





# INVESTMENT IN SCHOOLS

## School Improvement Plan Template

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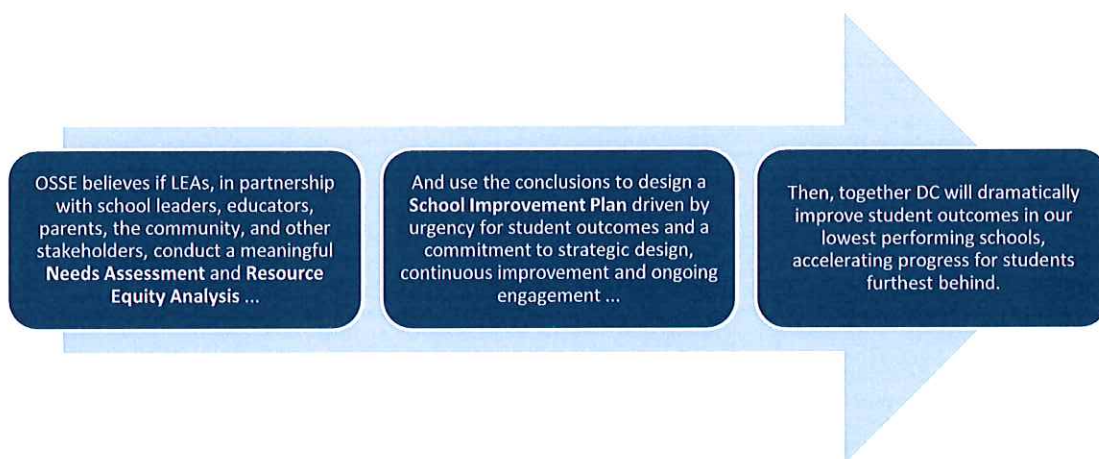


# School Improvement Plan Template

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

## Background

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



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

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

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

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

## School Improvement Plan Template Overview

### Framework

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

### Scope

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

### Transparency

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

## Evidence-based Interventions

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

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



**Tier 1 – Strong Evidence**

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

**Tier 2 – Moderate Evidence**

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

**Tier 3 – Promising Evidence**

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

**Tier 4 – Demonstrates a Rationale**

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

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

### Schools Implementing a Schoolwide Program

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

### Submission Instructions

**CSI Schools**

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

**CSI-Grad Schools**

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

**TSI and ATSI Schools**

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

**LEA Name:** DC Public Schools **School Name:** Kelly Miller MS

**Date of Plan Implementation:** SY 22-23, SY 23-24

**Date of Plan Update:** 08/22/23

## School Plan Template

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### Overall Vision & Goals

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

The narrative must include:

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

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

### **School Level Vision and Goals**

Our vision for school improvement focuses on increasing reading and math proficiency across all grades, specifically by at least 6%. We have planned a targeted approach to delivering instruction and analyzing data through Weekly Data Meetings to meet the needs of all students. In addition, Kelly Miller has adopted the academy model throughout the whole school so we can address the whole child (Attendance, Behavior, Emotional, and Academics). Our core academic improvement strategies include peer observations, instructional walks with leadership, LEAP implementation, Weekly Data Meetings, and effective, differentiated instructional planning aligned to students' needs.

Based upon a comprehensive Needs Assessment, the Kelly Miller team identified that there are three major improvement priorities that need to be addressed in order for us to move towards attaining our school's vision. To achieve our mission and vision we must:

- Focus on improving extracurricular activities for girls to enhance their sense of belonging and improve attendance



- Increase engagement with families and community members to foster support for student learning
- Enhance tier 1 instructional strategies to create engaging lessons and improve student achievement and attendance

Focusing on these three key priorities and working towards the Goals we have established below in the plan; we believe we will make ambitious strides towards being a model school.

The goal of improving chronic absenteeism directly relates to Need 2: Girls not feeling a sense of belonging at Kelly Miller. In the last 2 years, Kelly Miller has seen a shift in attendance trends for male and female students at the school. The chronic absenteeism rate for girls has increased. During Year 1, the chronic absenteeism rate for girls exceeded the chronic absenteeism for boys by 5%. Thus, identifying chronic absenteeism as a goal metric and ensuring we progress monitor female attendance, we will ultimately increase the overall CA rate at Kelly Miller. While the overall goal is grounded in Chronic Absenteeism, the Kelly Miller team will progress monitor the attendance of all student subgroups (not just the overall rate) monthly in attendance team meetings. Monitoring attendance rates of female students will be a focus in the routine attendance team meetings.

Kelly Miller also identified the decline in family engagement and the external school community as a root cause of the increase in chronic absenteeism. The external school community is comprised of various partners who would like to partner with our school. By allowing them to partner with us through the Connected Schools Model, we will be able to provide students with additional resources and incentives to improve attendance. Previously, our Connected Schools Manager did an audit to determine what partners would best align with the vision and strategies we are committed to. By selecting partners who can help us achieve our goals, we will be better equipped to increase engagement and leverage the outside resources available to us. Setting a goal around chronic absenteeism will address Need 3 by focusing some of our attendance strategies, such as the Connected Schools Model partnership supports, on re-engaging families and the school community.

### **Needs Assessment Process**

Kelly Miller's school team participated in a thorough needs assessment process that utilized multiple sources of qualitative and quantitative data to identify key trends as they relate to people, instruction, and structures. The DCPS Data Systems and Strategy team compiled data across numerous indicators over three years and shared it with the school leaders. An external partner (American Institutes for Research, AIR) conducted a Principal interviews using a structured protocol and administered an instructional staff survey to learn more about the school's strengths and areas for growth. A total of 22 staff of 54 staff surveyed completed the survey. A student focus group was held using a structured protocol and data was compiled into key themes. A parent engagement event was held to share information regarding the CSI-LP designation and to provide parents and the external community an opportunity to share their input regarding school improvement strategies. The DCPS Continuous Improvement team organized and ensured that all components of the Needs Assessment process occurred in order to satisfy the requirements for internal and external engagement.

The school team worked with trained facilitators from AIR to examine all of the data collected and prioritize the school's top three areas of need. AIR led the Kelly Miller team in a collaborative data review process to reach consensus on those needs and then facilitated a root cause analysis to identify

the underlying causes of each of the school's prioritized needs. Through this structured, facilitated process the Kelly Miller team identified the following top three needs:

- Tier 1 instruction varies greatly across all grades and content areas.
- Girls do not feel a sense of belonging at Kelly Miller.
- Level of engagement with families and external school community has declined.

The following week, after completing the needs assessment, the Kelly Miller team worked with the same AIR facilitators to develop this school improvement plan, which articulates Kelly Miller's vision and goals, the school's theories of action about people, instruction, and structures, and specific strategies for achieving Kelly Miller's goals and addressing the school's top needs.

### **Resource Equity Analysis**

DCPS utilizes an equity-based school funding model that ensures schools are provided financial resources based on greater student academic and social-emotional learning needs. This model holds schools harmless for declines in enrollment and ensures that schools will at least receive a baseline level of funding each school year. Based on the results of a Resource Equity Analysis, Kelly Miller MS's per-pupil expenditures exceed both the mean and median for other DCPS schools. Overall, schools with lower per-pupil expenditures demonstrated higher Summative Index scores, lower rates of Chronic Absenteeism, and higher rates of in-seat attendance. Therefore, it is unlikely that Kelly Miller MS's performance challenges are related to funding deficiencies. Funding from the Investment in Schools grant will supplement existing high-rates of per-pupil funding at Kelly Miller MS and the School Improvement Plan strategies will address the root causes of Kelly Miller MS's top three priorities identified by the school team.

### **Stakeholder Engagement**

Throughout March-May 2023, various internal and external stakeholders engaged in the Needs Assessment process. Representatives from the LEA (the Instructional Superintendent, central office Math, ELA, Attendance, MTSS, Restorative Justice, Special Education, Continuous Improvement, and Data and Strategy content leads) and school team members (the Administration, Connected Schools Manager, Instructional Coaches, Assistant Principal) analyzed SY 22-23 data during a mid-year review. Additionally, the DCPS Continuous Improvement Specialist, the DCPS Data and Strategy Specialist, and the Instructional Superintendent engaged with the school team (Administration, Instructional Coaches, Connected Schools Manager, and Dean/Restorative Justice Coordinator) and the AIR facilitator during the Needs Assessment and School Improvement Planning sessions. Teachers, paraprofessionals, and other staff members engaged in the AIR Staff Survey and the INSIGHT survey. Students were provided opportunities to engage via the aforementioned student focus groups and the Panorama survey. Parents, partners, and other external community members were provided opportunities to engage in the Fall Panorama Survey, May Community Meeting, and Community Mapping conducted by the Connected Schools Manager.

### **Coordination with Title I-A schoolwide program (if applicable)**

Strategies outlined below will be integrated into Kelly Miller's annual Comprehensive School Plan, the planning mechanism DCPS requires of all Title 1 schools to satisfy the annual schoolwide planning and evaluation requirements under Title 1.



## State the Goals

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

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

<b>Goal 1:</b> Increase PARCC 4+ achievement in ELA from the SY 21-22 of 13.5% to 25.5% by the end of Year 2 (an annual increase of at least 6%).					
Measure: PARCC ELA Meet or Exceeds Expectations	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	Percentage of Students attaining Level 4+	PARCC ELA	13.5%	19.5%	25.5%
<b>Goal 2:</b> Increase PARCC 4+ achievement in Math from the SY 21-22 of 1.68% to 14% by the end of Year 2 (an annual increase of at least 6%).					
Measure: PARCC Math Meet or Exceeds Expectations	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	Percentage of Students attaining Level 4+	PARCC Math	1.68%	8%	14%
<b>Goal 3:</b> Decrease Chronic Absenteeism from SY 21-22 from 81.86% to 66.86% by the end of Year 2 (an annual decrease of at least 7.5%).					
Measure: Chronic Absenteeism	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	Annual chronic absenteeism	DDAC Aspen OSSE Data Validation	81.86%	74.36%	66.86%
<b>Goal 4:</b> Increase re-enrollment from the 21-22 baseline of 76.61% to 86.61% by the end of Year 2 (an annual increase of at least 5%).					
Measure: Re- enrollment	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	Annual re-enrollment	DDAC Aspen OSSE Data Validation	76.61%	81.61%	86.61%



## 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 two 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

### **Theory of Action**

At Kelly Miller, our theory of action around developing people is if we effectively develop our staff from the very beginning, support and retain our teachers through intentional coaching and professional development and provide a pipeline for strong leadership through distributed leadership opportunities, we will create a better environment for our students to thrive.

### **Key Needs (from Needs Assessment Process) and Alignment to Goals**

By creating a pipeline for strong leaders and retaining effective teachers, Kelly Miller will be well-positioned to address one of its top needs: instruction varies greatly amongst all grades and content levels. Addressing this need is critical to achieving the school's academic achievement goals (Goals 1 and 2).

### **Strategies to Develop People**

**Leadership Pipeline.** To ensure Kelly Miller has a pipeline of strong leadership, the leadership team will first better define what leadership is. Kelly Miller’s leadership team does not only consist of administrators, but also key individuals from the school with the desire and capability to lead. Key individuals include Instructional Coaches and Teacher Leaders who have the desire to become administrators in the future. These individuals will be given opportunities to be coached by administrators and to lead LEAP seminars and other school committees and initiatives. The school team will ensure effective leadership by maintaining high expectations and cultivating relationships between leadership and staff. Administrators will appoint key people to the leadership team who will serve as strong role models for teaching at Kelly Miller. School leaders will consistently look for opportunities to send staff outside of the building to learn strategies for effective leadership.

**Teacher Retention.** To ensure retention of effective educators, Kelly Miller will expand the Gamechangers new teacher support model. Game Changers is the professional support model for new teachers. Teachers are provided with mentors in the building. The mentors, along with the game changers lead, become an additional resource when planning lessons, implementing effective classroom management strategies, and engaging with families. This opportunity also allows the school to implement shared leadership with current staff. Retaining staff is directly aligned to students’ relationships with staff and their ability to provide instruction. This will also give new teachers a stronger start from the beginning of the year and allow staff to identify opportunities for support earlier on. School leaders will also better support educators who are working toward their subject certification tests so they can remain active members of the school staff. In addition, the school will maintain the Staff Wellness room and monthly staff wellness events.

**Teacher Support.** School leaders will support teachers by prioritizing peer observations. The school team will formulate a stronger system to ensure equitable access for peer-to-peer learning which will impact the school’s identified need of improving Tier 1 instruction across the school. The system will be structured around a cross-grade level schedule that will allow teachers to observe other classrooms. Assistant principals will assist in matching teachers with opportunities to observe areas that best match their needs. Teachers will engage in differentiated LEAP sessions based on content area and pedagogical practices. Thus, novice teachers and ineffective teachers will be receiving coaching and support specific to their instructional needs. Novice teachers will be coached and supported by TLI’s, and instructional coaches based on content and instructional needs, while ineffective teachers will receive support from AP’s and the principal based on the DCPS Essential Practices from the IMPACT teacher evaluation system. Coaching structures are tiered based on the needs of individual teachers and tailored to their needs, as determined by skill, will or capacity deficiencies. Additionally, peer observation will support novice and ineffective educators by improving their instructional quality, facilitating collaboration, and creating a culture of continuous improvement between novice and veteran teachers. This collaboration will help norm our tier 1 instruction across grade and content levels, addressing the variance in tier 1 instruction we identified in our needs assessment. Ron Clark training will also provide novice teachers with strategies to develop a sense of community and belonging within the classroom. Through the training, novice teachers will be equipped with strategies to cultivate a positive learning environment that leads to increased student attendance.

**Staff Development.** Additionally, to help educators who need support to improve, school leaders will better support teachers through the Learning Together to Advance our Practice (LEAP) program, which



the school will expand from being content based (as it was in the 2022-23 school year) to a more general focus. Kelly Miller teachers will continue to have opportunities to lead LEAP sessions. Assistant principals will continue to participate in the district's AP PLC, which meets monthly. DCPS will also continue to support teachers through the district Cluster Support Model, which will be expanded next year to include more professional development from content leads than just ELA (as was the focus in 2022-23). Teachers will also receive training from Ron Clark. This training is intended to help build knowledge and expertise in the advisory model. The intention of advisory is to build a sense of community and sense of belonging. Through this connection with the school, we hope to improve the attendance rates of all of our students.

Kelly Miller will also add a new High Impact Tutoring (HIT) position this year that will focus on supporting math interventions. HIT is an evidence-based practice (ESSA Tier 3) for supporting students who need additional academic support. This targeted (Tier 2) intervention will supplement the focus on Tier 1 instruction, described in the next section.

Additionally, the new Sixth Grade Academy will utilize a collaborative leadership model involving assistant principals, principals, and the instructional superintendent. They will work together to share leadership responsibilities and ensure effective management of the academy. Assistant principals will play a crucial role in facilitating weekly teacher team meetings within the academy, providing a platform for collaboration and information sharing among educators. Moreover, assistant principals and teachers will engage in regular one-on-one consultations, fostering personalized support and professional development. To inform their decision-making and instructional practices, academy staff regularly review and utilize data points specific to the academy, enabling them to make data-informed decisions for the benefit of the students.

### **Connections to Instruction and Structures**

By focusing on building strong leaders and supporting staff, the strategies described in this section (People) will naturally support the strategies planned and described in the Instruction section. Leaders will receive training through Harvard to work with leading professionals in the field to create systems to ensure clear implementation of intervention programs. At the same time, building a broad pool of leaders will ensure Kelly Miller can also support the nonacademic work such as the professional development from Metropolitan, which increases motivation to promote improvement for attendance and behavior by securing a robust number of resources to maximize the utilization of live school to enhance opportunities for students and staff to be celebrated. Building the capacity of leaders and staff to support and implement strong Tier 1 instruction is critical to the success of this plan, especially in relation to the school's academic achievement goals.

## 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

### Theory of Action

At Kelly Miller, our theory of action around instruction is if we leverage the assistant principals through our academy approach and prioritize peer observations, we will provide stronger Tier 1 instruction for all grades and content levels, which will result in improved student achievement.

### Key Needs (from Needs Assessment Process) and Alignment to Goals

Kelly Miller's theory of action around instruction aligns well with one of the school's top needs: Instruction varies greatly amongst all grades and content areas. The team identified several other causes that also contribute to varying Tier 1 instruction, including many inexperienced teachers, many students coming into middle school below grade level, and curricula that can be difficult to implement. By incorporating the strategies below, we will address goals 1 and 2 by improving student achievement metrics such as PARCC.

### Strategies to Develop Instruction

**Building Capacity.** Kelly Miller will shift to an academy approach by having one assistant principal assigned to each grade level. This will allow assistant principals to give daily feedback on what is needed to impact instruction. Teachers can get more support in a clear, concise, and cyclical manner. It will also allow assistant principals to focus more on instruction instead of getting sidetracked by numerous other responsibilities.

**Scaling the Approach.** Through the academy approach, a peer observation structure, and the LEAP program, school leaders will improve Tier 1 instruction across the school. An independent review of the DCPS LEAP model by Learning Forward found that the model aligns to the key tenets of similar evidence-based professional learning practices that incorporate teacher reflective practice and on-going job-



embedded professional development, which have been shown to result in positive changes in teaching practice and improvements in student learning outcomes when implemented at the district or state level, thus meeting the Tier 3 ESSA Evidence standard. Additionally, LEAP professional development modules are tied to the DCPS Essential Practices, a set of teacher behaviors actions linked to improved student outcomes. Several studies have suggested that this observation and feedback system grounded in the Essential Practices has been effective in improving student outcomes and teacher performance. Researchers from the University of Virginia have found that the DCPS system generates “meaningful gains in student outcomes, particularly in the most disadvantaged students”, thus meeting the Tier 3 ESSA evidence standard. Teachers will also hold weekly data meetings where they will review student learning and determine opportunities for tier 2 and tier 3 interventions.

Tier 1 instruction refers to the foundational level of instruction in a multi-tiered system of support (MTSS) or response to intervention (RTI) framework. This framework is commonly used in educational settings to provide varying levels of support to students based on their individual learning needs. Tier 1 instruction is the core instruction that is provided to all students in a general education classroom. It's designed to be high-quality, evidence-based instruction that is responsive to the diverse needs of students. The goal of Tier 1 instruction is to ensure that most students can succeed and make progress within the general education setting without the need for additional support. While Tier 1 instruction aims to meet the needs of most students, some students may require more targeted and intensive support. This is where Tier 2 and Tier 3 interventions come into play, offering progressively more specialized instruction and support for students who are struggling to make adequate progress within the general education setting. Tier 2 and 3 interventions often increase in intensity, frequency, and/or duration as student needs become more intense. Tier 2 interventions often happen within the core instructional environment through the teacher, while Tier 3 interventions may occur in a smaller group setting with a teacher that has specialized instructional knowledge (e.g., Reading Interventionist).

Kelly Miller will also add a new High Impact Tutoring (HIT) position this year that will focus on math. This position will work with the classrooms to ensure teachers successfully implement interventions. The school’s intervention coach will work with ELA. HIT is an evidence-based tutoring approach designed to provide targeted and effective support to students who are struggling academically. It is a form of individual or small group tutoring that focuses on specific learning needs and aims to accelerate student progress. HIT emphasizes tailoring the tutoring sessions to meet the specific needs of each student. Trained tutors who have the knowledge and skills necessary to effectively teach and guide students will identify the areas where students require assistance and provide targeted instruction and support accordingly.

Kelly Miller will also engage in Weekly Data Meetings (WDMs) as a collaborative practice where teachers, administrators, and instructional support staff come together regularly to analyze and discuss student data. These meetings provide an opportunity to examine student progress, identify areas of strength and weakness, and make data-informed decisions to improve instruction. Based on the data analysis and discussions during WDMs, educators will make informed decisions about instructional strategies and curriculum adjustments. They can identify areas that require re-teaching, explore new teaching methods, or adapt their approach to better meet student needs.

In addition to the strategies above, the Sixth Grade Academy will provide a comprehensive education for its students. The academy follows the DCPS curriculum, which serves as the foundation for all

instructional design decisions. To foster strong literacy skills, reading instruction will be integrated into all content areas. The academy places a strong emphasis on math education, with teachers receiving intensive ongoing training in Illustrative Math. Socialized learning is promoted, encouraging students to collaborate and learn from one another. To ensure a cohesive learning experience, academy teachers will adhere to term pacing calendars. Furthermore, transparent grading practices are established as the norm, implemented, and taught to students, fostering a clear understanding of their academic progress.

The addition of the Sixth Grade Academy allows Kelly Miller to have an assistant principal for each grade level instead of departmentalized APs. This will allow APs to work closely with teachers within each grade level on content standards for each grade. This will also allow assistant principals to work closely with students and families at each grade level on attendance and engagement efforts, with the possibility of looping with those students in subsequent years. The grade-level approach allows for the development of stronger relationships and trust with students and families, thus supporting the school's attendance and community engagement efforts.

### **Connections to People and Structures**

Kelly Miller's commitment to ensuring administrators have more time to provide instructional support connects closely to the strategies for building strong leaders, as described in the People section. At the same time, the instructional foci described here will complement the nonacademic supports described in the Structures section (e.g., ALT, LEAP). Improving instructional practices to ensure strong Tier 1 instruction for all students is critical to the success of this plan, especially in relation to the academic achievement goals.



## 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

### Theory of Action

At Kelly Miller, our theory of action around developing structures is if we better utilize our Connected Schools model and prioritize programs focused on girls' sense of belonging, we will create a stronger environment that is conducive to learning.

### Key Needs (from Needs Assessment Process) and Alignment to Goals

Kelly Miller's theory of action around structures aligns well with two of the top needs the school identified through the needs assessment process: There has been a decline in the level of engagement with families and the external school community, and girls do not feel a sense of belonging at Kelly Miller. By engaging students and addressing nonacademic needs that impede students' ability to prioritize school, Kelly Miller will be better positioned to achieve its attendance and re-enrollment goals.

### Strategies to Develop Structures

Kelly Miller is one of 14 schools in DCPS to follow the Connected School Model. Connected Schools is a whole-school based approach to school improvement that is designed and aligned to the "Communities in Schools" model, which meets ESSA evidence-based requirements. The school team will improve and expand upon this model by better identifying partners that meet whole child needs and by working with partners specifically to increase attendance. It is also important that staff ensure every student is connected and engaged with the school community in some way outside of the classroom and that high-quality programming is selected. Kelly Miller will ensure programming availability so that scheduling is improved and there are partners available throughout every day of the week.

Weekly Data Meetings are also included in the structure of the school by providing school leaders and the administration team the opportunity to track student progress over time. By examining data regularly, educators can identify students who may need additional support, interventions, or enrichment opportunities. WDMs also allow educators to collaboratively plan and implement targeted interventions for students who are not meeting the desired academic benchmarks. These interventions may include individualized instruction, tutoring, small-group activities, or other strategies aimed at addressing specific learning needs.

Kelly Miller will continue to use its Academic Leadership Team (ALT), composed of teacher leaders and school administrators to engage in the development, implementation, and monitoring of this plan and of the school's annual Comprehensive School Plan. This team will also routinely engage in review cycles and the WDMs mentioned above to maintain a pulse on instruction and engage in shared decision making to better distribute leadership in the school. The team will use the findings of reviews and routine data meetings to adjust instruction at the classroom level or make larger adjustments to plan strategies.

To improve girls' sense of belonging at Kelly Miller, the school team will utilize the Young Lion Training schoolwide for the first time. Staff will also explore the expansion of intramurals such as the We The Girls club. School leaders will examine funding routes to explore possibilities related to other intramurals such as girls' sports. The Young Lions Training and We the Girls Club stand as advisory models that facilitate an intimate teacher-student collaboration within grade-level cohorts, emphasizing social-emotional learning (SEL) proficiencies over the academic year. These initiatives are strategically designed to address the key needs of reducing chronic absenteeism and promote re-enrollment. By affording students a platform and space to build community and student voice and meet attendance benchmarks, these programs contribute to the holistic development of participating students. The Young Lion Training and We the Girls Club have been identified by their capacity to challenge chronic absenteeism and re-engagement. Concurrently, the structured environment provided by these programs serves as an opportunity for students to articulate their concerns and uncertainties, which are acknowledged and addressed, promoting a deeper sense of connection to both their peers and school community.

EdConnective is an additional coaching resource that will be provided to Kelly Miller. EdConnective is a virtual coaching platform in which teachers are paired with a non-evaluative online instructional coach. As the coaching support is non-evaluative and provided by an EdConnective instructional coach partner, novice and/or ineffective teachers may feel more comfortable expressing their professional growth needs. The online instructional coach will review videos teachers submit and provide feedback to improve practice. Online instructional coaches will also review lesson plans and provide feedback, and work with teachers on their individualized professional growth interests. This model will help to further differentiate coaching and provide the school with additional non-evaluative coaching capacity. As coaching support is differentiated and driven by teacher skill and interest, the support is expected to further increase teacher satisfaction and retention.

The new Sixth Grade Academy is designed to facilitate a smooth transition to middle school and enhance the overall middle school experience. A key focus of the academy is to foster a sense of community among students, staff, and families. To achieve this, sixth graders will be organized into teams and share the same group of teachers. Unlike traditional cohorts that travel together throughout their core classes, academy students will be intentionally mixed each period. This allows them to interact with different peers in different classes, ensuring that all academy students get to know everyone in their learning community. Teachers' schedules will be structured to include common planning time, enabling them to collaborate on lesson planning, grading, and intervention strategies. Additionally, academies have the flexibility to implement customized schedules and student groupings. Academic and engagement interventions will be promptly adjusted based on progress monitoring, ensuring that students receive timely support when needed.



By fostering a sense of community among students, staff, and families, Sixth Grade Academy will support the chronic absenteeism and PARCC proficiency goals by encouraging attendance for our incoming sixth graders, which will lead to more time for instruction. Furthermore, Sixth Grade Academy teachers' schedules will be structured to include common planning time, enabling them to align on standards and lesson planning as well as student trends across content areas. This will allow them to better address the instructional needs of students leading to increased academic proficiency.

#### **Connections to People and Instruction**

By better utilizing the Connected Schools model and prioritizing partnerships and programs designed to improve girls' sense of belong, the strategies described in this section (Structures) will ensure all students are more engaged and connected to Kelly Miller, and thus better able to engage in the instructional strategies described in the People and Instruction sections. Kelly Miller's staff recognize the importance of building a sense of belonging and attending to students' nonacademic needs, in addition to providing academic support. By focusing on improving these structures, Kelly Miller will make progress toward all the school's planned goals.

## 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)

### **Internal Routines**

Kelly Miller will continue with the schedule and structure of leadership meetings from the 2022-23 school year as this practice has improved over past years. Each teacher team will have a teacher leader who is also on the school leadership team. This structure will allow for a steady flow of communication, which many have noted has been more consistent than in the past.

Formative assessment and benchmark data will be examined weekly during the Data and Planning Meetings. Additionally, this data will be reviewed by Administration, Coaches, and non-academic staff leaders during the Academic Leadership Team at least monthly. The ALT format will also allow the Kelly Miller team to correlate attendance trends against academic performance. Teachers will receive routine feedback on Tier 1 instructional practices from Instructional Coaches during the observation-feedback cycles and use this information to improve instructional practice. Our top three priorities and our progress in implementing strategies to address them will be reviewed in monthly staff meetings. This will ensure that all Kelly Miller staff remain focused on our key priorities, understand their role in the work, and know how the school is progressing.

Assistant Principals and Instructional Coaches will provide feedback to teachers on a weekly basis. Our intervention coach will provide weekly feedback to ELA teachers as it pertains to ELA. The Acceleration and the HIT Manager will provide weekly feedback to Math teachers as it pertains to Math. Feedback also includes revisiting classrooms to progress monitor implementation of action steps assigned to improve teacher practice.

The school-based ALT will meet at least monthly to review leading indicators and progress monitoring metrics related to the OSSE SIP goals. Additionally, the Principal and/or other Kelly Miller leaders will meet with a member of the DCPS Continuous Improvement team at least bi-monthly to review progress in SIP implementation and to review data as it is available. These touchpoints may be integrated into an



existing school ALT meeting so as to provide the maximum amount of school content. Additionally, the ALT will meet with the DCPS Instructional Superintendent and DCPS Cluster Support team at least twice a year to formally review progress towards SIP goals, strategies, and progress monitoring metrics, and recommendations to course adjustment will be made if warranted by the data.

### **External Routines**

Kelly Miller will continue to leverage events conducted in partnership with the Connected Schools model to share information around key school priorities and progress towards goals for parents and community members. The Connected Schools model will also be responsible for connecting with partners who are focused on increasing attendance and reenrollment. Kelly Miller will engage in two formal reviews of their annual DCPS Comprehensive School Plan (which encapsulates the multi-year SIP Goals and strategies) with the Instructional Superintendent, the school-based leadership team, and members of the Cluster Support Team, which includes DCPS content managers for Attendance, ELA, Math, Data & Strategy, Continuous Improvement, MTSS, Special Education, and Restorative Justice. Members of this team will review data against goals and targets with the Kelly Miller team and engage in thought partnership around any adjustments to strategies that may be necessary considering data trends. DCPS central office content leads will also provide one-on-one coaching for school-based Instructional Coaches and other staff members as warranted by data and needs of individual staff members. Additionally, Kelly Miller will engage in any additional required monitoring activities as required by OSSE or DCPS senior leadership such as the Chancellor, Deputy Chancellors, and Office Chiefs.

Kelly Miller will leverage existing LSAT (local school advisory team) and PTO (parent-teacher organization) meetings to share SIP goals, strategies, and progress at least twice a year. Such touchpoints may include the back-to-school family night and/or community and family events organized by the Connected Schools Manager. The DCPS Continuous Improvement team will support Kelly Miller in developing turnkey materials which can be used in meetings with stakeholders around SIP goals and progress.

### **Communication and Transparency**

This two-year School Improvement Plan will be available to the public via the OSSE website. The DCPS Comprehensive School Plan is an annual school improvement plan that encapsulates the OSSE SIP goals, strategies, and evidence-based interventions. The entire version of the DCPS Comprehensive School Plan is made available to all LEA-based stakeholders. Parents may request a copy of the DCPS Comprehensive School Plan and it is released at the discretion of the principal, as some information may need to be redacted to protect student identity. Major content from the DCPS Comprehensive School Plan is elevated and transcribed in parent and community friendly language and made available in the CSP Snapshot. These are made available to all members of the public on the DCPS website, and to any parents or external stakeholders when requested.

The approved two-year SIP will be posted on the DCPS ESSA Website, which is publicly available to stakeholders.

## **Coordination**

Goals, evidence-based interventions, and other improvement strategies outlined in this plan are also captured within the school-wide Title 1 Plan, which is the DCPS Comprehensive School Plan, which also contains other strategies for LEA program requirements. Investment in Schools funding is utilized to supplement local and federal funding in the school budget, which ensures that strategies in the plan are sustainable over time.

As a multi-campus LEA, DCPS provides Title allotments to schools as part of their school budgets, apart from the Investment in Schools Grant. As the team responsible for monitoring CSI schools, the DCPS School Performance and Continuous Improvement team works in partnership with the DCPS Office of Federal Programs and Grants and the DCPS Office of Resource Strategy to ensure that multiple school funding sources are allotted to schools in an equitable manner and in alignment with CSI School Improvement Plans and the DCPS Title Plans. This funding model allows school leaders to be able to maximize resources across multiple funding streams to ensure resources are used to their fullest extent to fund human capital or programs aligned to school needs and the DCPS Comprehensive School Plan.



Approvals

School Approval

Approver Name: **Donnell Cox**

Approver Title: **Principal**

Signature:   
Dr. Donnell Cox (Sep 19, 2023 12:19 EDT)

LEA Approval

Approver Name: **Drewana Bey**

Approver Title: **Deputy Chancellor**

Signature:   
Drewana Bey (Sep 20, 2023 13:39 EDT)

OSSE Approval

Approver Name: *Danielle Branson*

Approver Title: *Deputy Superintendent of Academics and Schools*

Signature: 