as an additional opportunity for staff to receive training guided by school improvement goals. Teachers participate in professional development every Wednesday. The professional development plan indicates the following PD sessions:</p> <p>1st Wednesday: Data Talk/Data Analysis</p> <p>2nd Wednesday: Content Collaborative Planning Meeting (After School which includes guided discussion of data, peer observations, ghost walks, informal observation</p>		

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	<p>findings)</p> <p>3rd Wednesday: Data Talk/Data Analysis</p> <p>4th Wednesday; Half Day Wednesday used for systemic professional development, Differentiation of Instruction, Intervention, Special Education/SST Training, Restorative Practices.</p> <p>The professional development plan also considers topics determined by the Office of Teaching and Learning for systemic professional development days. The school-based topics will remain the same because the needs of the staff and the school are the same. The upcoming plan will have an intensified focused on data, strategies that will improve outcomes, and progress monitoring strategies for teachers that include learning walks, ghost walks, informal observations, etc.</p> <p>Time is managed effectively through the establishment of clear goals, planning/scheduling of tasks and activities towards the goals and incremental progress checks towards</p>		

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	<p>the goals.</p> <p>Resources are effectively and efficiently managed by identifying and aligning the resources appropriately, ensuring that the established resources work together and not against each other towards the goals, and frequent assessment of the success of the resource based on outcome data.</p> <p>The effectiveness of school programs are monitored through the establishment of clear goals, frequent checks of fidelity of implementation, student outcome data analysis (qualitative/quantitative) for progress towards the established goals.</p>		
<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the	<u>Prioritized Strategies:</u> <ul style="list-style-type: none"> • Strategy 1-Use of the Baltimore City Schools 	SY 2016-17	Principal Assistant

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improvement of the school.	<p>observation platform</p> <ul style="list-style-type: none"> • Strategy 2-Partnership with Human Capital for strategic recruitment • Strategy 3 – Implementation of informal observations by ILT and peer feedback cycles <p>We conduct informal observations with peer feedback that informs teachers of the areas of strength as well as growth areas to assist in the improvement of their practice. We conduct data talks to discuss current student outcomes and strategies to improve teaching practice. We hold monthly, half day professional developments that delve into content and provide time for teacher collaboration. The instructional Coaches also acted as teacher mentors for identified teachers. We will assign teacher mentors this school year.</p> <p>FAET requires additional funding to assist with funding extended day to continue providing quality professional</p>		Principal Academy Directors Teachers

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	<p>development that improves teacher practice which will positively impact student achievement.</p> <p>Recruitment is done primarily with assistance from Human Capitol through job fairs and/or PB Works Changbot, the district’s recruitment site. FAET also recruits using TFA, BCTR, and local colleges and universities. FAET crafts quality interview questions that will help us find candidates who share the same vision, mission, and core beliefs as FAET.</p> <p>The Instructional Framework Rubric is used during informal observations to improve teacher practice. Teachers are expected to use the rubric to assess the practices of their peers and provide feedback in the area being looked for during the informal observation. During formal observation conferences, the teacher and observer discuss the current rating and strategies to improve the rating where possible.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by	<p><u>Prioritized Strategies:</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implementation of job-embedded 	SY 2016-17	Principal Assistant

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the teacher and student needs.	professional development <ul style="list-style-type: none"> • Strategy 2 - Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers • Strategy 3 – Collaborate with MSDE Breakthrough Center • Strategy 4 – Contract with academic intervention vendors (Agile Minds and Do the Math Now) to provide professional development and coaching support to select teachers • Strategy 5 – Provide extended learning opportunities for teachers through summer and afterschool PD • Strategy 6 – Implement Restorative Practice PD <p>Teachers receive professional development on district initiatives as scheduled by the district during systemic PD days. In addition, they receive school-based professional development during the scheduled ½ day Wednesdays.</p>		Principal Academy Directors ILT Model Teachers

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	<p>School based professional development topics are determined based on qualitative and quantitative data Follow-up to professional development is given during collaborative planning/grade level/content meetings. Work needs to be done to ensure that all professional developments and follow up are in total alignment</p> <p>The current professional development plan addresses:</p> <ul style="list-style-type: none"> • Restorative Practices • Review and revisions of climate and culture plan • Problem of Performance • Student Intellectual Engagement • Differentiation • SST/IEP Implementation • Data Analysis/Use of the Data Cycle 		

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	<ul style="list-style-type: none"> • Project-based learning <p>In the coming year, FAET would like to continue with the same topics but will ensure that the professional development plan includes scheduled implementation monitoring, feedback and coaching for teachers.</p> <p>Professional development plans are determined based on data outcomes. Specific data points include academic, suspension, classroom observations (formal/informal), and office referrals, FAET is using the information from the ILT tool but will typically rely on more immediate school-based data to plan for professional developments.</p> <p>As follow up to trainings and professional developments, teachers have opportunities to visit model teacher’s classrooms to observe instructional strategies that they may be having difficulty with. Content teacher leaders model lessons or the delivery of particular skills for teachers when</p>		

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	<p>the data suggests a need. Our new teachers have been assigned mentor teachers who provide assistance with classroom management techniques, lesson planning, understanding the curriculum, understanding the Instructional Framework Rubric, differentiation of instruction and interventions.</p> <p>When planning professional developments, the developers of the specific professional development use the Maryland Professional Development standards to ensure that the PD is top quality. FAET ensures that the professional development is determined based on data outcomes and that it is designed to address specific student needs while also building the capacity of the staff and improving teaching and learning.</p> <p>Job embedded coaching for Agile Mind will support teachers through modeling, co-teaching, and by providing immediate feedback. Agile Mind Advisor Services support teachers in successful enactment of their program and are</p>		

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	<p>designed and customized to meet their immediate needs. Advisors will conduct pre-session analyses of school data and collaborate with school staff to customize advisor sessions to meet each teachers need. After each session, Advisors provide to or school leaders a written summary of session activities and outcomes, and recommended next steps to strengthen the implementation.</p> <p>FAET will also receive additional coaching from vendors for the Tier II/III interventions, The education specialists and ACLs will work in collaboration with the vendor to ensure alignment to district curriculum and strategies. FAET will be partnering with the MSDE Breakthrough Center Mathematics Specialist to receive additional coaching and content support and PD.</p>		
<u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.	Prioritized Strategies <ul style="list-style-type: none"> • Strategy 1- Adjusting schedule to provide additional skill remediation in select classes • Strategy 2-Use of interventions for Tier II and Tier 	SY 2016-17	ILT

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	<p style="text-align: center;">III students</p> <p>Currently at the middle school level, each grade level has built in an additional 30 minutes per day within the Reading and Math blocks to address skill deficits in each of the contents. In addition, the middle school related arts and social studies and science teachers, incorporate 30 minutes within their scheduled courses for more reading and math intervention to address skills identified by the content teachers. The challenge in this area was that while the efforts were pure, there wasn't an identified tier 2/3 intervention program to address the reading and math deficits. While we did have 100 Book Challenge which is tier 1, we lost the funding to continue with training and professional development. At the high school level, teachers implemented a 30 minute intervention block within the 90 minute period. Teachers utilized 100 Book Challenge in grade 9 only and KHAN Academy in grades 10-12 and Agile Minds was used for grades 9-12 in Math. As with our middle school, additional funding is needed to obtain tier 2 and 3 interventions for students who need it. The school is</p>		

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LEA: Baltimore City Public Schools			
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	<p>looking to implement Reading 180, Math 180, and Ten Marks Math as a tier 2 and 3 intervention.</p> <p>Currently we are using a 90 minute scheduling model. Within this model, 30 minutes is designated specifically for intervention at the middle and high school levels.</p> <p>The effectiveness of instruction is monitored through informal observations, formal observations, the ILT tool, attendance data, office referral data and academic data outcomes as indicated by I-Ready, Agile Mind and LDC assessment data.</p> <p>Measures of success include increases in reading and math I-Ready data, improved student attendance, increased engagement in instruction and time on task and reduced suspensions. The following academic improvements have been noted:</p> <p>While attendance increased by 3% as of mid-semester, there is work to be done to have students come to school on time every day. In addition, FAET requires assistance with</p>		

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	<p>supporting students with intensive behavior concerns, some of whom are being reengaged from the juvenile justice system or from other schools in the district. In some instances these are students who continue to have on-going behavior issues.</p> <p>We are currently using 100 Book Challenge and Khan Academy but would like to gain additional Tier 2 and 3 research-based intervention programs for the upcoming school year. The interventions we plan to implement during the 2016-17 school year includes:</p> <ul style="list-style-type: none"> • Read 180 • Think Through Math • College Board Springboard • 100 Book Challenge <p>To augment the core instruction and to address the needs of Tier 3 students, the school will be offering an after-school program. Selected teachers will receive a stipend to teach in</p>		

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	in the program.		
<u>COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</u>			
The LEA and School must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 - Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers • Strategy 2-Interevnetions for Tier II/III students • Strategy 3 -Strategic scheduling to allow for additional learning time in core content areas • Strategy 4 – Collaboration with School Transformation and Turnaround Team to support the school with UDL and MTSS PD • Strategy 5 - Contract with academic intervention vendors (Agile Minds., Do the Math Now, and Achieve 3000) to provide professional development and coaching support to select 	SY 2016-17	Principal Assistant Principal ILT

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	<p style="text-align: center;">teachers to support use of UDL</p> <p>FAET uses the Baltimore City LDC Curriculum for Language Arts and Agile Mind for mathematics for grade levels 6-12. FAET has utilized 100 Book Challenge in grades 6-9 for the past 2 years. FAET also implements interventions using Agile Mind for grades 6-12 as well as Khan Academy for grades 6-12. The challenges that FAET has endured is providing rigorous standards based instruction, differentiating to meet the needs of all learners while using the curriculum provided by the district. Teachers require professional development with making effective instructional decisions that will improve academic achievement across grade levels. Teachers will benefit from training and professional development on the principles of Universal Design for Learning.</p> <p>Currently, FAET has three instructional coaches; two for Humanities and one for Math and Science. Each coach serves as our Literacy, Mathematics and Social Studies</p>		

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	<p>representatives for our school. The coaches assisted the leadership team with implementing the professional development plan, completing informal observations, peer observations, teacher mentoring, ghost walks, and data analysis. They were an integral part of the ILT. Each member planned and facilitated weekly Wednesday professional development sessions. This coaching cycle occurred weekly.</p> <p>FAET uses the Baltimore City LDC Curriculum for Language Arts and Agile Mind for mathematics for grade levels 6-12. FAET has utilized 100 Book Challenge in grades 6-9 for the past 2 years. FAET also implements intervention using Agile Mind for grades 6-12 as well as Khan Academy for grades 6-12.</p> <p>PLCs are facilitated in content areas based on district priorities such as routine writing and Restorative Practices.</p> <p>FAET will implement the following to provide early and intensive intervention for students:</p>		

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	<ul style="list-style-type: none"> Agile Minds Think through Math 100 Book Challenge LDC Curriculum <li style="background-color: yellow;">Do the Math Now <li style="background-color: yellow;">Achieve 3000 Universal Design for Learning APEX Courses Credit Recovery <p>FAET is currently implementing some of the elements of personalized learning. FAET will receive training and professional development on tailoring students learning to meet their needs and ensure mastery of grade level standards.</p> <p>FAET will be partnering with the MSDE Breakthrough Center Mathematics Specialist to receive additional coaching and content support and PD.</p>		
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM</u>			

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<u>INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director and Community Learning Network focused on the use of student data • Strategy 2-Use of the CFIP process to triangulate data and identify next steps for teachers and leader • Strategy 3 – Implementation of specific academic intervention programs for identified Tier II/III students • Strategy 4 -Strategic scheduling to allow for additional learning time in core content areas • Strategy 5- Embedded PD and coaching <p>FAET implements data talk on a bi-weekly basis where the</p>	SY 2016-17	Principal Assistant Principal ILT Teacher Leaders Teachers

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	<p>following data is analyzed:</p> <ul style="list-style-type: none"> • daily formative assessments • iReady data • Agile Mind data • LDC data • PARCC data • Student work samples • CFIP analysis • Mid-term and final exams • attendance data <p>FAET teachers need assistance with ensuring that objectives are aligned to standards and that tasks are aligned to the standards and the objectives. Additional time through extended day is needed to conduct a more intense data</p>		

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	<p>analysis and to plan strategic instructional responses to the data to include standards based tasks, student work analysis, and explicit instruction.</p> <ul style="list-style-type: none"> • daily formative assessments • iReady data • Agile Mind data • LDC data • PARCC data • Student work samples • CFIP analysis • Mid-term and final exams • attendance data <p>Data is presented during the bi-weekly data talks and the half day Wednesdays through spreadsheets, PowerPoint</p>		

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	<p>presentations, teacher group assignments and the CFIP process. Staff has school-wide access to I-Ready data, Agile Mind Data, attendance, LDC Module data and Data Link. Following the analysis of the data, teachers reteach skills ensuring alignment between the objective and the standard, identify the instructional factors that contributed to the identified strengths and needs and identify the steps that will be taken to re-teach the content. Progress is continuously monitored and instructional strategies adjusted accordingly. There were small gains in some grades but with consistent and more focused data analysis using the Classroom Focused Improvement Protocol, the gains will be more substantial.</p> <p>FAET currently uses Data Wise which addresses an 8 point model to include:</p> <ol style="list-style-type: none"> 1. Organize for collaborative work 2. Build Assessment Literacy 3. Create data overview 		

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	<ol style="list-style-type: none"> 4. Dig into Data 5. Examine Instruction 6. Develop Action Plan 7. Plan to Assess Progress 8. Act and Assess <p>This cycle/protocol is used during the bi-weekly data talks and assists teachers with analyzing quantitative and qualitative data. This is monitored through SANE documents and the submission of action and CFIP plans.</p> <p>The data allowed us to tier our students to see which students were gifted and talented and which ones needed intensive support and interventions.</p> <p>Data and information gathered during formal and informal observations and walkthroughs are used to plan professional development and support for teachers and students. The data drives the planning, implementation, and monitoring of</p>		

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	the school-based professional developments.		
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implement a schedule that provides teachers and ILT members with collaborative planning • Strategy 2 – Facilitate ILT meetings afterschool • Strategy 3 – Provide extended learning opportunities for teachers through summer and afterschool PD • Strategy 4 - Contract with academic intervention and PD vendors (Agile Minds, Do the Math Now, and Achieve 3000) to provide professional development and coaching support to select teachers to ensure fidelity of implementation of academic interventions, student data analyses of progress/needs, and planning for differentiated 	SY 2016-17	Principal Assistant Principal

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	<p>support to students</p> <ul style="list-style-type: none"> • Strategy 5 - Implementation of academic interventions for Tier II/III students <p>Teachers and school-based leaders are provided time for collaboration on the use of data on a weekly basis. The instructional coaches plan for a differentiated system of support by implementing the professional development plan, completing informal observations, facilitating peer observations, mentoring teachers, facilitating ghost walks, and conducting data analysis.</p> <p>The ILT meets the first Monday of every month.</p> <p>Collaborative planning sessions are facilitated by teacher leaders and are scheduled as follows:</p> <p>1st Wednesday: Data Talk/Data Analysis</p>		

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	<p>2nd Wednesday: Content Collaborative Planning Meeting (After School which includes guided discussion of data, peer observations, ghost walks, informal observation findings)</p> <p>3rd Wednesday: Data Talk/Data Analysis</p> <p>4th Wednesday; Half Day Wednesday used for systemic PD, Differentiation of Instruction, Intervention, Special Education/SST Training, Restorative Practices.</p> <p>Professional development will also be offered afterschool to teachers who in turn will receive a stipend for attendance.</p>		
<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			

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<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students' social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Collaboration with the BCPS Office of School Supports to identify areas of improvement with school safety, attendance, discipline, and student health needs • Strategy 2 – Use of a Dean of Culture and Climate to coordinate the training and implementation of related initiatives • Strategy 3 – Use of the Student Support Team process to remove barriers for students • Strategy 4 –Use of Restorative Practices • Strategy 5 – Partner with Continuous Growth for mentoring services • Strategy 6 – Implement a Community School Strategy to support students <p>In the coming school year, FAET will no longer have the support of the Dean of Culture and Climate or the hall monitor. There are currently a Social Worker and</p>	SY 2016-17	Principal Assistant Principal Teachers Climate Consultants School based mental health staff Positive Challenges

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	<p>psychologist assigned to the ED PRIDE program. 1 full time and 1 part time social worker is assigned to general education in addition to 1 part time psychologist. The school uses and will continue to use Restorative Practices to resolve conflicts. FAET partners with Positive Challenges for counseling for identified students. As such, FAET will require support from Climate Consultants to assist with behavior intervention, climate and culture, and alternatives to suspension.</p> <p>SST is chaired by Social Studies teacher leader, Eric Bojo and co-chaired by Brendan Flaherty, Art Teacher. Both teachers have two planning periods in their schedules which allows them to facilitate SST meetings. Meetings are scheduled based on teacher’s planning periods to ensure their attendance at the meetings. Action plans if completed as well as all other information is documented in the SMS system for Baltimore City school.</p> <p>FAET uses a school wide behavior incentive system to address problematic behaviors and reinforce positive</p>		

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	<p>behaviors.</p> <p>FAET does not currently have a violence prevention program but will use the Community School strategy to identify a program to address this need.</p> <p>FAET currently uses Restorative Practices to resolve conflict. Staff has received training and support for two years but will need additional funding to continue to implement.</p> <p>There is a hierarchy of consequences that teachers are expected to follow which includes 2 warnings, bounce pass with a reflection, parent contact and administrative referral. FAET teachers and staff use a hierarchy of consequences to address behavior infractions in conjunction with incentives to reinforce positive behaviors. It is expected that behavior expectations be posted in every classroom.</p> <p>Walk-throughs are used to monitor what is expected to be done to address behaviors. It is during this time that observations of implementation of strategies and practices</p>		

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	<p>occurs. Teachers receive immediate feedback and recommended corrective actions to address problematic behaviors.</p> <p>Currently we conduct town hall meetings as needed to listen to students' concerns and address issues that are impacting the community. We have also developed student surveys that students were asked to complete so that we could address their concerns. Students freely come to administration, teachers, or staff with concerns or request opportunities to meet and discuss their concerns. The school will hold grade level town hall meetings at least quarterly, with the option to hold more, to hear student concerns and collaborate on grade specific topics.</p>		
<u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u>			
The LEA and School must:			
<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1-Partner with Family and Community 	SY 2016-17	Principal

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implementation of the intervention strategies to support student learning	<p>Engagement Office of BCPS to enhance parent outreach programs that address mental health psychoeducational programming, ESOL, GED, Family planning, smoking cessation, workforce development, financial literacy, parenting programs, college and career nights</p> <ul style="list-style-type: none"> • Strategy 2- Integrate family and community partnerships through Community School strategy Living Tree, Concentric Education home visit practices, Pique Parent Workshops, and Restorative Practices • Strategy 3 – Encourage the participation of all parents in the School Family Council and subcommittees • Strategy 4 – Continue to improve parent communication practices implemented by school staff <p>FAET holds quarterly parent nights where parents can learn at-home strategies to support students in the areas where they struggle. Additionally, parents input is valued and</p>		<p>Assistant Principal</p> <p>ILT</p> <p>Guidance Counselor</p> <p>School Family Council</p>

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	<p>welcomed around school budget and spending to address interventions. While we post information on the school’s website, conduct robo-calls and send flyers home with students, parent participation is minimal. The school needs support with increasing parent engagement and gaining their input. FAET will use the following strategies to improve parental engagement: Community School Strategy, Parent-Teacher Collaboration Virtual Engagement and Capacity Building Parent Leadership Training.</p> <p>The parent engagement plan identifies the goals that are in the SPP and parent workshops/activities intended to support the attainment of those goals. The goals project improvements in the areas of Math, English, Attendance and College and Career Readiness. This plan indicates current partners who support work towards the goal including Engineers on Deck (Morgan State University), Positive Challenges and Truancy Court. The plan also addresses the school’s strategies for recruiting highly qualified staff, how teachers are professionally developed and extended learning</p>		

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	<p>opportunities for students.</p> <p>Based on the parent surveys, FAET is operating at a satisfactory level in each of the dimensions.</p> <p>Parents are currently represented on the School Family Council.</p> <p>The school's guidance plan has two goals:</p> <ul style="list-style-type: none"> • To increase the number of students with a 2.0 by the end of 9th grade. • Increase Naviance visits for 6th grade students. <p>It includes possible reasons why these are issues of concern and the strategies that will be used to address these issues. The plan also includes an activities and event calendar including to assist with attainment of the established goals.</p> <p>At this time FAET does not have any family and community education programs. We plan to use the Community Schools Strategy to make improvements in this area. The outreach</p>		

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	<p>programs that we currently use are Positive Challenges and Truancy Court.</p> <p>We make every effort to offer day and evening opportunities for parents to attend school, grade and class events with the understanding that parents work and have other responsibilities. When planning parent activities, at-home strategies are always included to build the home-school connection. Parents have the opportunity to take home resources that they can use at home with their students.</p> <p>Parents receive bi-weekly progress reports to stay informed of students' progress. Teachers are available via phone and email to discuss students' progress or schedule in-person meetings/conferences. To improve communication between the school and home, FAET is going to implement Capacity Building: Parent Leadership Training and Parent-Teacher Collaboration-Virtual Engagement.</p> <p>The Food Bank is open to the families and the community on the 4th Wednesday of every month. When possible, the school makes every effort to plan parent events around the</p>		

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	food bank since there are an increase in the number of parents in the building on these days.		
<input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create school environments that meet students' social, emotional, and health needs)	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Collaboration with the BCPS Office of Family and Community Engagement and Office of School Supports to identify strategies for engaging stakeholders with enhancing the school environment to meet the students' social, emotional, and health needs • Strategy 2 - Engage members of the school leadership team and SFC to lead the outreach efforts to increase collaboration with external organizations who can support students development • Strategy 3 – Expand family and community outreach efforts through Community Schools • Strategy 4 – Use of Continuous Growth to provide character education, student mentoring, 	SY 2016-17	Principal Assistant Principal ILT Guidance Counselor School Family Council

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	<p style="text-align: center;">support for in-school suspension, and climate monitoring</p> <ul style="list-style-type: none"> • Strategy 5 - Use of Concentric Education to support parent and student engagement <p>The school currently meets monthly with the School Family Council. FAET partners with Engineers on Deck- Morgan State University, who within the past two weeks assisted the school with the Project Lead the Way recertification. FAET also partners with Positive Challenges to address behavior and emotional needs of students. The school needs to foster additional partnerships that would afford students opportunities to participate in clubs and activities that would promote healthy social relationships and experiences. The school believes that solid enrichment programs and experiences would promote collaboration among the students and have a positive effect on climate and culture.</p> <p>At this time, feedback is provided through the School Family Council members and during Title One Parent Engagement meetings if well attended. FAET needs</p>		

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	<p>assistance with increasing parent and community participation and with obtaining input from parents.</p> <p>The community is informed using the school website, flyers, email correspondences and robo-calls.</p> <p>FAET uses a school wide behavior incentive system to address problematic behaviors and reinforce positive behaviors. To further address this area, the school needs additional support with developing/identifying service learning opportunities that improve relationships with peers and engage students in authentic, real-world service oriented experiences.</p> <p>The outreach programs that we currently use are Positive Challenges and Truancy Court. FAET is in need of additional outreach programs that can be leveraged through the Community School strategy.</p> <p>FAET has a partnership with Truancy Court which assists with improving student attendance. The school also partners with Positive Challenges to address mental health concerns</p>		

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	<p>through counseling.</p> <p>FAET does not have a family resource center but there is access to the food bank on the 4th Wednesday of the month.</p> <p>The Food Bank is open to the families and the community on the 4th Wednesday of every month. When possible, the school makes every effort to plan parent events around the food bank since there are an increase in the number of parents in the building on these days.</p>		

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Annual Goals /Milestone Goals and Targeted Outcomes

2016-2017 Annual Goal and Milestone Goals for Reading and Math

Provide the Annual 2016-2017 Goals for Reading/Language Arts and Math on State assessments for “all students” group and for each subgroup.

Reading Goals

At least 15% of all students in grades 6-12 will meet or exceed expectations on the English Language Arts (ELA)/English 10 administration of the PARCC assessment.

- *15% of African American students will meet or exceed expectation on the ELA/English 10 PARCC.*
- *15% of students receiving free and reduced meals will meet or exceed expectations on the ELA/English 10 PARCC.*
- *10% of students receiving special education services will meet or exceed expectations on the ELA/English 10 PARCC.*

Math Goals

At least 15% of all students in grades 6-12 will meet or exceed expectations on the Math/Algebra I/Algebra II administration of the PARCC assessments.

- *15% of African American students will meet or exceed expectations on the Math/Algebra I/Algebra II PARCC assessments.*

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- *15% of students receiving free and reduced meals will meet or exceed expectation on the Math/Algebra I/Algebra II PARRC assessments.*
- *10% of students receiving special education services will meet or exceed expectations on the Math/Algebra I/Algebra II PARRC assessments.*

Provide Interim Milestone Goals for Reading/Language Arts and Math on interim assessments for “all students” group and for each subgroup for SY 2016-2017.

***ELA-** All students in grades 6-12 will show an increase of at least .5 years growth as measured by the ELA iReady MOY assessment to be administered in December, 2016.*

***Math-** All students in grades 6-12 will show and increase of at least .5 years growth as measured by the Math iReady MOY assessment to be administered in December 2016.*

***ELA-** All students in grades 6-12 will show an increase of at least a year and a half growth as measured by the EOY ELA iReady assessment.*

***Math-** All students in grades 6-12 will show an increase of at least one year growth as measured by the EOY Math iReady assessment.*

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2016-2017 Target Outcomes for Strategies in the Intervention Plan		
Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
	Provide Interim Outcome for Each Strategy in the Intervention Plan	Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Climate	<p><u>Suspension:</u></p> <p>By January 2017, FAET will see a reduction in the number of suspensions in comparison to suspensions documented in January 2016.</p> <p><u>Attendance:</u></p> <p>By January 2017, FAET will see an increase in attendance across all grades as compared to January 2016.</p> <p><u>Graduation Rate:</u></p> <p>By January 2017, FAET will see an increase in the number of January graduates in comparison to January 2016.</p>	<p><u>Suspension:</u></p> <p>By June 2017, FAET will see a reduction in the number of suspensions in comparison to suspensions documented in June 2016.</p> <p><u>Attendance:</u></p> <p>By June of 2017, FAET will achieve a 94% school-wide attendance rate.</p> <p><u>Graduation Rate:</u></p> <p>By June 2017, FAET will see an increase in the number of June graduates in comparison to June 2017.</p>
2. Parent/Community Engagement	By January 2017, FAET will see an increase in community partnerships that	By June 2017, FAET will see a greater increase in community partnerships that

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	improve parental engagement and increase students' participation in enrichment activities.	improve parental engagement and increase students' participation in enrichment activities.
3. Professional Development/Coaching	By January 2017, FAET will see an increase in teachers' use of instructional strategies that foster increased student engagement and improved performance on the district assessment.	By June 2017, FAET will see a greater increase in teachers' use of instructional strategies that foster increased student engagement and further improved performance on the IReady assessments.
4. Interventions	By January 2017, FAET will see a decrease in the number of students requiring Tier 2 and 3 interventions.	By June 2017, FAET will see a further decrease in the number of students requiring Tier 2 and 3 interventions.

The Central Support Team and the Turnaround Executive Support Team will monitor at least quarterly the milestone goals and targeted outcomes for each of the strategies in the Priority School intervention plan. The LEA will submit a Quarterly Report to MSDE on the data on the milestone goals for reading and math and target outcomes.

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2016-2017 Timeline for LEA Monitoring of Priority School

School: Friendship Academy of Engineering and Technology #339 LEA: Baltimore City Public Schools

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected interventions in the Priority School based on the goals/milestone/target outcomes established in each school's plan. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with of the specific interventions selected) to be taken by the school and the LEA, the ways in which the school's progress will be assessed. Quarterly reports will be submitted to MSDE within 30 days after the quarter ends. Describe LEA plans for submission of Quarterly Reports.

Quarter 1 (SY 2016-2017, Aug.-Nov-)	Describe the LEA/school monitoring and oversight <ul style="list-style-type: none"> • The Principal and the Instructional Leadership Team will review data from SY15-16 • School staff will analyze the data to inform priorities in the School Performance Plan (SPP) • School leadership will share AMO targets and SPI with staff. • School leadership will share approved implementation and school performance plan with staff. • Central Support Team Members will review approved copies of the implementation plan. • During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed. • Consultant/Vendor Monitoring Checklists will be reviewed. • Final SY16 budget will be shared with school leadership for accuracy.
	Describe how progress will be assessed <ul style="list-style-type: none"> • A review of <i>evidence of successful implementation</i> of the Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed.

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	<ul style="list-style-type: none"> • Evidence that SY15-16 data, AMO targets and SPI has been shared with staff. • At least 15% of the grant funds will be expended by the first quarter. <p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> • Submission by November 11, 2016 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
<p>Quarter 2 (SY 2016-2017, Nov.-Jan.)</p>	<p>Describe the LEA/school monitoring and oversight</p> <ul style="list-style-type: none"> • The Principal and Instructional Leadership Team will review Beginning of Year (BOY) assessment data. • Beginning of Year (BOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary and set student goals for the year. • During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes. • Consultant/Vendor Monitoring Checklists will be reviewed. • Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps. <p>Describe how progress will be assessed</p> <ul style="list-style-type: none"> • A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. • At least 40% of the grant funds will be expended by the second quarter. <p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> • Submission by January 27, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
<p>Quarter 3</p>	<p>Describe the LEA/school monitoring and oversight</p>

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<p>(SY 2016-2017, Feb.-April)</p>	<ul style="list-style-type: none"> • The Principal and Instructional Leadership Team will review Middle of Year (MOY) assessment data. • Middle of Year (MOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary. • During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes. • Consultant/Vendor Monitoring Checklists will be reviewed. • Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps.
	<p>Describe how progress will be assessed</p> <ul style="list-style-type: none"> • A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. • At least 65% of the grant funds will be expended by the third quarter.
	<p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> • Submission by April 7, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
<p>Quarter 4 (SY 2016-2017, April- July)</p>	<p>Describe the LEA/school monitoring and oversight</p> <ul style="list-style-type: none"> • The Principal and Instructional Leadership Team will review End of Year (EOY) assessment data. • End of Year (EOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary. • During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed. • Consultant/Vendor Monitoring Checklists will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation

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	<p>to grant outcomes.</p> <ul style="list-style-type: none"> Monthly FY17 budget status reports will be shared with business school leadership for accuracy and next steps.
	<p>Describe how progress will be assessed</p> <ul style="list-style-type: none"> A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings. Members of the Central Support Team will conduct school walks to assess implementation of planned activities. Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. At least 65% of the grant funds will be expended by the third quarter.
	<p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> Submission by June 23, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.

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Priority School Consultant/Contractor Planning Form (Optional for LEA use)

LEA and schools should use this form in their planning phase if outside consultants and contractors will be contracted to implement intervention strategies in the Priority School plan. LEA must sign off on all contract deliverables.

1. Consultant /Contractor Company Name / Address / Phone / E-mail / Website:
2. Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:
3. Has the consultant/contractor been contacted for their availability of services? _____Yes _____No
4. Has the consultant/contractor tentatively agreed to provide the services to the school? _____Yes _____No
5. What is the consultant's /contractor's fee?(Provide a summary breakdown): _____
6. Describe the specific evidenced-based services that will be included in the contract (include the following): a) Number of professional development hours per day and per week committed to the school: b) Number of planning hours committed to the school: c) Proposed start/end dates: d) Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.): e) Type of support the consultant will provide to the school to monitor implementation of professional development: f) Type of support to the school to evaluate the success of the professional development: g) Monitoring tool and/or evaluation rubric:

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Priority School Consultant/Contractor Monitoring Checklist (Optional for LEA use)

It is the responsibility of each school to ensure all contractual obligations are met and that monitoring is documented. This checklist serves as a tool to assist the school during that process. This checklist is for LEA use only. MSDE does not require its use.

Contractor/Vendor Name: _____ **Contract Administrator Name/Title:** _____

<u>Summary of Services</u>			
Activity Dates	Service(s)	Expected Outcome/Data	Outcome Met/Not Met

<u>Evaluation of Consultant/Contractor Services</u>							
<u>Services:</u> Were item(s) or services delivered in accordance with contract specifications?			<u>Reports:</u> Were all reports required by the contract provided as required?			<u>Overall Evaluation of Contractor/Consultant:</u>	
Quantity?	YES	NO	Timely?	YES	NO	Would you recommend this contractor in the future?	
Quality?	YES	NO	Accurate?	YES	NO	YES	NO
Timeliness?	YES	NO	Submitted in correct format?	YES	NO		

Briefly explain reasons for Overall Evaluation:

Consultant/Contractor Monitoring performed by (print and sign):

Name Printed: _____ **Signature:** _____ **Date:** _____

Position _____ **LEA** _____

Maryland State Department of Education
 Division of Student, Family, and School Support
 Program Improvement and Family Support Branch

March 29, 2016

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This is just a holding place for language for the Additional conditions for the NOGA

Additional Conditions for NOGA

1. LEA will use its Title I 1003(a) school improvement funds to implement fully and effectively the evidenced-based intervention strategies for the Maryland Turnaround Principles model.
2. LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and *measure progress on the leading indicators (not sure about this)*.
3. LEA will monitor and evaluate the actions a school has taken, to recruit, select and provide oversight to external providers to ensure their quality.
4. LEA will report to the SEA the school-level data required in a timely manner.
5. LEA will demonstrate its strong commitment and capacity to implement fully and effectively the intervention strategies in its Priority Schools by scheduling LEA Central Support Team meetings (monthly) and Turnaround Executive Support Team meetings (three times a year) with the Maryland State Department of Education's Title I Office to include the MSDE Breakthrough Center.