



Friendship Aspire Academy  
Public Charter School

2020-2021 School Improvement Plan  
Friendship Aspire Academy Middle School

<b>Principal:</b>	Dr. Gabriel Jackson
<b>Dean of Students:</b>	Luis Martin
<b>Leadership Team:</b>	B. Claybrooks, T. Lee, L. Whipps, A. McIntosh

<p><b>Needs Assessment:</b>  * 2019-2020 ACT Aspire Periodic Data  * 2019-2020 ELPA21 DATA</p>	<p><b>Findings:</b>  <b>DATA ANALYSIS OF 2019-2020 SY ACT Aspire Schoolwide Assessment Data (grades 6-8)</b></p> <ul style="list-style-type: none"> <li>• 42% of students scored close or in need of support in English.</li> <li>• 58% scored ready or exceeding in English.</li> <li>• 77% of students scored close or in need of support in Reading.</li> <li>• 23% of students scored ready or exceeding in Reading.</li> <li>• 75% of students scored close or in need of support in Science.</li> <li>• 25% scored ready or exceeding in Science.</li> <li>• 83% of students scored close or in need of support in Math.</li> <li>• 17% scored ready or exceeding in Math.</li> </ul> <p><b>DATA ANALYSIS OF 2019-2020 ELPA 21 Assessment Data (16 Students tested)</b></p> <ul style="list-style-type: none"> <li>• In grade 6: 0% scored at Level 1 (emerging); 100% scored at level 2 (progressing); and 0% scored at level 3 (proficient)</li> <li>• In grade 7: 20% scored at Level 1 (emerging); 80% scored at level 2 (progressing); and 0% of students scored at level 3 (proficient)</li> <li>• In grade 8: 30% scored at Level 1 (emerging); 70% scored at Level 2 (progressing); and 0% scored at Level 3 (proficient)</li> </ul>
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## Smart Goals

**Goal 1:** There will be a 25% increase in the number of scholars who met grade level proficiency for Reading, Math, and Science as determined by the ACT Aspire Summative Assessment (Baseline scores will be determined by the fall periodic assessment and we will progress monitor with the winter and spring assessment to gauge summative readiness).

**Goal 2:** There will be a 10% increase in the number of scholars who met grade level proficiency in ELA as determined by the ACT Aspire Summative Assessment. Students not identified as proficient will show a 25% increase in their scores. (Baseline scores will be determined by the fall periodic assessment and we will progress monitor with the winter and spring assessment to gauge summative readiness).

**Goal 3:** As determined by perceptual data, discipline referrals, and observation, there will be a decrease in discipline related issues for each quarter of the 2020-21 school year.

**Goal 4:** 100% of students taking the ELPA 21 in 2021 will show increase in reading and writing over scores from 2020.

**Goal 5:** As determined by perceptual data, volunteer hours, and sign in sheets, there will be an increase in positive parental engagement for each quarter of the 2020-21 school year.

# Goals 1-3 Focus Area: Increase Student Achievement/Growth

Skills	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.1 Expect high-quality teaching and learning	Teachers will implement research-based TESS Domains 2 (Classroom Environment) and 3 (Instruction) and content specific best practices Blooms Depth of Knowledge	August 31, 2020 – May 28, 2021	Dr. Gabriel Jackson Luis Martin Laurette Whipps Jimmy Castillejo	Observations and evidence of implementation Lesson Plans Intervention documentation	Provide ongoing support to teachers  Provide resources for PGP
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning	Implement Grade Level/Discipline Curriculum Maps  Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening  Create an environment that fosters curiosity and learning through collaborative communication	August 31, 2020 – May 28, 2021	Dr. Gabriel Jackson Classroom Instructors	Observations/Data Lesson Plans PLC Pre and Post Test PLC minutes Intervention documentation	Provide ongoing support  Begin to develop Pre and Post test  RISE training

<p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning</p> <p>4.5 Ensure alignment of standards, curriculum, teaching, assessments, and professional learning</p>	<p>Improve the PLC process with reconfigured norms, routines, and expectations</p>	<p>August 31, 2020 – May 28, 2021</p>	<p>Dr. Gabriel Jackson Laurette Whipps Jimmy Castillejo Tyneshia Lee Math Instructor</p>	<p>PLC agenda and minutes Constructed Assessments (Pre and post)</p>	<p>Focus on PLC process. Using Data to guide instructions</p>
<p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences</p>	<p>Based on the RTI Protocol from the District, align our academic RTI system and implement an effective system that: - supports for scholars</p> <p>RTI Team trains staff to implement</p>	<p>August 31, 2020– May 30, 2021</p>	<p>Dr. Gabriel Jackson RTI Team Laurette Whipps Jimmy Castillejo</p>	<p>Training for staff completed</p> <p>Teachers understand and use process</p> <p>RTI Agenda and Minutes document effective use of system</p> <p>Schedule for RTI meetings</p>	<p>RTI team will provide follow up support to teachers as needed.</p>
<p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning</p> <p>5.1 Use student performance-based accountability systems for decision making</p>	<p>Student data will be used to identify targets for improving academics for scholars during the intervention/enrichment period.</p> <p>Related arts specialist and instructional paras will assist core teachers with administering assessments, documenting data and providing interventions.</p>	<p>August 31, 2020 – May 28, 2021</p>	<p>Dr. Gabriel Jackson School Wide Staff</p>	<p>Data Sheets Intervention Notes PLC minutes Weekly Academic Intervention</p>	<p>Specialist, paras, and teachers will receive ongoing support and job embedded training</p>

# Goal 4 Focus Area: Decrease Disciplinary Issues

Skills	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
2.2 Promote a safe, positive, interactive and supportive climate	Trauma Informed training for teachers and staff Look into de-escalation skills Conflict Resolution Restorative Practices	July 1, 2020-August 17, 2020	Luis Martin Certified Teachers	<ul style="list-style-type: none"> <li>Use strategies that diffuse situations and outburst with scholars</li> <li>Decrease incidents.</li> <li>Decrease in referrals Completion certificates</li> <li>Direct and Indirect observation of teacher and student interaction and Feedback</li> <li>School Wide Expectations and Consequences posted in every classroom and hallway</li> <li>Common language and vocabulary</li> </ul>	Create School Wide norms and expected behavior Research of various discipline techniques Webinars
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences  2.2 Promote a safe, positive, interactive and	Implement PBIS with fidelity by the PBIS Team. Team will train teachers and support them in developing intervention and incentive plans to improve scholar's behaviors.	July 1, 2020- May 27, 2021	Luis Martin Dr. Gabriel Jackson PBIS Team	<p>All staff members are fully trained</p> <p>PBIS Rubric</p> <p>Use of behavior matrix</p> <p>Discipline referral and consequence data</p>	Implement PBIS with fidelity:  -identify alternatives to suspension -multi-tiered system of support

supportive climate	Weekly Character Building (Second Step)			Character Building Lesson Plan Student based Artifacts	
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences	Based on the RTI Protocol from the District, align our behavior RTI system and implement an effective system that: -Provide ongoing wrap-around supports for scholars  RTI Team trains staff to implement	August 31, 2020– May 30, 2021	Luis Martin RTI Team	Training for staff completed Teachers understand and use process  RTI Agenda and Minutes document effective use of system  Schedule for RTI meetings	RTI team will provide follow up support to teachers as needed.

## Goal 5 Focus Area: Improve and promote positive relationships with scholars, staff, parents, and community

Skills	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
2.1 Establish desired culture through norms, rituals, traditions, common language and cultural competencies  2.2 Promote a safe, positive, interactive and supportive climate	Survey staff, scholars, and stakeholders to solicit input on a safe culture during events -Open houses at school -Various School/Community Events (Parent Advisory Committee)	July 1, 2020-May 30 <sup>th</sup> 2021	School Leadership Team Committee Chairs Parents Scholars	Feedback or responses – Compiled reports: (At end of each event)  *Hosted School Events *Sign in Sheets *Survey Results	Compile data to define current reality from the community

	Family Nights -Once a Month Coffee and Conversations with parents				
2.2 Promote a safe, positive, interactive and supportive climate	Highlight and shout out student(s) by grade level and teacher of the month	July 1, 2020-May 30 <sup>th</sup> 2021	Cassie Smith Parent Facilitator	Postings of students and teachers on the sites	Create bulletin board upstairs to highlight in Shout out
2.2 Promote a safe, positive, interactive and supportive climate	Plan and host twice a year (once per semester) parent appreciation events for the 2020-21 school year.	September 7, 2020 – May 21, 2021	School Leadership team	Surveys on parent perception	We will begin to plan on adding awards for parents at the end of year awards ceremony
2.3 Build and sustain collaborative relationships and structures for learning and work	Develop a Sunshine Committee for staff members	September 15, 2020-May 28, 2021	Christin Burks Leadership Team Teachers	Sunshine Bylaws, Teachers and Staff on committee,	Honor staff at different celebrations and events that occur for them using sunshine funds
2.3 Build and sustain collaborative relationships and structures for learning and work  2.4 Infuse diversity of people, perspectives, ideas and experiences into the work	VIPs Each grade level will encourage parent/guardian volunteers and create opportunities for collaboration and culture building	August 17, 2020-May 30 <sup>th</sup> 2021	Tyneisha Lee Trey Austin	Sign in sheets for volunteers Artifacts	Teachers will call parents to help for events. Committee Chairs will use the information to call parents to assist with committees

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