

INVESTMENT IN SCHOOLS

School Improvement Plan Template

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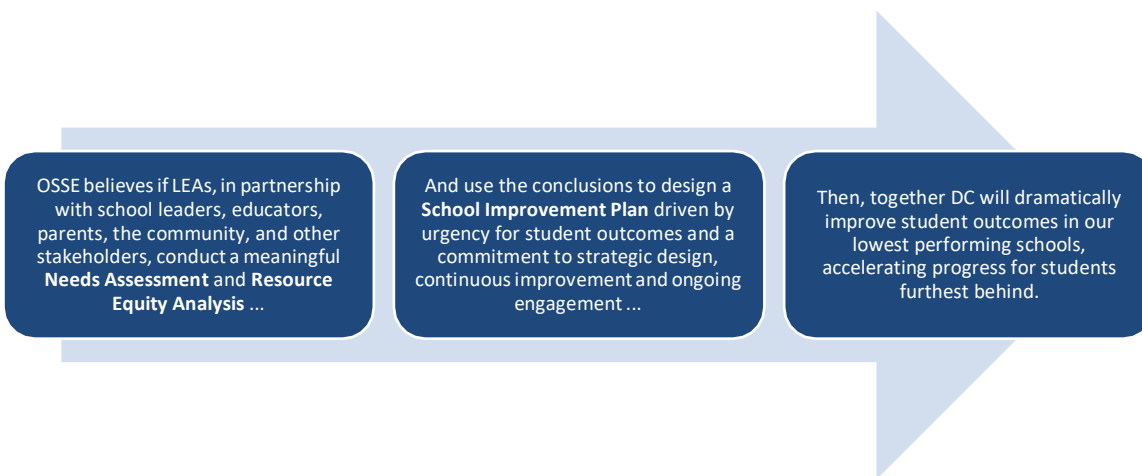
*** GOVERNMENT OF THE
WE ARE DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

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.¹ 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:

¹ 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: Goodwill Excel Center

School Name: Goodwill Excel Center

Date of Plan Implementation:

Date of Plan Update:

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:

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.

Background and Purpose

The Goodwill Excel Center (GEC) has been re-designated by the Office of the State Superintendent of Education (OSSE) as a Comprehensive Support and Improvement School. The CSI – Graduation rate designation was issued because GEC's four and five-year adjusted cohort graduation rates fell below 67 percent in school year SY 21-22.

GEC is held accountable under the Alternative Accountability Framework (AAF) of the DC Public Charter School Board (PCSB), given that GEC serves a highly at-risk population (nearly 100% of its population). GEC negotiated school-specific goals and academic achievement expectations under this AAF which are included in GEC's charter agreement with PCSB. GEC's charter graduation goal is starting in SY 20-21, and every year after that, no less than 20% of verified enrolled students graduate in a school year. At the end of its second school year (SY 17-18), GEC exceeded this

graduation goal by graduating 25.2% of its verified audited enrollment number. In SY 21-22, GEC again exceeded this graduation goal by graduating 25% of its verified audited enrollment number.

While GEC continues to exceed its approved graduation goal with the DC PCSB, a goal aligned with the unique model and mission of GEC, GEC does not meet the District's expectation of a 67% ACGR (adjusted cohort graduation rate), a goal aligned with traditional high schools, which are the schools from which the majority of GEC students dropped out. GEC's five-year ACGR in the re-designation year, SY 21-22, was 35.48% and 4-year ACGR was 14.58%. Both these ACGR cohort percentages are an increase from the initial designation year of SY 17-18, and **GEC does not ever expect to meet a 67% ACGR given its unique model and student population.** The ACGR calculation continues to be problematic for GEC for the following reasons, which were stated in GEC's original School Improvement Plan:

1. Given the ages of the student body, most students are not even factored in the rate calculation. 31 students (4.47% of GEC's students) were eligible for inclusion in the four-year cohort graduation rate calculation. 11 out of these 31 students graduated in SY 21-22. 48 students (6.9% of GEC's students) were eligible for inclusion in the five-year cohort graduation rate calculation. 7 out of these 48 students graduated in SY 21-22.
2. GEC intentionally recruits at-risk students who are currently not in school or have dropped out of school. Students are far behind academically, as indicated by reading and math scores and transcript analysis at entrance. In many cases, students come in so far behind academically that there is not enough time to achieve graduation within the timeframe established for their cohort.
3. GEC's unique model includes five, eight-week academic terms each year. Students can enroll throughout the school year in any of these academic terms. Based on when a student enrolls at GEC, there might not be an entire academic year and/or enough time for the student to graduate within that year of enrollment and therefore within the student's ACGR cohort designation. Yet, GEC will still enroll the student and create an individualized graduation timeline based on the unique circumstances of the student.

In GEC's School Improvement Plan submitted in May 2019, GEC conducted a needs assessment that addressed qualitative and quantitative data around the groups of students in the ACGR cohorts to better understand the factors leading to the current adjusted cohort graduation rate results. GEC reviewed the same needs assessment to review the students who fall into the ACGR cohorts for the needs assessment in 2023. As required, GEC also reviewed STAR Framework goal data and PCSB AAF charter goal data. The review of the previously submitted School Improvement Plan, the current student demographics, the STAR Framework, and the data collected from the various stakeholders in the current needs assessment uncovered some of the primary reasons why students in the four- and five-year graduation cohorts do not (and likely will not moving forward) graduate within four to five years. These reasons have not changed from the original designation and School Improvement Plan from SY 17-18. In addition to the unique model of GEC, the factors below that are common trends for our ACGR cohorts are further reasons why GEC's ACGR cohort students will not meet the ACGR goal and that GEC does not ever expect to meet a 67% ACGR rate given its unique model and student population.

- Students in the ACGR cohorts tend to enter GEC testing well below high school readiness levels in math and reading requiring remedial noncredit bearing courses to be taken before credit-bearing courses, which delays an on-time four- or five-year graduation; and
- Students in the ACGR cohorts tend to enter GEC with prior low credit attainment as outlined in their transcripts, thus making an on-time four- or five-year graduation not possible; and

- Students in the ACGR cohorts (both the four- and five-year cohorts) do not always enroll a GEC with a full academic year ahead of their expected four or five-year graduation window and with the above conditions and needed more time to successfully earn their high school diploma.

GEC was not eligible to receive a score for many of the goals on the STAR Framework Report Card due to the small sample size of eligible students in various categories (i.e. PARCC testing). However, GEC did receive a score for the STAR Framework's secondary completion goal and focused analysis on this indicator. The secondary completion rate represents the number of students identified as seniors in a school year who graduate. GEC achieved a secondary completion rate of 100% in SY 21-22, which is celebrated with pride at GEC given the closely monitored and followed processes and protocols of students along their graduation plan and timeline. This is an area of major improvement from GEC's initial School Improvement Plan designation in SY 17-18.

The purpose of this School Improvement Plan is to address how the Goodwill Excel Center can improve adjusted cohort graduation rates (ACGR) for the small subset of students who fall within eligible four- and five-year cohort graduation rates, which is roughly 11% of GEC's enrolled student body in SY 21-22 (down from 18% in the last School Improvement Plan). The plan will present relevant goals derived from the needs assessment that considered input and feedback from meetings with critical stakeholders and relevant data. During the needs assessment, GEC teams that support students in the ACGR cohorts met: School Directors, Academic Success Coaches, School Leadership, and the Data Quality Team to review, analyze, and evaluate current practices and processes to support students in meeting graduation outcomes in the ACGR cohort. Additionally, during the needs assessment, students in the ACGR cohorts were surveyed to gather their feedback and input. These feedback conversations occur regularly at GEC, not just for students in the ACGR cohorts, but for all students. GEC consistently seeks feedback from students during and after every academic term through various avenues. Additionally, given GEC's unique five academic term schedule, there is designated time for staff to reflect, analyze data, and proactively plan for the term ahead and thus during the needs assessment reflection and data analysis discussions were not new to the team members at GEC.

The School Improvement Plan will focus on bringing these discussions to life by setting goals that show **incremental growth for the ACGR cohort while still adhering to the GEC model and vision**. Additionally, the plan will focus on supporting students in the ACGR cohort as they return to high school and will serve as best practices for all students, not just students in the ACGR cohorts. First and foremost, GEC's primary goal and focus will be to continue to work to meet and/or exceed the graduation goal expected in its DC Public Charter School Board (PCSB) charter agreement. Additionally, GEC will work to continually meet its secondary completion rate in the STAR Framework. GEC will also strive to show growth in its set goals as identified here in the School Improvement Plan.

GEC Mission, Vision, and Program

GEC is an alternative, adult charter high school with a mission to transform adult lives through the power of achieving a high school diploma and accessing post-secondary education and careers in growing sustainable industries. The model, founded by Goodwill of Central Indiana in 2010, now operates in nine states and 31 locations. GEC responds to the fact that life commitments, and circumstances can often stop people from continuing their high school education and that traditional models do not meet the unique needs of adults and at-risk students. By offering adults access to transportation assistance, child care flexible class schedules, and other relevant supports, GEC seeks to remove barriers that often prevent individuals from completing high school. As of the submission of this plan, GEC has graduated 520 students.

GEC provides an opportunity for all students, regardless of when they dropped out and how far behind, they are from their peers in their ACGR cohort, the chance to return to school and obtain their high school diploma through an

individualized educational journey. GEC enrolls students at five different points throughout the school year. Most GEC students (roughly 80-85% of the student body at any given time, and in SY 21-22 89% of the student body), are not even eligible to be factored in an adjusted cohort graduation rate calculation because they started ninth grade more than four or five years before enrollment at GEC.

GEC meets students where they are in their academic journey, skill level, and school readiness, so they can be supported through their own individualized plan and timeline to graduation. For most, due to life barriers and circumstances, prior credit attainment, and academic skill level at entry, this will not happen within four or five years of initially entering ninth grade.

Upon making the decision to return to school, GEC's responsibility is first to identify where a student is academically to determine the best pathway to graduation for the student. GEC does this through reading and math assessments (Scholastic Reading Inventory and iReady) conducted during new student orientation. For students to be successful in high school credit bearing classes, all students must first have the necessary foundational reading and math skills to apply in all credit-bearing courses. This approach could prevent a student in a four-year or five-year graduation cohort from earning their diploma with the rest of their cohort but will improve the likelihood that a student will be able to successfully engage and complete credit bearing courses and thus graduate.

The GEC team believes in the critical importance of attendance in all scheduled classes and provides individualized schedules based on student availability that can be adjusted each 8-week term. Students can have a modified schedule to account for other responsibilities outside of school (employment, parenting, caregiving, health matters, etc.). Once again, this approach could prevent a student in a four-year or five-year graduation cohort from earning their diploma with the rest of their cohort but will improve the likelihood that a student will be able to attend classes and manage life responsibilities while progressing towards graduation.

Finally, understanding where students are in the journey to graduation is a key pillar of the GEC model. GEC believes in transparency with students so they understand what credits they bring with them to GEC, where they tested in the placement tests, and what courses they must complete to earn the credits required to graduate. The GEC Registrar Manager and the GEC Academic Success Coaches hold frequent meetings with students throughout the year to review their graduation plans and their progress term to term along their graduation plan. These plans can be adjusted several times throughout the year based on the students' earned credits and schedule availability.

School Improvement Plan Vision and Goals

The vision of the Goodwill Excel Center (GEC) is to continue to live its mission while focused foremost on meeting the mission-critical goals established in the charter agreement with the DC PCSB, the authorizing entity of GEC. The vision of GEC is to meet students where they are so that students can earn a high school diploma in an environment that responds to these individual needs. Additionally, GEC approaches all students from a strengths-based mindset and understands that students might have academic gaps and breaks in their education journey, but they have chosen to return to school and recommit to their journey.

In the process of reviewing qualitative and quantitative data during the needs assessment, GEC identified opportunities to support students, and specifically the growth of students who fall in the four- and five-year graduation cohorts, to improve their chances of graduating with their cohort *when possible*. While small improvements are possible, **once again, GEC does not expect it will ever meet the expected 67 percent ACGR rate** given its unique model, approach, and mission.

The vision and goals in this plan were first determined by looking at GEC's unique school model and identifying the critical pieces of the school model that make GEC unique. Through meetings with Leadership Team members, teachers, Academic Success Coaches, Data Quality Team members, students, and even some recent alumni, the team was able to determine what makes GEC's school model unique and what is supporting students on their graduation pathway and what might be missing. Staff looked at data from the needs assessment to better understand what current gaps might exist and what needs might not be met that attribute to this gap and this designation. Staff engaged in a data dive of the 4-year and 5-year ACGR cohorts to determine what might have prevented students from graduating in the 4-year and 5-year window. The key data reviewed centered on ages of student at enrollment, average reading and math score at entry, average total number of credits at entry, number of students who stopped attending school and did not meet attendance requirements, and several students who entered GEC after January 1st in their expected cohort graduation year. All this data revealed what was revealed in the initial School Improvement Plan based off SY 17-18 data, that GEC's unique model, ability to enroll throughout the School Year, and current academic reading and math placement of incoming ACGR-cohort students, is not aligned to the traditional high school model of the ACGR cohort and even more so, will never fit this data and outcome requirement. It has been said multiple times throughout this narrative, but it will be stated one more time here based on the data dives and discussions that took place.

By engaging in the needs assessment meetings, surveys, and activities, staff were able to identify the top three priority areas of focus to support the ACGR cohorts and truly, all GEC students. These top three areas are listed below and are also outlined in the Needs Assessment.

1. **Graduation Plans:** Academic Success Coaches must meet with students during each academic term they are at GEC to update their graduation plan and provide an updated graduation plan to the student. Graduation plans must be monitored and audited by the Lead Academic Success Coach and the Registrar Manager. The first graduation plan for students in the ACGR cohorts must be completed in collaboration with the Registrar Manager to support a review of the students' current transcript if there is one. There are areas of improvement on the current Graduation Plan document that is used, and the team will make edits to the form and update the SOP to create stronger monitoring and accountability.
2. **Transcript Retrieval:** GEC must increase the urgency of retrieving transcripts from ACGR cohort students upon their enrollment at GEC. Since students enroll at GEC and often have transcripts from other schools, it is extremely helpful to have these transcripts early on in a student's journey to better understand the path ahead. GEC's Registrar Manager meets with students upon their enrollment to support transcript retrieval and identification. GEC will make process-improvements to the current transcript retrieval process during orientations and the student's first academic term.
3. **Staffing (instructional staff):** Ensuring the instructional team is fully staffed is critical to student success at GEC. Creating strong talent acquisition pipelines is important in addition to strong growth and development plans with the instructional team to increase retention even more. Additionally, ensuring GEC is fully staffed allows for critical collaboration between teachers and other team members to take place and fully support the students. Even though this is an area of focus from the needs assessment, this will not be a goal in the school improvement plan. However, this is a key priority of GEC, and the school is actively working to implement the talent acquisition plan and fill all vacancies.

The SIP does not mandate that all identified needs from the Needs Assessment must have a corresponding goal tied to them. Therefore, GEC's two goals outlined in the SIP below address the needs of graduation plans and transcript retrieval. In creating the SIP goals, it was determined that the goal around graduation plans also included the need of transcript retrieval and therefore the goal is inclusive of both of these needs. Staffing (specifically instructional

staffing) is not included in GEC's SIP. Staffing (both instructional and non-instructional positions) is a critical goal for GEC and is being addressed outside of the SIP.

Additionally, the following areas below are critical areas that staff could focus on to support graduation of its students in the ACGR cohort (and all students) and are aligned to the three priority areas above. These areas of need include the following:

1. **PCSB Goals:** Continue to focus on meeting GEC's graduation goal outlined in its charter agreement with PCSB. These goals, including GEC's Graduation Goal with PCSB, are inclusive of ACGR cohort students.
2. **Transcript Support:** Continue supporting students coming into GEC who fall within an ACGR cohort in obtaining their transcripts from previous schools. GEC has improved communication with incoming students regarding how credit attainment displayed on past transcripts from prior school can accelerate their graduation timeline and the processes to collect these documents from past schools. This improved communication in orientations has been important and can be further elevated through intentional conversations with the Academic Success Coach and Registrar.
3. **Graduation Plans:** Continue to support students at GEC who fall within an ACGR cohort with better understanding how their graduation plan is progressing through more targeted and frequent conversations around credits earned and remaining credits needed to graduate. GEC's graduation plan meetings are critical, and students must also understand the critical nature of these meetings and the urgency of their own actions and implications from term-to-term shifts or adjustments from the plan. GEC can increase the frequency of graduation plans and also evolve the graduation plan meeting structure and process to increase student buy in, understanding, and urgency.
4. **Secondary Completion Rate:** Continue to meet (and push to exceed) this goal by strong monitoring and tracking of the secondary completion rate for GEC. GEC has very strong internal processes and procedures in place to meet this goal and they must be maintained and monitored. These processes and procedures were developed during GEC's initial SIP designation and have continued to be a critical indicator for GEC graduation rates, which are inclusive of ACGR cohort students. Secondary completion rate will indicate progress towards the goal. This is because GEC knows that the secondary completion rate outcome is a product of strong internal processes at GEC to identify, monitor, and track seniors along their expected graduation date.
5. **Staffing Plan:** Create a strong staffing plan to map out next steps for closing vacant positions, and especially instructional positions. GEC has a strong Talent Acquisition Team (from Goodwill of Greater Washington) and is partnering with the Talent Acquisition Team and Marketing Team to create this critically important plan and act on next steps.

The school will know if it is moving towards its school vision and addressing its areas of greatest need by continuing to meet and or exceed its current PCSB charter goals which include- in seat attendance, term-to-term reenrollment, and ensuring students are earning credits each term to stay on their graduation pathway.

From the analysis of the Needs Assessment and a reflection on the critical goals aligned to the School Improvement Plan requirement, which GEC clarified with OSSE during the SIP creation, GEC has created two goals that with focused attention and shifts will yield progress and show improvement in our areas of focus. The two goals are outlined below in the remainder of the School Improvement Plan.

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:

Goal 1:					
Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24	
Meet Secondary Completion Rate targets and GEC Charter Agreement Graduation targets.	OSSE STAR Framework: Secondary Completion Rate	SLED	100%	Above 80% (floor for secondary completion rate)	Above 80% (floor for secondary completion rate)
	GEC's PCSB graduation goal: The percent of GEC's verified enrolled students who graduate	PowerSchool (Student Information System)	25%	20-25% (of the audited enrollment roster) GEC's SY 22-23 graduation %: 22%	20-25% (of the audited enrollment roster)
Goal 2:					
Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24	
GEC will increase the quantity of graduation plan meetings for the ACGR cohort students in SY 23-24 by adjusting the graduation plan meeting structure and incorporating the Registrar Manager review of the current transcript each term that includes acknowledgement	% of Graduation Plans completed for ACGR cohort students	PowerSchool (Student Information System)	79% (65/82 students)	80% GEC's SY 22-23 graduation plan %: 81.9% (86/105 students)	83%

of the graduation
plan and transcript
status.

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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

People: GEC understands that to meet the goals of the School Improvement Plan, attention on the critical foundational pillar of people is key.

The table below outlines the questions asked as GEC begins to plan for people and talent to achieve the identified goals in this plan.

What is the school's theory of action around people?	People are the critical levers that work to promote GEC's mission and vision. GEC must have strong people in the right positions that are able to fully execute their responsibilities to meet GEC's school goals. All talent must be mission-focused and mission-driven, and GEC must work to retain and empower strong talent. GEC must provide talent with the tools and resources they need to grow, develop, and expand GEC's mission.
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<p>What changes do you plan for your approach to talent building – for leadership and educators – to achieve the vision of the School Improvement Plan?</p>	<p>GEC has a strong talent foundation. However, even with strong staff retention, as GEC has expanded to two sites within the LEA and with the current talent pipelines that exist in education, GEC has found itself facing vacancies. GEC’s leadership remains fully staffed and is very strong as it leads through vacancies and the ever-changing educational landscape.</p> <p>In order to meet the goals of the SIP, GEC must have strong talent in the LEA to fully implement and execute the strategies needed to meet the goals.</p> <p>All GEC staff are mission-driven and mission-focused. GEC will evolve and grow leadership and staff via the following strategies in alignment with the SIP goals:</p> <ul style="list-style-type: none"> • Individualizing professional development sessions for all staff based on need, growth goals, and interest. • Creating opportunities for staff to lead working groups on new initiatives and present suggestions for updated processes and policies needed in the school. • Updating SOPs currently in place and creating working groups to identify gaps and areas in need of growth with the SOPs. • Creating intentional planning and monitoring time for staff to collaborate and review work outcomes. • Leading professional developments on key topics and items aligned to the SIP goals to strengthen training, development, and understand and create strong cross-training of similar roles.
<p>How were these approaches informed by the evidence in the needs assessment?</p>	<p>These approaches to talent at GEC are informed by the analysis of the evidence in GEC’s needs assessment in several ways.</p> <ul style="list-style-type: none"> • There is an opportunity to strengthen trainings and SOPs to better inform and equip key staff with the tools needed to implement plans. • Strong staff retention is key to GEC’s success, and this will happen with continued strong feedback loops, individualized growth and development plans, and active support. • As GEC is such a unique school, there is a need to better educate potential candidates about GEC and how it is a different teaching, learning, and working environment. • GEC staff are mission-oriented and focused and therefore want to have a voice in the solutions and evolution of GEC, therefore developing opportunities and spaces for working groups as GEC continues to grow and expand will further engage all staff and create shared ownership.



<p>How is GEC planning to ensure it will have effective leadership over the next three years for the principal and other key leadership?</p>	<p>GEC is planning to ensure it will have effective leadership over the next three years by taking the following actions:</p> <ul style="list-style-type: none"> • Continuing to implement and strengthen a strong performance management framework tied to core competencies and school goals. • Discussing growth and expansion opportunities for staff. • Providing professional development (internal and external) opportunities and coaching to support individual growth. • Ensuring compensation and benefits are competitive in DC. • Creating space for transparent communication around policies, protocols, and processes at GEC.
<p>How is the school building a pipeline of strong leadership?</p>	<p>In addition to ensuring there are various ways in which effective leadership will remain at GEC over the next three years, there are many steps being taken to build out a pipeline of strong leadership. The pipeline of strong leadership is being built through the following:</p> <ul style="list-style-type: none"> • Seeking external partnerships to build management team competencies and manager competencies. • Partnering with the People & Culture Team to provide manager trainings and professional development. • Partnering with School Leader Lab and other external leadership organizations to provide trainings, coaching, and opportunities for growth to the Leaders and Leadership Teams at GEC. • Utilizing the Excel Center network for shared best practices and leadership engagement. <p>The leadership at GEC is critical to the vision outlined in this plan and the mission and vision overall. Thus, it's important that the leadership continue to grow, but also remain at GEC as the growth happens.</p>
<p>How is GEC ensuring retention of effective educators?</p>	<p>It is important that GEC takes steps to retain effective educators at GEC. The following steps are being taken:</p> <ul style="list-style-type: none"> • Ongoing participation in the Insight Survey as part of the DC Data Collaborative with TNTP and OSSE (GEC has participated in this survey since SY 2017-18 and is currently participating in it now and plans to participate in it continuously) to obtain input directly from teachers. • Implementing a performance management framework tied to incentives and growth. • Continuing to review and evaluate the performance management framework and make edits as needed. • Ongoing assessment of GEC's compensation alongside GEC's compensation philosophy to ensure salaries remain competitive in the District.



	<ul style="list-style-type: none"> • Providing a platform for teachers to have a voice and to put ideas into action. • Continuing to have open lines of communication with all staff and hold transparency in high regard. • Creating pipelines for growth and leadership. • Hosting focus groups and brainstorm sessions for GEC staff to provide an opportunity and space for input and feedback on mission-oriented focus areas. • Providing holistic coaching and mental health support through an external coach/vendor, external physical fitness vendor, and the EAP program as needed.
<p>How is GEC planning to help support educators who are in need of support to improve?</p>	<p>While it is important to retain effective educators, it is also important to help educators who need support to improve. This is done through the following actions:</p> <ul style="list-style-type: none"> • Individualized coaching plans based on areas identified as “in need of improvement” on staff performance rubrics. • Feedback loops and one on one coaching. • Professional development opportunities and resources. • Performance Improvement Plans where coaching plans do not show growth and progress.
<p>What evidence-based strategies will be employed?</p>	<p>GEC has identified the following evidence-based strategies from the 2016 Massachusetts Turnaround Practices Field Guide that will help support the goals and actions to address talent needs.</p> <p>The three evidence-based strategies selected are:</p> <ul style="list-style-type: none"> • Leadership, Shared Responsibility, and Professional Collaboration <ul style="list-style-type: none"> ○ Teaming, shared leadership and responsibility, and collaboration ○ Using teams, shared leadership, and a collaborative and trusting environment to accelerate improvement • Establish teacher agency, ownership, and urgency: start building the community immediately • Provide leadership and collegial support <p>These evidence-based strategies were selected based on the needs identified in the needs assessment and GEC’s SMART goals in this School Improvement Plan. GEC will focus on creating clarity, uplifting collaboration, and setting clear expectations for all staff.¹</p>

¹ Lane, B., Unger, C., & Stein, L. (2016). Massachusetts turnaround practices field guide: A research-based guide designed to support district and school leaders engaged in school turnaround efforts.



	<p>These strategies are programs that would support all teachers, and that is the intended goal. For novice and/or ineffective teachers, the three strategies listed above will support these individuals for the following reasons:</p> <ul style="list-style-type: none"> • Creating and using teacher teams to actively monitor and assess the implementation of key improvement strategies, resources, and classroom instructional practices, as well as nonacademic supports on student achievement. • Providing leadership and collegial support to provide coaching, mentorship during onboarding, and support interventions. <p>Strong investment and prioritization of people through the identified evidence-based strategies will correlate to progress and improvement and GEC meeting its goals and the intended outcome and vision of the SIP for increased ACGR cohort graduation rate.</p>
<p>How is GEC determining strategies based on themes from the needs assessment to meet the projected short and long term goals?</p>	<p>GEC is identifying strategies to address identified needs and to meet goals via the following:</p> <ul style="list-style-type: none"> • Ongoing and continued partnership and collaboration with the Talent Acquisition Team, Marketing Team, and People & Culture Team to close the gaps in staffing and vacancies and support any onboarding planning. • Ongoing communication between students and staff members to support critical meetings. • Implementation of professional development sessions and trainings with key team members. • Tracking and monitoring student graduation plans to ensure stronger accountability is in place. • Maintaining transparency and clarity around graduation planning and processes.
<p>What are key positions to support school improvement in academic achievement?</p>	<p>GEC has identified the following as key positions to support school improvement in academic achievement:</p> <ul style="list-style-type: none"> • Fully staffed Leadership Teams • Fully staffed Instructional Teams • Fully staffed Academic Success Coaching team • Fully staffed College and Career Readiness Team • Fully staffed Special Education Team <p>Additionally, GEC has identified the following teams as critical to the success of students and improvement in academic achievement:</p> <ul style="list-style-type: none"> • Marketing Team • Talent Acquisition Team • People & Culture Team





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

Instruction: GEC understands that to meet the goals of the School Improvement Plan, attention to the critical foundational pillar of instruction is key.

To understand and address improvements in instruction, GEC will employ several strategies to better understand where students are in their academic journey and better prepare instructional leaders and staff. These strategies will include the following:

- Professional development opportunities focused on topics such as: understanding student entry level credits and entry level assessment scores, spiraling and scaffolding standards throughout each term, and how to effectively track and monitor student growth and progress in the classroom.
- Professional development and training opportunities focused on topics such as: graduation plans, understanding incoming transcripts, attendance support plans, creating barrier removal plans for attendance factors.
- Carrying out the GEC performance management framework and having frequent feedback conversations with staff utilizing the feedback loop.
- Frequent classroom observations and student work analysis sessions.
- Implementing Professional Learning Communities (PLCs) for the instructional team that teach students in the same "grade level."
- Creating more opportunities for the instructional and coaching teams to collaborate to better support students during their GEC journey.



The table below outlines the questions asked as GEC begins to think about and plan for our quality instruction to achieve identified goals.

<p>What is the GEC’s theory of action around ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?</p>	<p>GEC’s theory of action around ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction centers on the belief that GEC’s instructional leaders and instructors are the critical levers in promoting strong and effective instruction. At GEC, instruction must be relevant and rigorous and aligned to GEC’s school mission and vision. Students should be receiving high-quality instruction and show through many ways how they have received that instruction. Instructors must be given the resources and tools to develop strong curriculum and receive feedback from their leaders to promote even stronger curriculum development and teaching. Additionally, high-quality instruction at GEC is collaborative and proactive and involves the excellent service of many different teams of people at GEC to holistically support the student on his or her journey.</p>
<p>What supports and interventions do you plan to undertake and how are they related to GEC’s identified needs?</p>	<p>GEC plans to undertake the following interventions as it begins to address instructional areas:</p> <ul style="list-style-type: none"> • Analyzing current graduation planning structures and frameworks to determine areas for growth and adjustment. • Identifying key focuses for the entire instructional team as it relates to mastery and skill progression. • Identifying professional development workshops for instructional staff to attend that align to their content area and focus. • Identifying interventions around attendance and creating an intervention resource toolkit for teachers to use when needed in specific situations to support students. • Engaging in a curriculum map analysis to understand how standards are spiraled from Reading Foundations and Math Lab Classes to credit-bearing classes and beyond to ensure basic skills are covered and a transition is addressed for skills moving into credit-bearing classes. • Creating an elevated curriculum hub for all courses to promote resource sharing and a space to utilize for onboarding with new staff. • Creating common assessments for core-credit classes that align to the mastery-level standards in all classes. • Analyzing student work from various classes and grade levels to determine areas of gaps and need. <p>These interventions are related to GEC’s identified needs because they address the need to dive into data, look for gaps and trends, and focus on the skills needed to continue positive growth and mastery.</p>

<p>How is GEC identifying capacity to ensure instructional approaches can be implemented timely and effectively?</p>	<p>GEC is identifying capacity to ensure instructional approaches can be implemented timely and effectively through:</p> <ul style="list-style-type: none"> • Reviewing GEC’s organizational chart and formal evaluation data to determine needs and trends from the evaluations as it relates to GEC’s organizational capacity. • Updating GEC’s organizational chart based on current student needs and organization needs as it pertains to data analysis and evaluation on student and school outcomes. • Currently recruiting high-quality talent for vacant positions and looking for talent with specific skills and capacity as it relates to the roles and responsibilities in the job description. Aiming to have all vacant positions filled by the start of the SY 2023-2024 at both sites across the LEA. • Utilizing the summer break as a time for the instructional leadership to engage in a data dive and curriculum analysis and planning. • Utilizing the summer break as time for the leadership teams to elevate the current graduation planning and transcript retrieval processes and structures to create trainings for staff upon their return. • Currently engaging in the accreditation process with Middle States Association (MSA). In March 2023, GEC completed the candidacy phase of accreditation and was offered an invitation by MSA to begin the self-study phase for accreditation. • Preparing draft common assessments for the instructional staff before their arrival for GEC’s preservice training for the 2023-2024 school year. • Creating the foundations to the curriculum hub during Summer of 2023 to prepare for staff arrival in their preservice training for the 2023-2024 school year. • Carrying out observations and evaluations for teachers on coaching plans throughout the end of the current school year to determine growth and/or continued areas of need. • Working in collaboration with other relevant teams at GEC to support tools and other relevant materials.
<p>How is GEC planning for the instructional approach to be scaled across the school for maximum impact and over time?</p>	<p>GEC is planning for the instructional approach to be scaled across the school for maximum impact starting in school year 2023-2024 and over time. GEC will do this through the following methods:</p> <ul style="list-style-type: none"> • Soliciting feedback from current staff through the Insight Survey to support instructional professional development needs. • Creating an implementation timeline of the above outlined next steps and a roll out plan to start with the instructional leadership team in our current school year and during Summer 2023 to then be shared with staff upon return in preservice training for the 2023-2024 school year.



	<ul style="list-style-type: none"> • Holding professional development and training sessions at the start of school year 2023-2024 with all instructional staff and then scheduling follow-up professional development and trainings throughout the entire year. • Implementing an informal and formal evaluation process for all staff with frequent feedback meetings and conversations. • Embedding the professional developments and trainings in on-boarding plans for any new team members hired in the middle of the year. • Empowering staff to lead professional developments and trainings for the team on relevant topics aligned to the curriculum. • Empowering staff to seek external professional development aligned to individual growth goals and utilize GEC’s professional development budget. • Creating collaboration spaces for GEC staff across Excel Center sites in the Excel Cener network. • Creating intentional collaboration time for instructional staff and academic success coaches to review elevated documents and processes for attendance support plans and graduation plans and to provide feedback during preservice training for the 2023-2024 school year. • Creating strong monitoring and accountability tools to be used for checking on the status of graduation plans and providing feedback.
<p>What evidence-based strategies will be employed?</p>	<p>The following evidence-based strategies will help support GEC’s goals and actions to address needs for instruction. GEC has identified the following evidence-based strategies from the 2016 Massachusetts Turnaround Practices Field Guide:</p> <ul style="list-style-type: none"> • Student-Specific Supports and Instruction to all Students <ul style="list-style-type: none"> ○ Using data to identify student-specific and nonacademic needs • Intention Practices for Improving Instruction <ul style="list-style-type: none"> ○ Defined expectations for rigorous and consistent instructional practices ○ Teachers and teacher teams use student data to adapt and improve instructional strategies ○ Highly consistent, aligned, and rigorous instructional practices ○ Providing targeted interventions and supports to students and monitoring for effectiveness • Establish teacher agency, ownership, and urgency <p>These evidence-based strategies were selected based on the needs identified in the needs assessment and our SMART goals in the School Improvement Plan. The GEC staff aims to focus on building out its instructional culture and developing teacher agency and urgency while</p>

	<p>also streamlining consistent, aligned, and rigorous instructional practices.² Additionally, given GEC's theory of action around strong instruction, GEC's focus is not only on instructional staff, but also staff members on other teams that directly support students and therefore the instructional staff.</p>
<p>How is GEC determining strategies based on themes from the needs assessment to meet the projected short and long term goals?</p>	<p>By looking at the needs assessment, the following were themes related to instruction:</p> <ul style="list-style-type: none"> • Planning around student needs, skill gaps, and attendance trends • Elevated graduation plan processes and practices • Common language for all GEC staff and students around graduation plans and the process <p>Thus, the school is determining strategies based on these themes to meet the long term and short term goals by identifying steps in which planning will help support actions and increased student attendance and credit attainment is looked at through the lens of curriculum and instruction.</p>

² Lane, B., Unger, C., & Stein, L. (2016). Massachusetts turnaround practices field guide: A research-based guide designed to support district and school leaders engaged in school turnaround efforts.





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

Structures: GEC understands that to meet the goals of the School Improvement Plan, attention on the critical foundational pillar of structures is key.

To understand and address gaps in GEC's school decision-making, structural configuration, and management, GEC will employ a few strategies to better understand where our structural gaps are. These strategies will include the following:

- Identifying gaps in the SOPs and creating a list of policies and processes that are needed, but not codified and creating a timeline for completion.
- Evaluating current practices and policies involved in graduation plans, attendance support plans, and cross-team collaboration to determine gaps and identify elevated processes, policies, and practices.
- Creating a decision-making tree to understand the relevant staff members in different decision-making situations and analyzing the process.
- Engaging in a gap analysis to better understand the structural gaps that might exist and making an action list to address the gaps.

The table below outlines the questions asked as GEC begins to ensure GEC's infrastructure is aligned to achieve goals that GEC has set out. The following strategies will allow GEC to address gaps as identified in the needs assessment and work towards identified SMART goals as it relates to structural needs.

What is GEC's theory of action around structures and how will it reinforce and facilitate the work you are doing around People and Instruction?	GEC's theory of action around structures is that the foundation of GEC is founded on strong operational structures and procedures. This is even more critical given GEC's expansion to two sites within its one LEA. From the moment a student applies online to be a student at GEC, structures are in place to support the student through the enrollment and orientation process to their first day of school. Strong operating structures keep staff grounded and maintain stability. There is always room for reflection, revision, and growth in processes and procedures and ultimately structures. People and Instruction are the main levers in the structure. Strong talent leads the work in the structure, as a strong structure will not have any traction without strong
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	<p>talent. With the expansion to two sites, GEC has formed a School Operations Team (focused on streamlined policies and practices across both sites) and two site-based Leadership Teams (one at each site with the support of the Senior Leadership Team as needed).</p>
<p>What supports and interventions does GEC plan to undertake and how are they related to your school's identified needs?</p>	<p>The following interventions will be taken to address structural gaps:</p> <ul style="list-style-type: none"> • Organizational chart analysis and SWOT analysis to understand the strengths of the current organizational chart and alignment and determine any opportunities for growth and possible changes needed to support other needs as identified. • Learning walks with other schools in the District serving the same student population to better understand best practices especially structurally. • Continued work with School Leader Lab to further elevate school operations and structures from the Leadership level and create new structures as needed. • Identify priority items and actions for structural improvement and re-alignment. • Create a timeline for action based on structural analysis. • Analyze school year schedule and Friday planning and meeting schedule to determine needs to build in collaborative planning time and other relevant needs. • Collaboration with other Excel Centers across the country to better understand graduation plan and transcript retrieval best practices. <p>These interventions are related to the school's identified needs because they address the need to understand the structure that allows (or does not allow) for processes to take place and also brings forth needed infrastructure to carry out new or needed processes. Additionally, these interventions allow staff to take a step back and reflect on and determine next steps as GEC moves forward in any structural shifts based on our interventions.</p>
<p>What evidence-based strategies will be employed?</p>	<p>The following evidence-based strategies will help support GEC's goals and actions to address needs around structure. The evidence-based strategies selected are from the 2016 Massachusetts Turnaround Practices Field Guide:</p> <ul style="list-style-type: none"> • School Climate and Culture <ul style="list-style-type: none"> ○ Shared behavioral and expectations that support student learning • Leadership, Shared Responsibility, and Professional Collaboration



	<ul style="list-style-type: none"> ○ Using teams, shared leadership, and a collaborative and trusting environment to accelerate improvement <p>These evidence-based strategies were selected based on the needs identified in the needs assessment and GEC’s SMART goals in the School Improvement Plan. GEC will focus on building out its graduation planning culture, accountability, and training tools as a way to increase streamlined structures and accountability to critical actions.³</p>
<p>How is GEC determining strategies based on themes from the needs assessment to meet the projected short and long term goals?</p>	<p>These strategies were determined based on the themes from the needs assessment as the main themes relating to structure were processes improvement, accountability, and collaboration. Therefore, through these evidence-based strategies that focus on shared leadership and shared expectations and creating a collaborative environment, staff can use these to meet short- and long-term goals and further unpack the structural gaps. Additionally, through these evidence-based strategies, there will be a shared responsibility to the next steps identified to elevate these processes that have been identified as in need of improvement to bring forth stronger graduation planning structures and have monitoring tools for oversight.</p>

³ Lane, B., Unger, C., & Stein, L. (2016). Massachusetts turnaround practices field guide: A research-based guide designed to support district and school leaders engaged in school turnaround efforts.





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)

Goals and Continuous Improvement: GEC understands that to meet the goals of the School Improvement Plan, attention to the critical foundational pillar of goals and continuous improvement is key.

To ensure the school improvement plan is carried out, GEC must have routines for how it will determine whether the School Improvement Plan is having its intended outcomes. These routines will include self-monitoring and continuous stakeholder engagement. The following table outlines how GEC will implement these routines as it works to meet the goals in this plan and will strive for continuous improvement.

How is GEC establishing or continuing internal routines?	GEC is continuing to carry out internal routines by: <ul style="list-style-type: none">• Continuing bi-weekly School Operations Team meetings and weekly site-based Leadership Team meetings focused on week to week operations and upcoming actions to plan ahead for.• Continuing weekly Director meetings with the School Directors and Executive Director.• Continuing the 2x/term (every 4 weeks) data focused School Operations Team and Site-based Leadership Team meetings to evaluate school goals and school actions.• Continuing the performance management framework with formal and informal evaluations and bi-weekly one on ones and feedback sessions with staff.• Continue the Monday morning huddles with all staff members to communicate mission critical activities in the school.
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	<ul style="list-style-type: none"> • Continue end of term all-staff LEA Town Halls with key information and high-level data review. • Continue and elevate end of term all-staff data meetings and collaborative planning meetings. • Continuing end of term data evaluations (every 8 weeks) and data action plans on multiple-levels (leadership team, instructional team, and all other relevant teams). • Continue enrollment cycle with a minimum of 5 enrollment periods/year. • Continuing to track and monitor school-level data on a weekly basis using a Data Dashboard to include tracking of ACGR cohort sub groups. • Continue to interview prospective GEC candidates on interview cycles and schedules. <p>GEC is working to establish new internal routines by:</p> <ul style="list-style-type: none"> • Gathering feedback from staff around what meetings and structures work best to relay information and collaborate. • Refining the graduation plan meeting process and establishing a working group to meet and focus on this plan. • Identifying accountability needs for graduation plan completion and oversight. • Utilizing the Summer 2023 to have the leadership team engage in a process analysis overview for their specific teams to identify the processes used, codify those process, and establish what processes are needed.
<p>How is GEC establishing or continuing routines with stakeholders?</p>	<p>GEC is continuing to carry out routines with stakeholders by:</p> <ul style="list-style-type: none"> • Utilizing surveys for staff to receive feedback and action (such as the Insight Survey). <p>GEC will publicly share the progress of its School Improvement Plan Annually (or more frequently) with the following stakeholders through the following avenues:</p> <ul style="list-style-type: none"> • GEC Board Meetings (at minimum shared annually) • PCSB Annual Report (annually) • LEA-Wide Student and Staff Town Halls (5x/year – each tern) <p>GEC will include updated progress reports of the SIP goals in Board Meeting data share outs. Additionally, GEC will include updated progress of SIP goals in the PCSB Annual Report. Finally, GEC will provide updates to staff and students on SIP goals through LEA-Wide Town Halls and data sharing communication.</p>

	<p>GEC is establishing new routines with stakeholders by:</p> <ul style="list-style-type: none"> • Creating opportunities for focus groups throughout the year with alumni and current students. • Analyzing Insight Staff Survey data from the current 2022-2023 school year during Summer 2023 to guide actions. • Evaluating 2022-2023 evaluations to determine areas of need and gaps to strengthen supports and professional development planning. • Engaging in reflection and analysis with external facilitators to support data reviews that guide actions.
<p>How is GEC conducting an annual process of reviewing, sharing progress publicly, and, as necessary, revising its School Improvement Plan?</p>	<p>GEC is conducting an annual process of reviewing, sharing progress publicly, and revising its School Improvement Plan as necessary by:</p> <ul style="list-style-type: none"> • Analyzing school level data as it relates to STAR Framework Goals and PCSB PMF Goals. • Creating course-correction plans where goals are not met and sharing them with all staff and stakeholders. • Sharing progress via emails and meetings with relevant stakeholders. • Creating a timeline and data reporting structure to look back on the School Improvement Plan and ensure alignment to it and benchmarks to assess if revision is needed. • Communicating to the identified stakeholders above in the identified multiple avenues
<p>How is GEC structuring for sustainability, including how is GEC coordinating and integrating the activities outlined in this plan with other federal, state, and local services, resources and programs?</p>	<p>GEC is structuring for sustainability in this domain by taking the following actions:</p> <ul style="list-style-type: none"> • Determining who on the GEC team can lead various actions and needs and act as a team lead. • Creating a calendar and timeline to ensure all deadlines are met for all activities and coordinating activities with an aligned point of contact and team lead. • Ensuring all activities have a co-lead and a support system in place. • Maintaining its focus on meeting and/or exceeding all PCSB charter goals.

Conclusion

GEC’s School Improvement Plan for the re-designation based off SY 2021-2022 ACGR cohort data, is not that different than its initial School Improvement Plan from the original designation based off SY 2017-2018 ACGR cohort data. As GEC has evolved, so has the School Improvement Plan. This is seen in the current School Improvement Plan here and



is shown through the identification and creation of the focused goals. However, it must be stated once again that GEC holds strong in that it will never meet the ACGR cohort graduation goals with its unique model, mission, and vision. At the same time, GEC understands its responsibility to create, follow-through, and monitor the plan created to meet the outlined goals. GEC believes it will meet the proposed goals and that the goals will only strengthen the LEA and support ACGR cohort students and all students along their learning and graduation goals and outcomes. The identified goals will strengthen GEC's student experience and level of service while on their GEC journey.

GEC serves students who are making the choice to reenroll back in high school to achieve what they did not achieve before – graduation. For a few students, graduation will happen on the same timeline as their initial four- or five-year graduation cohort, but for most GEC students this will not happen for the reasons outlined in this plan. GEC's unique model provides an opportunity for students to regain traction on their graduation journey at any time in their life journey. GEC strives to create a learning environment where students experience a different educational experience than in their past. GEC celebrates the small wins and the big wins for all students. GEC works to change the educational narrative for its students and to empower students to step into their future goals. GEC welcomes the opportunity for students to come back to school and will strive to constantly meet the diverse needs of students committing to their education when they are ready to return to school.

Works Cited

Lane, B., Unger, C., & Stein, L. (2016). Massachusetts turnaround practices field guide: A research-based guide designed to support district and school leaders engaged in school turnaround efforts.



Approvals

School Approval

Approver Name: Chelsea Kirk

Approver Title: Executive Director of The Goodwill Excel Center

Signature: Chelsea Kirk
Chelsea Kirk (Aug 22, 2023 13:47 EDT)

LEA Approval

Approver Name: Catherine Meloy

Approver Title: Head of School of The Goodwill Excel Center, President, and CEO of Goodwill of Greater Washington

Signature: Catherine A. Meloy
Catherine A. Meloy (Aug 22, 2023 15:15 EDT)

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature: 

