INVESTMENT IN SCHOOLS

Required School Improvement Plan Template

District of Columbia
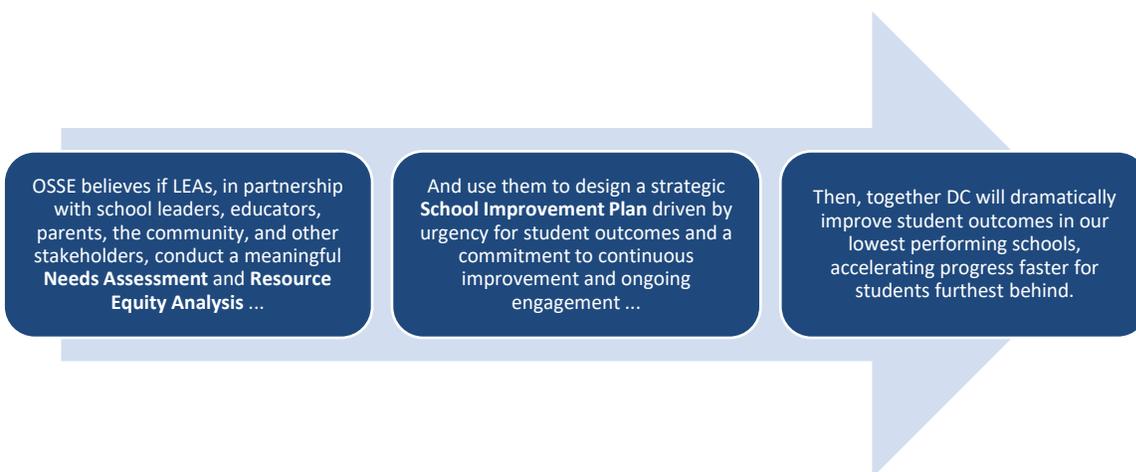Office of the State Superintendent of Education

Required School Improvement Plan Template

To be completed for each Comprehensive Support and Improvement (CS) School identified in the 2018 DC School Report Card.

Background

In the District of Columbia (DC), as with most urban areas around the country, there are schools that have struggled for years to achieve strong results for students, despite many attempts and much effort on the part of educators and leaders.

The Office of the State Superintendent of Education (OSSE) understands that schools do many things to improve and that the process of school turnaround and improvement 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 CS schools to organize with stakeholders toward a vision to ensure all students have an opportunity to succeed.

OSSE believes if LEAs, in partnership with school leaders, educators, parents, the community, and other stakeholders, conduct a meaningful **Needs Assessment** and **Resource Equity Analysis** ...

And use them to design a strategic **School Improvement Plan** driven by urgency for student outcomes and a commitment to continuous improvement and ongoing engagement ...

Then, together DC will dramatically improve student outcomes in our lowest performing schools, accelerating progress faster for students furthest behind.

All local education agencies (LEAs) with CS schools identified based on performing at the bottom 5 percent on the School Transparency and Reporting (STAR) Framework (known as CS1) are eligible for *Investment in Schools* (1003) grant funding. The *Investment in Schools* grant provides an opportunity for each of DC's lowest performing schools to work with their communities to urgently improve educational outcomes for students. OSSE anticipates that a maximum of 10 schools will be identified as CS1 schools and will be eligible to receive the *Investment in Schools* grant. For each CS school identified, LEAs must complete a Needs Assessment and a School Improvement Plan. LEAs with at least one CS school and more than one school overall in the LEA must also complete a Resource Equity Analysis. All three must be completed using required templates provided by OSSE. All CS1 schools that meet the standards established in the templates will receive funding.[1]

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[1] ESEA 111(d) requires for each CS school, LEAs complete a Needs Assessment, Resource Equity Analysis (if applicable), and School Improvement Plan. CS1 schools and their LEAs are required to utilize OSSE's templates. LEAs with CS2 schools may submit an alternative template to OSSE review for and approval by Feb. 28, 2019, prior to submission by May 31, 2019.

School Improvement Plan Template Overview

To provide guidance and flexibility, OSSE is naming three critical categories - **People**, **Instruction,** and **Structures** that School Improvement Plans will address and *Investment in Schools* grant funding will be available to support. School Improvement Plans 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 School Improvement Plan must start by describing overall vision and goals for the school; explain specific strategies related to people, instruction, and structures; incorporate how the school will determine whether the plan is having its intended outcomes; and describe a process for continuous stakeholder involvement, which will include public documentation, engagement, and reporting.

School Improvement Plans 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.[2] 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 or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in the Every Student Succeeds Act (ESSA) has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

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.

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[2] See https://ohr.dc.gov/sites/default/files/dc/sites/ohr/publication/attachments/FINAL%20REGULATIONS%20-%20October%202014.pdf.

CS schools applying for *Investment in Schools* (1003) are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV may use Tiers 1–4.

For more information on how to identify and implement evidence-based practices under ESSA, see [Massachusetts Turnaround Practices Field Guide](#) and the [What Works Clearinghouse](#).

Schools Implementing a Schoolwide Program

To reduce burden and avoid duplicative efforts, schools implementing a schoolwide program under Title I, Part A may use this template to meet the requirement of preparing a comprehensive schoolwide 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

LEAs applying for *Investment in Schools* grant funds must upload completed templates for each school into the [Enterprise Grants Management System](#) (EGMS) by 3 p.m. on May 31, 2019. LEAs must develop a School Improvement Plan informed by stakeholder engagement for every CS school. LEAs will then provide a work plan and budget aligned to the three critical lever areas in its fiscal year 2020 (FY20) *Investment in Schools* grant application.

Per federal statute, all CS schools must complete a School Improvement Plan. CS1 schools applying for *Investment in Schools* grant funding are required to use this template.

- For public charter schools, LEAs with CS1 schools not applying for funding or CS2 schools identified for graduation rate should coordinate with the Public Charter School Board (PCSB) on the format for competing the Needs Assessment and School Plan. School Improvement Plans must be approved by the school/LEA and submitted to PCSB for approval by May 31, 2019.

- For DCPS, CS2 schools identified based on graduation rate may use this template or may submit an alternative format to OSSE for approval by Feb. 28, 2019. The School Plan must be approved by the school and LEA prior to final submission of materials to OSSE by May 31, 2019.

LEA Name: DCPS   **School Name:** Eliot-Hine MS

School Plan Template

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:

- How this vision was informed by the process of completing a Needs Assessment including review of a Resource Equity Analysis, if applicable.
- 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.

- Three to five overarching school improvement goals to advance the school's vision. Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals. Overarching school improvement goals must focus on student outcomes, not on adult actions. These should include short- and long-term targets tied to specific STAR Framework metrics as well as other potential leading indicators (inputs and/or outputs).
- If applicable, a description of what other programs are consolidated within the school's schoolwide program (e.g., other federal funds or local funds). Please list the specific program being consolidated within the schoolwide program.

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 overall vision.

Internal Engagement Process:
At Eliot-Hine Middle School, a thorough needs assessment process was conducted that utilized multiple sources of qualitative and quantitative data to identify key trends as they relate to people, instruction, and structures. Community members were invited to two different engagement forums to share their desires for the school and to identify areas in which the school should improve. The DCPS Data Systems and Strategy team compiled data across numerous indicators over three years and shared with the school leaders. An external partner (Turnaround For Children, or TFC) conducted staff interviews and observations using a standardized and research-based rubric to learn more about each school's culture of achievement.

The DCPS Continuous Improvement Specialist led an extensive day-long site visit that included classroom observations, teacher interviews, leadership reflections and interviews, and data review. The

visit was attended by central office support staff, including representatives of different curriculum content offices and the Instructional Superintendent. The DCPS Design and Innovation team interviewed students to discover information around their hopes and needs from the school.

The school finance team conducted the required Resource Equity Analysis to examine Fiscal Year 2018 school-level expenditures and found that per-pupil expenditures at Comprehensive Support schools were not consistently higher or lower than the average of non-CS schools. We believe this may be due to 3 major factors:

- **The STAR framework and Comprehensive Staffing Model use different inputs:** DCPS allocates school budgets using the Comprehensive Staffing Model (CSM). CSM allocation formulas are informed by enrollment (e.g., 1 Assistant Principal for every 400 students), student demographics (e.g., 1 ELL teacher for every 17 ELL students), specialty programs (e.g., 1 IB coordinator per IB program), as well as ensuring a floor of programming and resources at all schools regardless of size or need (e.g., every school receives an administrative aide). The STAR framework is informed largely by performance outcomes and school environment measures. Because the CSM and STAR ratings are informed by different inputs, it is possible that a school performing well on the STAR framework received significant funding to due to its demographics and programming, and vice versa.
- **Adjustment for student demographics:** The per-pupil expenditures reported in our Resource Equity Analysis is straight per-pupil expenditures (divided by enrollment). We expected that need-adjusted per-pupil expenditures may more accurately represent equitable per-pupil expenditures.
- **Budget allocation versus expenditures:** School expenditures may differ from allocated budgets due to actual teacher salaries, vacancies schools have throughout the year, and differential teacher compensation through IMPACT bonuses. DCPS is required to budget based on a district-wide average teacher salary, but schools may employ a teacher force that is higher or lower cost than the average salary, as well as maintain vacancies during the school year, leading to expenditures that are higher or lower than budget allocations.

When compared to Fiscal Year 2018 (School Year 2017-2018) expenditures for other middle schools, Eliot-Hine MS has per pupil expenditures that are 17% higher than the DCPS average for all other middle schools. While comparatively higher, it should be noted that Eliot-Hine enrollment is approximately 203 students and has two self-contained special education classrooms that require differentiated staffing. Nevertheless, DCPS is committed to continuing the increased investment for Eliot-Hine to support the targeted intervention and International Baccalaureate (IB) planning and implementation as part of the school improvement strategy.

Ahead of the next budget development season, DCPS is conducting a series of equity analyses internally and with outside partners to inform both FY21 and FY22 changes to our funding model. Potential topics for prioritization include specialty program allocations, budget assistance allocations, as well as applying the Resource Equity Analysis to previous fiscal years. For Fiscal Year 2020, Comprehensive Support Schools received additional funding during budget development. For School Year 2019-2020, DCPS will be making changes to IMPACTPlus (add-on bonus for high need schools) to better align to the STAR framework status.

External Engagement Process:
Community members were invited to two different engagement forums and complete surveys to share their desires for the school and to identify areas in which the school should improve. In order to get robust feedback from the Eliot-Hine community, DCPS and PAVE (Parents Amplifying Voices in

Education) partnered to conduct community feedback sessions in which participants shared their thoughts and hopes for Eliot-Hine in group discussions.

At the first community feedback session, the Principal presented relevant data and discussed the implications of being identified as a Comprehensive Support Type 1 school. Parents and other stakeholders were engaged in focus groups to share their experiences and hopes for the school. A total of 45 participants (30 family members, eight staff members, and seven participants who did not disclose their relationships to the school) shared their ideas and priorities for how they'd like to see the school improve. The group discussion was centered around a set of guiding discussion questions that was developed in partnership with DCPS, PAVE, and the school principal. During the second community feedback session, 18 participants (13 family members, three staff, and 2 students) shared their ideas on Eliot-Hine's Connected Schools and targeted intervention strategies. Led by the Principal, the community provided feedback on the types of interventions they'd like access to as part of Eliot-Hine's Connected Schools work.

A total of 41 surveys were collected from the Eliot-Hine Middle School community between January 31, 2019 and February 15, 2019. Surveys were administered through various channels, including email and school outreach. Twenty-five surveys were collected at the in-person community feedback session, and 16 were collected online. The majority of the respondents were family members. In addition, respondents were associated with students from all grade levels, with the majority of respondents associated with students in 6th grade.

Plan Development:
The DCPS Continuous Improvement specialist compiled information from all of these sources and developed a report that was presented to the DCPS Senior Management team and the school leader. Information contained within this needs assessment report was used to determine that Eliot-Hine would receive targeted intervention in the following areas: Increased social-emotional learning supports and interventions, and an effectively implemented IB program.

Once the needs assessment was completed, the Principal worked with the school-based team to develop a three-year School Improvement Plan that established a vision and goals, and mapped out strategies, action steps, and indicators of success. In developing the plan, the Principal received support from the Instructional Superintendent, the DCPS curriculum coaches, and members of the CI Team. The Principal then submitted the plan to the DCPS CI Team. Information from the Principals three-year plan was used to develop this document. As more student achievement data becomes available with the end of the 2018-2019 school year, Eliot-Hine will continue to refine strategies and actions to align with data. The plan will also be updated as needs change and progress emerges throughout implementation. The Principal of Eliot-Hine will be able to provide further details around actions that emerge throughout the course of the three years upon request.

Scope and Sequence:
In Year 1, Eliot-Hine will focus improvement efforts on Culture of Achievement (building systems, standard operating procedures, and fostering staff growth mindset), and Academics/Instruction (systems, structures, and curriculum fidelity) by setting the foundation for instructional support for IB.

Year 2 will build upon these elements. Equity and Engagement will be added as a focus through strategies to increase parental and student involvement of under-represented groups. Eliot-Hine will continue to work to develop a more robust and complete IB program.

In Year 3, all existing work will be maintained and the school, having established a stronger IB foundation, will begin to focus on strategies to provide additional opportunities for enrichment.

School Level Vision and Goals:
The vision of Eliot-Hine Middle School is that the school develops inquiring, knowledgeable and caring young people. Our students are compassionate, adaptable, self-advocates who are committed to global awareness, intercultural understanding, and respect. As critical thinkers, they effectively collaborate and communicate to find solutions to real world problems. As an IB World School, we prepare our students to create a better and more peaceful world through intercultural understanding and respect.

In alignment with that vision, over the course of the next three years, achievement targets could include:
- Increase PARCC at least 6% annually in Level 4 and 5 achievement in ELA from 15.16%
- Increase PARCC 6% at least annually in Level 4 and 5 achievement in Math from 8.52%
- Increase Growth to Proficiency in ELA from the 17-18 baseline of 33% to 46.2% by the end of Year 3 (annual increase of at least 4%)
- Increase Growth to Proficiency in Math from the 17-18 baseline of 19.7% to 32% by the end of Year 3 (annual increase of at least 4%)

Critical Categories

Note: OSSE funding and resources are designed to focus on highest leverage areas, thus this School Improvement Plan template focuses on how the school will undertake interventions and supports in the categories of People, Instruction, and Structures. Schools are also welcome to share other strategies planned.

People
When schools are experiencing low student outcomes, adults in the building also need supports and interventions to institute change. Through attention to this area, schools will identify the talent strategies that will be utilized to address gaps and meet identified goals.

In a narrative, explain: What is the school's theory of action around people? What changes do you plan to take to your approach to the talent in your building – leadership and educators – to achieve the coherent and ambitious 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 may include how your school is:

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

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 <u>and</u> how it is building a pipeline of strong leadership
- Ensuring retention of effective educators
- Developing and helping educators who are in need of support to improve
- Selecting strong, moderate, or promising <u>evidence-based</u> strategy(ies)
- Determining strategy(ies) based on themes from the Needs Assessment to meet projected short- and-long term goals

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Key Needs:
Through surveys and parental feedback, there is a strong desire among the community to expand and strengthen the Eliot-Hine's International Baccalaureate (IB) program. However, the needs assessment indicates that it does not have the human capital needed to run a successful IB program. Teachers appreciate the current instructional feedback and professional development provided through LEAP, but they still feel underprepared when it comes to implementing IB strategies and reaching students who are well-below grade level. With student subgroups, students with disabilities are performing well below peers as Eliot-Hine struggles to successfully implement co-teaching and other inclusionary practices. Data indicates some progress in establishing behavioral systems and clearly understood behavior expectations, but staff still need additional supports to better work with students experiencing trauma.

Strategies to Develop People:
Additional staffing positions will be allotted through the use of 1003 funds. Eliot-Hine will have an International Baccalaureate (IB) AP who will coach and provide professional development for teachers. A TLI (Teacher Leadership Initiative) teacher of SPED will also be added to support Eliot-Hine's work to promote co-teaching and inclusionary practices. The addition of key instructional leaders is aligned to Practice #1: Leadership, Shared Responsibility, and Professional Collaboration (2016 Massachusetts Turnaround Field Guide, p. 3). Such staff members "are actively monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement." Furthermore, additional instructional leaders "Build teachers' instructional and organizational capacity to meet the needs of all students", a strategy outlined in Turnaround Practice 2: Intentional Practices for Improving Instruction (p. 37).

To develop staff capacity to provide trauma-related supports and develop strong systems of behavior support and intervention, Eliot-Hine will maintain a partnership with TFC. TFC will work with teachers and leaders to provide ongoing professional development and coaching to support a stronger culture of achievement. The TFC partnership is supported by DCPS research that indicates that schools who have partnered with TFC have experienced reductions of nearly 20% in PARCC Level 1 in ELA and Math, along with a 33% reduction in suspensions and a 19% increase in student satisfaction according to surveys. The TFC partnership will support "Targeted and Effective Socio-Emotional Supports and expanded learning opportunities" (2016 Massachusetts Turnaround Field Guide, Practice #4 School Climate and Culture, p. 3). TFC develops and supports the school's efforts to "use cohort grade-level, teacher teams, the mental health team, deans, and leadership [to examine] daily, classroom- and student-specific behavior and academic data to examine the impact of strategies and to provide support to students (p. 34)."

Connections to Instruction and Structures:
At Eliot-Hine, the new Connected Schools Manager will work to build stronger systems of external support so that the school can become a hub for the community. As an improvement strategy, DC Public Schools is implementing a Community Schools model that has been branded "Connected Schools" to align with related efforts of other DC Government agencies. The "Connected Schools" model will utilize the key pillars often associated with community schools initiatives: integrated student supports, expanded learning opportunities, family and community engagement, and collaborative leadership and practices (Oakes, Maier, & Daniel, 2017). In New Haven, CT, a quasi experimental study found that students who had direct case management through Communities in Schools (a nationally recognized community schools partner) after three years of implementation, high schools significantly increased their graduation rates, and elementary schools significantly increased their attendance rates relative to comparison schools (Somers & Haider, 2017)*

*Somers, M., & Haider, Z. (2017). Using integrated student supports to keep kids in school: A quasi- experimental evaluation of Communities In Schools. New York, NY: MDRC.

Connections to District Supports:
In addition to the school specific strategies above, DCPS is implementing the following strategies to develop the capacity of teachers and staff:

- Under the Connected Schools Initiative, each school will receive a **Connected Schools Manager**. This individual will work with school leadership and stakeholders to determine needs and coordinate supports as they relate to trauma-informed services to support students and the broader school community.
- Each school will receive **two Urban Teachers residents**. The teacher residents will work alongside experienced staff members to develop their skills in a residency type model. The Urban Teachers residency supports "sustained and stable staffing", a key condition of a successful school turnaround identified in the 2016 Massachusetts Turnaround Field Guide (p. 7). The residency will support the school's ongoing efforts to recruit and retain high-quality educators, thus "contributing to teachers' willingness to work intensively and deeply on core problems of practice and to fully implement a consistent and aligned system of instruction and assessments."
- DCPS will continue to implement the **LEAP model of job-embedded professional development** at all CS1 schools. Under this model, teachers are supported by dedicated LEAP content leaders and receive differentiated professional development and coaching related to their demonstrated areas of need.

All of the strategies outlined above are aligned to the following DCPS Capital Commitment goals:
- Double the percent of students who are college and career ready and triple the students of at-risk and students of color who are college and career ready.
- 100% of schools are highly rated or are improving.

Instruction

We must ensure that all of 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 supports and interventions do you plan to undertake and how they are related to your school's identified needs?

The narrative may include how your school is:

- Increasing the rigor of curricular materials
- Instituting specific academic programs, supports, and interventions
- Implementing instructional methods or other activities to improve the performance of all students or specific groups of students

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 strategy(ies)
- Determining strategy(ies) based on themes from the Needs Assessment to meet projected short and long term goals

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Key Needs:
A review of three years of academic data indicates that PARCC progress has remained relatively stagnant, and that there are a significant proportion of learners who are far below grade level as measured by skills assessments such as the Reading Inventory and i-Ready. During the needs assessment process, a large number of teachers, parents, and students indicated that they felt the school was not appropriately meeting students' needs for academic support and rigor. Classroom observations indicated teachers providing instruction that was either not aligned to DCPS curriculum, Common Core standards, or elements associated with the IB program. Teachers expressed that they felt ill-equipped with the necessary instructional skills to implement the IB program with a high-level of success and fidelity.

Strategies to Develop Instruction:
Implementing the IB program with fidelity and consistency will be a key area of focus for instructional improvement. Professional development will focus on developing teacher skills in project-based learning, cross-disciplinary studies, and seminar approaches to learning. Integrating these key instructional strategies will increase instructional rigor and academic achievement. IB capstones will also provide students with opportunities to apply their learning to address issues of concern to them, which will increase student engagement. Student skills gained in the IB program will also equip them to gain entry into competitive application high schools which expands post-secondary options for students in socio-economically stressed communities. Programs such as the IB promote "tightly aligned and consistent curricula, expectations, instructional strategies, and assessment tools", a cross-practice turnaround theme identified among successful turnaround schools in the 2016 Massachusetts Turnaround Field Guide (p. 7).

Immediate instructional improvement work will begin as the school works to strengthen Tier 1 instruction. Teachers will continue to engage in LEAP seminars with fidelity to ensure that rigorous, common core aligned instructional resources drive teaching and learning. Additionally, teachers will

review student work using protocols and engage in data cycles during LEAP seminars. Information gained from the data cycles and work analysis will be used to drive small group instruction centered around supporting students with interventions needed to address learning gaps. Work to strengthen Special Education with a focus on inclusionary practice will be the focus of the work of the TLI SPED teacher. This individual will work to develop teacher capacity to work collaboratively to foster co-teaching models which will give students with disabilities greater access to the core curriculum to improve academic performance and narrow achievement gaps.

Cluster-based support personnel from Central Office (Continuous Improvement, Math and ELA curriculum leads, and Special Education content specialists) will provide wrap-around support as Eliot-Hine implements improvements detailed below. Eliot-Hine has developed a three-year action plan that has taken key strategies and broken them down into subsequent action steps to be implemented over the next three years. This plan builds upon foundations which have already been established and scales new strategies over the next three years. As the instructional plan is meant to be a living document, adjustments will be made as student data changes. Interested stakeholders may contact the school for a more detailed annual map of the school's key instructional actions.

Connections to People and Structures:
Additional instructional support staff (IB AP, TLI SPED) will be in place to further develop teacher capacity and ensure that teachers will be able to spend more time working on delivering strong Tier 1 instruction aligned to IB principles to all students. Urban Teachers residents will support the school's need for additional staffing to support student-specific interventions and small group instruction. TFC will work with Eliot-Hine to develop more robust multi-tiered systems of student support that deliver targeted, data-driven interventions along with trauma-sensitive instructional support strategies.

Connections to District Supports:
As a district, DCPS is implementing the following strategies to develop the capacity of teachers and staff to improve instruction:
- Under the Connected Schools Initiative, the Connected Schools manager will **coordinate external supports, which will support increased time for school leaders to focus on instruction**. With improved external coordination, it is believed that students will more readily receive the socio-emotional supports they need and therefore readiness for learning will improve.
- Each school will receive support from Urban Teachers in the form of teacher residents. **The teacher residents will work alongside experienced staff members to develop their skills in a residency type model.** Support from Urban Teachers will allow each school to provide more intensive supports and residents will develop skills teachers need to effectively meet the needs of students in socio-economically stressed communities.
- DCPS will continue to implement the LEAP model of job-embedded professional development at all CS 1 schools. Under this model, teachers are supported by dedicated LEAP content leaders and receive **differentiated professional development and coaching related to their demonstrated areas of need**. LEAP leaders will support teachers in the use of district-supported instructional resources that are aligned to Common Core Standards.

All of the strategies outlined above are aligned to the following DCPS Capital Commitment goals:
- Double the percent of students who are college and career ready and triple the students of at-risk and students of color who are college and career ready.
- 100% of schools are highly rated or are improving.

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 undertake and how are they related to your school's identified needs?

The narrative may include how your school is:

- Using multi-year design partners
- Configuring a school (e.g., dividing into grade-based academies, other internal restructuring and autonomies)
- Reorganizing school time and/or calendar
- Leading other structural changes designed to improve outcomes for students

The narrative must include how your school is:

- Selecting strong, moderate, or promising evidence-based strategy(ies)
- Determining strategy(ies) based on themes from the Needs Assessment to meet projected short- and long-term goals

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Key Needs:

Throughout the needs assessment process, teachers, staff and community stakeholders indicated a need for additional strategies to promote Eliot-Hine's engagement with the community, particularly as it related to engaging families from socio-economically challenged settings. There was strong energy from the staff around making improvements to the instruction and culture of the school, but with that energy comes a need to develop systems and monitor data around key performance indicators. Teachers expressed that there are currently systems in place, but they are not commonly understood or consistently implemented among all teachers and staff. If the school is to focus on improving core instruction through interventions, work will need to be done to coordinate needs and revise current instructional schedules.

Strategies to Improve Structures:

The new Connected Schools coordinator will work to establish routines for the LSAT and PTO to give parents an increased presence in the school and voice in decision making, focusing on parent groups which demonstrate lower-levels of engagement. Eliot-Hine will develop and implement a stronger communication plan, which will include each grade level and/or content team leading 1-2 different parent nights each school year. Efforts will also be made to increase engagement with feeder schools so that supports can be developed to ensure that students have successful elementary-middle transitions.

Teachers have reported that conditions to foster trust and distributed leadership have improved, which has established the foundation for a stronger Academic Leadership Team (ALT). In addition to the ALT monitoring instructional data and implementation efforts, the ALT will also work to develop team

planning and goal setting using the 4Ps: purpose (why), participation, picture (vision – what success looks like), plan (when, how often, goas, timeline, data points). The ALT will lead efforts to ensure that every individual knows the scope of work needed to build the 4 buckets of work: relational trust (social norms), integrity (following through on your promises), knowledge of core responsibilities, and personal regard (people feel valued) through peer accountability.

TFC will be a partner supporting work to improve behavior systems at Eliot-Hine. The school will begin this work by focusing on providing staff training to implement school-wide expectations and procedures (transitions, entry/exit, routines to start class). Reinforcements will focus on incentivizing positive behaviors with incentive systems. Trauma-informed practices will be infused into corrective actions taken to address behavioral infractions, and additional staff training will occur to equip teachers to better de-escalate problem behaviors and use restorative approaches.

Connections to People and Instruction:
New instructional leaders (AP IB, TLI SPED) will be key team members to support the ALT's work around developing more effective teams and monitoring improvement efforts. A key area of monitoring for the ALT will be around the fidelity and rigor of the IB program. The new Connected Schools Manager will work extensively to build stronger systems and structures to engage with parents and the external community. Investments in TFC will support work to develop teachers' skills in trauma-informed practice along with building systems of interventions for students.

Connections to District Supports:
As a district, DCPS is implementing the following strategies to develop the capacity of structures at the school:
- Under the Connected Schools Initiative, the Connected Schools manager will coordinate external supports, which will support increased time for school leaders to focus on instruction. With **improved external coordination**, it is believed that students will more readily receive the socio-emotional supports they need. The Connected Schools structure at each school will be supported by members of the DCPS Office of Family and Public Engagement.
- Each school will receive support from Urban Teachers in the form of teacher residents. The teacher residents will work alongside experienced staff members to develop their skills in a residency type model. **Increased staffing will allow more experienced teachers time to engage in instructional leadership roles**.
- DCPS will continue to implement the LEAP model of job-embedded professional development at all CS 1 schools. Under this model, teachers are supported by dedicated LEAP content leaders and receive differentiated professional development and coaching related to their demonstrated areas of need. **LEAP is an integrated part of the school schedule that provides teachers protected time at least once a week to collaborate and share instructional best practices.**
- Each school will continue to have an **ALT** that is composed of teacher leaders and school administrators that will engage in the development, implementation, and monitoring of the annual Comprehensive School Plan. **This team will also routinely engage in data cycles to maintain a pulse on instruction and engaged in shared decision making to better distribute leadership in the school**.
- Each school will have an **LSAT** that will bring together external stakeholders that will act as an **advisory group** for school leaders as they engage in broader discussions around budget and school strategy.

All of the strategies outlined above are aligned to the DCPS Capital Commitment goals:

- Double the percent of students who are college and career ready and triple the students of at-risk and students of color who are college and career ready
- 100% of schools are highly rated or are improving
- 100% of students feel loved, challenged, and prepared
- 90% of students re-enroll

Goals and Continuous Improvement

In a narrative, explain the routines for how the school will determine whether the School Improvement Plan 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 School Improvement Plan 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 School Improvement Plan
- 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)

Internal Engagement:
At Eliot-Hine, the DCPS LEAP model is continuously implemented, which allows for ongoing, job-embedded professional development through seminars and intentional teacher practice with feedback. Additionally, Eliot-Hine engages in a continuous improvement cycle through the development and ongoing evaluation of the Comprehensive School Plan (CSP). CSPs are formally reviewed at least twice per year to evaluate progress towards key actions and course is adjusted if needed based upon data collected.

The DCPS Continuous Improvement team has developed a common planning template for all CS1 schools to use that maps out key strategies, action steps, and progress monitoring benchmarks across the district's "Pathway to Excellence" model. The tool allows schools to plan in a more intentional way and the LSAT and ALT are involved in the development and monitoring of the plan. Additionally, DCPS creates public-facing summarized versions of the CSP and posts them online where they are available to any member of the general public.

The DCPS Continuous Improvement team will conduct all monitoring activities for CS1 schools. The DCPS Continuous Improvement team will continue to facilitate bi-annual CSP/SIP review meetings that involve internal and external stakeholders. During these meetings, data is reviewed, and strategies and actions are adjusted as warranted by the data.

Upon completion of the bi-annual review, the DCPS Continuous Improvement team will develop a brief presentation that highlights evidence of how strategies are supporting progress towards the three-year plan goals, and what next steps are necessary to enhance progress. The Principal may use this tool to further plan with their ALT, and/or apprise the staff and external stakeholders of progress through forums such as LSAT or PTO meetings.

External Engagement:
The Local School Advisory Team (LSAT) is composed of teachers, parents, and other community members and will meet monthly. During LSAT meetings, school leaders share progress updates with external stakeholders. As the plan is implemented, the Principal will regularly engage with the LSAT and ALT and keep them apprised of plan progress and consult these groups regarding updates which may be made. Updates regarding plan progress and adjustments will be made at minimum at the middle and end of each school year. The Principal may choose to use deliverables, such as those produced by the DCPS CI Team mentioned earlier, to apprise external stakeholder groups of progress. Additionally, the LSAT is engaged in the budget development process each year, and this will allow the LSAT opportunity to provide input regarding the use of school financial resources to support the three-year plan's goals and strategies.

Sustainability:
The Connected Schools model will enhance school capacity to work with external community partners in order to further the advancement of the school. Additionally, schools are funded based on the annual Needs Assessment process. Available and needed resources are looked at against initial local school budget allocations and made sure that additional items on 1003 application are supplementing initial baseline allocations. With the investments in structures and professional development, we aim to develop sustainable capacity that can advance improvement upon the expiration of funding. We will continue to think about sustainability as schools implement their three-year plan and continually adjust with annual budget cycle as we approach year 3.

Looking Ahead

An LEA applying for the *Investment in Schools* grant for its CS1 school(s) will provide a work plan and budget aligned to the strategies outlined for People, Instruction, and Structures in its FY20 *Investment in Schools* grant application. The application will require additional detail on:

- The proposed cost for each selected strategy
- The funds to be used from the *Investment in Schools* grant and other sources to support the implementation of the School Improvement Plan
- Timeline for implementation
- Plans for sustainability