


# INVESTMENT IN SCHOOLS

## School Improvement Plan Template

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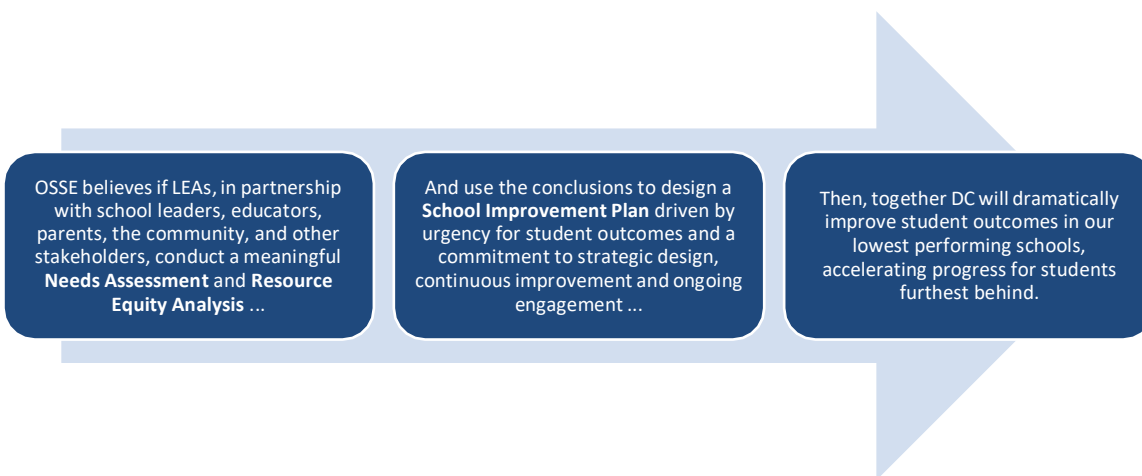
 GOVERNMENT OF THE  
DISTRICT OF COLUMBIA  
MURIEL BOWSER, MAYOR

# School Improvement Plan Template

*To be completed for each Comprehensive Support and Improvement (CSI) and Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School designated in the 2022-23 school year. The template may also be used to develop school improvement plans for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools. Local education agencies (LEAs) with TSI and ATSI schools have the discretion to either use the OSSE's provided template or a plan format of their choosing.*

## Background

The Office of the State Superintendent of Education (OSSE) understands that school turnaround and improvement plans must be designed with consideration of each school's unique context. The process of completing a needs assessment, including an analysis of the equitable distribution of resources, the development of goals aligned to identified needs and the creation of a plan to address those needs provides an opportunity for designated schools to work with stakeholders toward a vision to ensure all students have an opportunity to succeed.



Local education agencies (LEAs) with Comprehensive Support and Improvement (CSI) schools are eligible for *Investment in Schools* (1003) grant funding. The *Investment in Schools* grant provides an opportunity for each of the District of Columbia's lowest performing schools to work with their communities to urgently improve educational outcomes for students. Every CSI school must conduct a needs assessment and develop a school improvement plan. LEAs with at least one school designated for comprehensive support and more than one school overall in the LEA must also complete a Resource Equity Analysis. (Note: Single-site LEAs do not have to perform the Resource Equity Analysis).

LEAs with schools designated in the 2020-23 school year as Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) are not eligible for grant funding but are required to complete a needs assessment, school improvement plan and resource equity analysis (if applicable).

LEAs with Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools may use this template to assist their schools in developing a school improvement plan,

but use of this template is not required by OSSE. LEAs with schools designated as TSI and/or ATSI are required to share with OSSE their school improvement plan(s) regardless of the template chosen.

## School Improvement Plan Template Overview

### Framework

To provide guidance and flexibility, OSSE is naming three critical categories - **People, Instruction** and **Structures** - that school improvement plans (SIPs) will address. SIPs will explain how evidence-based strategies and interventions (*see more detail below*) in each of these areas will be put in place to make the changes needed for each school's individual context. Each SIP must start by describing overall vision and goals for the school; explaining specific strategies related to people, instruction and structures; incorporating how the school will determine whether the plan is generating its intended outcomes; and describing a process for continuous stakeholder involvement, which will include public engagement and reporting.

### Scope

For newly designated schools in 2022, the SIP will span the 2022-23 and 2023-24 school years. The schools designated in 2018 developed a three-year plan. Given that 2022 designations do not include growth data, a central part of the DC Every Student Succeeds Act (ESSA) State Plan, schools will be identified again in 2024 with full accountability system metrics, after only two years. For schools designated in 2022, the data from the 2021-22 school year should be used for the baseline, and the targets and metrics related to the plan goals should be set at the end of the 2022-23 school year and the 2023-24 school year.

### Transparency

SIPs should be available to the LEA, parents and the public, and the information contained in the plan must be in an understandable and uniform format, and to the extent practicable and/or required by DC law, provided in a language that the parents can understand.<sup>1</sup> Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.

## Evidence-based Interventions

In each category of the School Improvement Plan Template, schools must identify evidence-based interventions in the strategy for achieving its vision. Evidence-based interventions are practices, activities or interventions that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

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<sup>1</sup> See <https://ohr.dc.gov/sites/default/files/dc/sites/ohr/publication/attachments/FINAL%20REGULATIONS%20-%20October%202014.pdf>.

**Tier 1 – Strong Evidence**

Supported by one or more well-designed and well-implemented randomized control experimental studies.

**Tier 2 – Moderate Evidence**

Supported by one or more well-designed and well-implemented quasi-experimental studies.

**Tier 3 – Promising Evidence**

Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

**Tier 4 – Demonstrates a Rationale**

Practices that have a well-defined logic model or theory of action, are supported by research and have some effort underway by a state education agency (SEA), LEA, or outside research organization to determine their effectiveness.

CSI plan strategies are required to have demonstrated strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV may use Tiers 1–4.

### Schools Implementing a Schoolwide Program

To reduce burden and avoid duplicative efforts, schools implementing a schoolwide program model under Title I, Part A may use this template to meet the requirement to develop and implement a schoolwide program plan. The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)) The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii))

### Submission Instructions

**CSI Schools**

LEAs with newly designated or re-designated CSI schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](#) by May 31, 2023. After the plan is approved by OSSE, the LEA must upload the approved plan for each school into the Enterprise Grants Management System (EGMS) with their application by May 31, 2023.

**CSI-Grad Schools**

LEAs with CSI-Grad schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](#) by May 31, 2023.

**TSI and ATSI Schools**

LEAs with TSI and/or ATSI schools must upload a copy of their approved school improvement plan (in any format) into the School Improvement folder in [Box.com](#) by May 31, 2023. The plan must have been approved by the LEA prior to sharing with OSSE.

LEA Name: Eagle Academy Public Charter School

School Name: Capitol Riverfront

Date of Plan Implementation: 08/28/2023

Date of Plan Update:

## School Plan Template

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### Overall Vision & Goals

In a narrative, explain the coherent aligned vision for your school, how you determined it and how you will know if you are moving toward that vision.

The narrative must include:

1. How this vision was informed by the process of completing a needs assessment including review of the resource equity analysis, if applicable.
2. How stakeholders were involved in determining this overall approach. Stakeholders should include at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.
3. If applicable, a description of how the SIP is coordinated with the school's Title I-A schoolwide program and the program's plans for other federal funds or local funds.

*You will provide additional detail in the sections that follow on how this overall vision is connected to your approaches to People, Instruction and Structures. We expect that many strategies will be cross-cutting and not isolated to one of these categories to achieve the improvement goals.*

LEA's Vision—Eagle Academy students will become confident individuals with positive self-esteem, respectful, effective communicators, creative problem solvers and critical thinkers. All students will develop a strong foundation for continued learning by working to achieve high standards, supported by our competent educators, parents and students themselves.

Vision—Capitol Riverfront

The vision for Capitol Riverfront improvement is that the school performance will be improved to a tier 1 status by the end of the two years of continuous restructuring, through strong instructional practices and support, implementing research-based strategies and a high-quality curriculum resource. Maintaining conducive learning environments for all students and providing strong Social Emotional programs, will enable students to develop and display problem solving abilities and become social competent individuals, who are capable at mastering the necessary reading and mathematical competences and maximizing their potentials.

The Eagle Academy Capitol Riverfront Campus School Improvement team determined that for us to meet the needs of the students who are failing and at-risk of failing to meet state standards, that the Needs Assessment Plan would analyze the academic data, attendance data and students social-emotional data to understand what the deficits were, prioritize the most significant needs and to determine the root causes of the issues. The Needs Assessment would become the framework which would inform all decisions being made on a continuous basis, that impacts students learning, student's social-emotional development as well as the school climate and culture. The Needs Assessment analyzed data reflecting students' growth and achievement on NWEA MAP and PARCC data, teacher performance as rated by CLASS and Danielson, and Engagement and Leadership through surveys. The data was categorized under the following headings: Instructional Practices, Assessments, Resources, Parent Engagement, Staff Engagement and Leadership. The team determined that categorizing the information into domains was a manageable system to review and evaluate the effectiveness of the improvement plan, in 4-6 weeks cycles. The Needs Assessment informs this ongoing planning and evaluative process. It is a tool which allows all stakeholders to have an input in the plans we make, and it holds us accountable to the goals established.

The Needs Assessment revealed to the instructional leadership that teachers were lacking instructional support and constructive feedback regarding their instructional practices, particularly with implementing a relatively new curriculum. In addition, there were concerns regarding the schedule provided and teachers ability to implement the curriculum with fidelity, when their schedules did not make allowances to do so. This led to the decision to provide direct coaching and to revise the daily schedule.”

The specific needs of children who are failing, or at-risk of failing to meet the academic standards include: (1) low scores on achievement tests in reading and mathematics increasing the need to strengthen the MTSS program in order to improve tier one instruction and access to targeted interventions; (2) high percentage of students with behavioral issues increasing the need for additional school-based mental health programs, improved developmentally appropriate practices, and targeted training on classroom management skills; (3) low attendance rates among some students increasing the need to better track attendance and address truancy; (4) low parent and family engagement increasing the need for additional coordination, training and engagement opportunities.

The team comprising of principal, Deputy CEO of Education, MTSS coordinator, Special Education Director, two lead teachers, Teacher Assistant, Interventionist and parents met initially to review the designation and subsequently through a series of meetings, collaborated to design and implement the Needs Assessment tasks. Subgroups facilitated implementation of surveys, facilitated Town-Hall meetings with different stakeholders, gathered data and worked on analyzing the data. In addition, the team also met to determine the SMART goals, identify resources and personnel needed for the goals to be fulfilled and will continue to monitor implementation and review of the plan.

Eagle Academy receives funding under Title1-A of the Elementary and Secondary Education Act which requires the school to design and implement a Schoolwide Plan. The components of the

Schoolwide Plan are valuable and applicable to the goal of transforming Eagle Academy into a high performing campus. The School Improvement Plan will therefore be incorporated into the schoolwide Plan with the intent to supplement the resources outlined in the Schoolwide Plan with the interventions described in the School Improvement Plan.

The equity analysis indicated that resources were not fairly allocated between schools, particularly because the Capitol Riverfront campus is considered a “small school” and because of the less demanding needs of the students and families at the campus. As a result, more resources were being distributed to the second campus, while teachers and staff at Capitol Riverfront were expected to still perform at their best, lead students to achieving their best, while often lacking the additional support whether personnel or resources, that would enhance the instructional program there. The analysis and the designation, of the school status, forced leadership in rethinking how resources are allocated and a determination to ensure that both schools are equally prepared to support students. This led to the additional positions and resources.

## State the Goals

Identify specific, measurable, achievable, relevant and time bound (S.M.A.R.T.) goals of the SIP to achieve the vision described above. SIP goals must focus on student outcomes, not on adult actions. These should include annual targets tied to specific accountability framework metrics as well as other leading indicators (inputs and/or outputs).

In the table below, list your school's goals and the metrics:

<b>Goal 1:</b>					
Measure: 60% of Eagle Academy exiting 3rd graders will achieve their projected growth as measured by NWEA MAP in reading and math.	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	1.Students Independent Reading levels	Independent Reading Levels Assessment (IRLA)	12% on grade level	30% on or above grade level	50% at or above grade level
	NWEA Projected Growth	NWEA-MAP Math	38% met projected growth	50% meeting projected growth	60% meeting projected growth.
	NWEA Projected Growth	NWEA-MAP Reading	23% at or above grade level	40% at or above grade level	60% at or above grade level
<b>Goal 2:</b>					
Measure: 50% of Eagle Academy scholars will be socially-emotionally competent students	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
		Devereux Students Strengths Assessment-(DESSA-mini)		30% students Competent	50% students competent
<b>Goal 3:</b>					
Measure: Eagle Administration will improve satisfaction ratings Of Communication with all stakeholders, including parents, as measured by its annual survey.	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	1.Frequency of communication	Annual stakeholders Surveys.		30% Increased satisfaction Ratings	50% Increased satisfaction Ratings
	2.Quality and clarity of the communication				
	3.Timeliness of the communication.				
<b>Goal 4:</b>					
Measure: All Eagle Academy Lead instructors will be proficient or above, as	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	1. Danielson Rating scale	Coaches' observation and feedback			



measured by the Charlotte Danielson Rubric on Instruction	2. Danielson Rating scale	Administrator's final scoring	50% Distinguished 50% Proficient	50% Distinguished 50% Proficient	75% Distinguished 25% Proficient
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## Critical Categories

*Note: OSSE funding and resources are designed to focus on the most effective interventions, thus the School Improvement Plan Template focuses on strategies and supports related to People, Instruction and Structures.*

### People

When schools are producing student outcomes that indicate low performance, adults in the building also need supports and interventions to institute change. Through attention to this area, schools will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

In a narrative, explain: What is the school's theory of action around people? What changes do you plan for your approach to talent building – for leadership and educators – to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your Needs Assessment and Resource Equity Analysis, if applicable?

The narrative must include how your school is:

- Planning to ensure it will have effective leadership over the next three years, including the principal and any other key leadership roles and how it is building a pipeline of strong leadership.
- Ensuring retention of effective educators
- Developing and helping educators who need support to improve.
- Selecting strong, moderate, or promising [evidence-based](#) strategies for educators
- Determining strategies based on the conclusions of the needs assessment and resource equity analysis (If applicable)

The narrative may include how your school is:

- Identifying and creating key positions to support school improvement and academic achievement.

## Leadership

The instructional team is a crucial component to the plan for growth and high achievement. In our review of barriers to high achievement, we determined that the following interventions would enhance our instructional plans. Additional training and ongoing support for the principal as the main instructional leader, will be implemented so that his skills will be enhanced to support his teachers. The principal will engage in the Reading Rockets Trainings being facilitated by the Literacy Specialist under the CLSD Grant. In addition, Eagle will implement the Principals Academy for all its principals in the 23-24 school year. The goal is equipping principals to be strong instructional leaders with the knowledge and skills necessary to effectively observe classroom environment and instructional practices, and be able to provide usable, applicable feedback and resources, which teachers can implement to improve their practices. In addition, through an ongoing partnership with Educational Solutions, a co-observation model will be established where the consultant along with the principals, will observe the literacy block in classrooms at least once each month and collaborate on the findings and next steps. The feedback to teachers will reflect support from the principal and the consultant.

## Educators

A focus on retaining high quality teachers is another key component in student learning. In order to retain high performing teachers and to attract other high performing teachers, a comprehensive review of staff salaries is being undertaken with a view to ensuring that our staff compensation is comparative to that of other similar schools. In addition, a bonus system tied to performance and attendance is being implemented for the 23-24 school year. Another intervention focused on developing proficient literacy teachers, is the mentoring and coaching provided through the CLSD grant. All newly hired teachers, struggling teachers and teachers who were not trained during the 22-23 school year, will be required to engage in the job embedded series of evidence-based professional development. This includes a series of 9 modules through Reading Rockets. Sessions are facilitated by the highly qualified and skilled literacy specialist who trains/coaches' teachers and supports implementation in the classroom. Through observations, verbal/written feedback, lesson planning and data discussion. Teachers receive a stipend to encourage participation.

Literacy coaching through the CLSD grant builds teachers understanding of the science of reading. The focus is on building teachers' capacity to instruct the foundational skills, which forms the foundation of students' ability to read and comprehend at grade level. The sessions will support teacher's ability to effectively plan rigorous lessons, review upcoming lessons and consider the necessary pre-requisite skills which students need to access their current lessons, Coaches will support teachers in scaffolding lessons to meet the needs of the students and to design engaging activities and assessments. During these sessions, teachers are supported in understanding possible barriers and how to adapt and differentiate lessons ongoing."

"The educators and instructional leaders will engage in continuous cycle of training, implementing, and reviewing each strategy. Training sessions will begin during Pre-Service and be scheduled monthly. Some sessions are facilitated by consultants directly from the providers of the programs."

"Zearn, will be facilitated by the Math Coach who is attending a series of workshops being hosted by OSSE. She will in turn, share knowledge and skills with the grade level teachers during the Wednesday Professional Learning Communities."

In general, all teachers will be enrolled in a subscription based, self-pacing platform called Educational Impact. This platform provides teachers with online Professional Development on the Charlotte Danielson Rubric, through webinars and real classroom footage through which they can observe and apply the components of the rubric. Administrators and Instructional Coaches will also utilize this platform to support teachers in areas of need.

The School Improvement Team has determined that there is a need for some additional positions, which will positively impact educator's performance levels, as well as student's growth and achievement. Adding the position of a general Instructional Coach who will work with teachers to plan highly effective lessons, differentiating lessons to meet student's individual needs, interest and learning styles, and securing appropriate materials and resources. Similarly, a math coach will be added to the instructional staff who will support teachers in the same manner. The Math coach, however, will be a part-time employee at this campus. Both coaches will ground their work with teachers, in Charlotte Danielson (1966) Framework for Teaching (updated 2022).

The Danielson rating scale for teachers provides the domains through which administrators rate teacher's planning, implementation and assessment of the skills and concepts. Teachers' ratings give insights as to the quality of the instructional practices by which students are expected to make growth or achieve. The thought behind this strategy is that students cannot be expected to master skills, if the instruction is not strong, content is not clear and presented in a manner to meet the needs of students and their learning styles. In addition, the rating scale also allows administrators to determine what additional factors impact learning such as classroom management and teachers planning and preparation. The data provides opportunities to support teachers in the process.

The team also took careful note of the large number of students who struggled significantly with attending lessons, focusing and maintaining positive peer interactions. To support students, we have determined that there is a need for a Dean of School Climate and Culture whose role would focus on supporting student's Social Emotional development. Eagle believes that this was a contributing factor to underperformance and student's social-emotional development which has been significantly worsened since the pandemic. The Dean of Culture and Climate will facilitate Professional Development with teachers, equipping them with classroom management strategies and techniques grounded in Responsive Classroom and Positive Behavior Intervention and Support.

## Instruction

We must ensure that all our students are prepared for success in college and careers. By investing in resources aligned to school needs, building educator capacity and using evidence-based instructional strategies, we believe schools can meet this imperative.

In a narrative, explain: What is the school's theory of action around ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction? What strategies and interventions do you plan to implement and how they are related to your school's identified needs?

The narrative must include how your school is:

- Identifying capacity to ensure instructional approaches can be implemented timely and effectively
- Planning for the instructional approach to be scaled across the school for maximum impact and sustained over time
- Selecting strong, moderate, or promising [evidence-based](#) strategies
- Determining strategies based on conclusions of the needs assessment and resource equity analysis, if applicable

The School Improvement Team concluded from the Needs Assessment, these areas of deficit in the instructional practices and materials.

## **Schedules and Curriculum**

The daily schedule did not align with the expectations for the literacy block as outlined by the Into Reading Curriculum. Sufficient time was not built into the schedule to implement the components of the curriculum with fidelity. The strategy for the upcoming school year will be that the curriculum is used as a guide for drafting the literacy block as prescribed for each grade band. In addition, the independent reading block will be infused into the general literacy block. Similarly, the Scope and Sequence as utilized this school year will be revised to ensure that the main standards are mapped out with sufficient time to for in-depth teaching of the standard.

In addition to the alignment, acquiring the additional components of the Into Reading curriculum, which is designed for tier 3 instructions, will provide the Interventionist and classroom instructors with research-based resources specifically designed to meet the needs of students performing at a tier 3 level. Similarly, Zearn will be systematically integrated into the math instructions as an additional resource which aligns with Eureka math program. Training will be provided for instructors using these resources.

Also, the schedule has been revised to allow the instructional coaches time to support their content area, in the different grade levels. For example, the grade levels cannot have Reading at the same time because the Reading coach will not be able to support multiple teachers within the same block. The reason why the daily schedule is a key structure and strategy for improving the school's performance. The schedule not only dictates the amount of time needed to adequately explore concepts and develop skills through practice, but it also dictates the best time of the day when students are more engaged. The change in the schedule also determines where and when the support staff is available to support teachers and students. It allows for

to support multiple teachers within the same block. In our review of needs for improvement, it was noted that there is a huge deficit in students' mastery of core Phonics. To meet this need, an investment in the Wilsons Reading Systems, will be made for the kindergarten through first grade classes. In the past, teachers were trained on the system, but were not provided the resources to fully implement the program.

The instructional leaders will launch the school improvement plans with staff during the Pre-Service window, allowing all staff to ask questions and provide clarification prior to the start of the school year. A copy of the plan will be distributed to the staff. The staff will have frequent opportunities, six-week cycles to discuss the progress of the plan. These frequent, open conversations will guide the decisions as to whether the school continues with each strategy, modify the strategy, or completely change the strategy. It also allows for immediate actions, rather than for prolonged periods before adjusting as needed.

The new instructional resources include Wilson Reading System and the Toolbox curriculum, while the school will continue to use Zearn, Arc Book Shelf, and Waggle with more fidelity.

Zearn directly aligns with the Eureka curriculum and so provides teachers with additional high quality, rigorous material for small group instruction, reteaching and reinforcement, home-work and independent activities in centers. Its online component is also opportunities for students to reinforce the skills in fun ways. The structure of Zearn is such that families can also help to support students, leading to mastery of skills and higher achievement.

## **Planning**

The Needs Assessment with instructional staff, provided insight into the fact that teachers were working in silos and that there was a disconnect between each grade level. To address this, there will be implemented, ongoing vertical discussions and planning sessions with the intent to ensure that teachers are knowledgeable of the skills and content required at the previous grade and at the next grade level. Discussions and planning will also include gaining an understanding of what was taught versus what was required to be taught.

To ensure the teachers are not planning in silos and disconnected between each grade level, Capitol Riverfront adjusted the daily schedule and matched their daily schedule to provide the teachers the opportunity to plan across campuses with the teachers from the other Eagle Academy campus in the same grade levels three days a week during each grade level planning time. Furthermore, the vertical planning and professional learning communities time will occur two days a week in the mornings from 7:45am to 8:20am. During this allotted timeframe the teachers will work together discussing best practices and effective teaching strategies to ensure all students grow academically and socially.

## **Social-Emotional Curriculum**

Eagle will invest in the Toolbox Project as a curriculum to support students SEL. These lessons will be facilitated by the Dean of Climate and Culture, as a supplement to the Second Steps lessons which are facilitated by classroom teachers.

The Toolbox Project is a research-based community tested, social and emotional learning program targeted to elementary age youths that fosters the development of resilience, self-mastery, and empathy for others. Toolbox transforms teaching to focus on the heart of what matters: the child's conscious self-development is the key to success in both school and life. The toolbox Project honors and strengthens children's innate capacity for managing their own emotional, social, and academic success by giving them tools and practices that empower them. Although all teachers will be trained in the Toolbox curriculum, the implementation of these lessons will be facilitated by the Dean of School Climate and Culture, while teachers maintain the teaching of the Second Steps Curriculum.

While students receive instructions through lessons from the ToolBox Project, their levels of competence will be measured by the Devereux Students Strengths Assessment-Mini (DESSA-mini) which is a series of four, equivalent, 8-item behavior rating scales, designed to be used as part of a universal system that supports screening, progress monitoring, intervention planning and outcome evaluation across the social-emotional competencies for all students. The DESSA-mini will help identify students in need of additional social and emotional support, monitor progress for the students' receiving social and emotional interventions, and evaluate the impact of SEL program, the ToolBox project.

## **MTSS and Data Discussion**

### **Data Meetings**

The addition of the Instructional Coaches provide an opportunity to facilitate weekly data dives by grade levels, determined by the continuous observations of trends in the classrooms. In addition, Coaches will also engage teachers in data discussion after each weekly or topic assessment. This approach provides immediate intervention for students who are failing or at risk of failing the content being taught. Addressing student's deficits in this more meaningful manner, is more likely to show improvement and reduce the gap in their learning.

### **MTSS**

The MTSS procedures will provide an opportunity for principals, grade level teachers, interventionists, reading specialists, and

special education resource teachers to meet monthly after the initial beginning of year launch, to discuss intervention effectiveness, skills mastery, flexible grouping, behavior support effectiveness, and attendance impact on learning. Through this process, we are considering the “whole child”, as we determine how best to support and to ensure that each student maximizes his or her potential. This process will help the school to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, to enable every child to successfully reach his/her fullest potential. This framework brings together all our quality improvement efforts under one umbrella and provides us with a systematic approach for improved student achievement and for holding ourselves accountable for results.

The MTSS will provide the struggling students at Eagle Academy targeted support across all grade levels for both regular and special education by the teachers collaborating with each other to provide the best level of support for each student. The MTSS academic component will be based on the Response to Intervention (RTI) method that will include high-quality instruction and research-based interventions to meet the individual needs of the student. Frequent monitoring of the student’s progress and application of student data for important educational decisions, such as intervention and instructional goals, will be included. The MTSS behavior component will be based on the Social-Emotional Learning (SEL) method. SEL will address five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The Responsive Classroom approach will also be utilized to help students develop academic, social, and emotional skills in an environment that is developmentally responsive to their needs.



## Structures

Improving our lowest performing schools requires dramatic change. By investing in bold commitments to empower decision-making, structural configuration and management, we believe schools can accelerate improvement.

In a narrative, explain: What is the school's theory of action around structures and how will it reinforce and facilitate the work you are doing around People and Instruction? What supports and interventions do you plan to implement and how are they related to your school's identified needs?

The narrative must include how your school is:

- Selecting strong, moderate, or promising [evidence-based](#) strategies
- Determining strategies based on themes from the needs assessment and resource equity analysis, if applicable, to meet projected short- and long-term goals

Based on the Needs Assessments, Eagle believes that if we implement the following structures, then we will see improvement in students' achievement.

The structural strategies are designed to provide students with conducive learning environments and adequate time to master skills and improve their knowledge. Educators are also being supported to ensure that they have the skills and the resources to help them deliver high quality instructions and be able to attend to the needs of all students, helping them to maximize their potentials. If the framework for support and the environment is strong, along with support, then the goals become more achievable.

1. Revised daily schedule designed around the curriculum so that teachers can implement all components of the curriculum with fidelity. The daily schedule will consider blocks of time like that prescribed in the Core Reading and math curriculum. The literacy block for each grade level will be revised to allot 120 minutes in all grades. Math will be revised to reflect kindergarten 75 minutes, first grade 100 minutes, second and third grade 105 minutes. The literacy blocks do not exactly match the maximum time proposed but are closely aligned and exceeds the minimum. Math however, exceeds the proposed time. In addition, two flex days have been built in the schedule when in place of the social sciences, teachers utilize that 30-minute block to provide additional small group instructions on skills students need. In addition, on early release Wednesday, there is a "all hands-on deck" approach with a focus on math and literacy only. Interventionist, Instructional coaches, and Enrichment teachers are assigned small groups based on skills, and provided lesson plans and assessment material for their small groups.
2. The revised schedule will also include a dedicated block of time for social-emotional lessons using the ToolBox Project curriculum.
3. High quality professional development is key to supporting teachers to attain mastery of the skills they teach and to become proficient or distinguished. Each month, the professional development sessions will be designed to support implementation of the curriculum, tier 3 intervention supports, Data discussion, vertical alignment planning and Social-Emotional development trainings. In addition,
4. Ongoing training on the Danielson Tool, through Educational Impact, will be facilitated so that teachers are able to consistently learn and apply the indicators, into their planning, classroom environment and instructional practices.
5. Eagle believes that self-regulation skills are equally as important as the academic skills and will invest in establishing a

PRIDE Room/Sensory Room, Providing Responsive Interventions for Developmentally Appropriate Expectations. The model is a combination of Responsive Classroom and Positive Behavior Interventions and Supports (PBIS).

6. MTSS monthly meetings will see all stakeholders assembling to review all systems and make collective decisions and to interventions most useful and successful in meeting the needs of all students.

Wilson Program provides activities and assessments to build student’s foundational skills in literacy, which data has shown to be a significant weakness across all grades. Strengthening these deficits, will enable students the pre-requisite skills needed to understand and grasp the on-grade level content being taught with Into Reading. In addition, teachers and interventionist will have a researched based, systematic program to use while working with tier three students. This eliminates student’s frustration when working with the same tools and activities from the Tier 1 instruction, which is a challenge for them.

As a result of the deficits in students’ foundational skills, and teachers lack research-based activities to use during instructions, students are becoming bored, frustrated and less engaged.

Also, the schedule has been revised to allow the instructional coaches time to support their content area, in the different grade levels. For example, the grade levels cannot have Reading at the same time because the Reading coach will not be able to support multiple teachers within the same block.

The reason why the daily schedule is a key structure and strategy for improving the school’s performance. The schedule not only dictates the amount of time needed to adequately explore concepts and develop skills through practice, but it also dictates the best time of the day when students are more engaged. The change in the schedule also determines where and when the support staff is available to support teachers and students.

## Continuous Improvement

In a narrative, explain the routines for how the school will determine whether the SIP is having its intended outcomes, including self-monitoring and continuous stakeholder engagement.

The narrative must include how your school is:

- Establishing or continuing internal routines
- Establishing or continuing routines with stakeholders
- Making the SIP available to the LEA, parents and the public in a form that is understandable and uniform, to the extent practicable and/or required by DC law, provided in a language that the parents can understand.
- Conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising its SIP
- Structuring for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (e.g., other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)

In order to measure the effectiveness of the School Improvement Plan, the team will be integral in its implementation. Team will help to monitor and support the general staff as needed. Our internal routine will be standing monthly meetings on the fourth Thursday of each month, with all members of the School Improvement Team. We will review implementation of interventions, success, and challenges, make recommendations as needed and briefly review data being collected by Instructional Coaches and Dean of Culture and Climate. These individuals will be added to the team, once they are hired. The school will engage with one of its consultants, to facilitate an annual review of the School Improvement Plan. This will ensure a bias free, non-judgmental review.

The SIP will be shared with all Stakeholders electronically and be made available on the school's website. In addition, the administrator will invite families and community members to a Town Hall meeting during the Back-To-School event, so that questions can be answered, and information clarified. In addition, a progress report will be developed to reflect each component of the improvement plan. The report will be published on the school's website and emailed to the board and other stakeholders, annually.

The School Improvement Team will facilitate quarterly meetings with stakeholders as a forum for questions and concerns or any other input. Meetings date and time will also be posted on the school's website.

The school improvement team decided to implement the following strategies to improve communication and track the school's effectiveness. First, the school will post the important information and events on the school's website, second, important information and events will be shared monthly during parent teacher Organization meetings, third the school will share the information and events occurring in the school in monthly newsletter to parents, fourth, robo-calls and emails will be sent to families, and last the teachers will share important information via ClassDojo, during parent teacher conferences, and via class newsletters. The school will send a survey to families monthly to measure the effectiveness of the strategies.

Areas of concerns and interventions being implemented in the School Improvement Plan, overlaps with reporting areas on the Schoolwide Plan as well as some resources are covered under ESSER grants. Data and feedback from the monitoring and review of the SIP, will be shared with our grant writer, budget manager, Board of Trustees and all the Eagle Administrators, so that lessons learned, can be applied across the LEA.

Approvals

School Approval

Approver Name: Royston Lyttle


Approver Title: Principal

Signature: 

LEA Approval

Approver Name: Joe Smith

Approver Title: CEO/CFO

Signature: 

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature: 