



INVESTMENT IN SCHOOLS

School Improvement Plan Template

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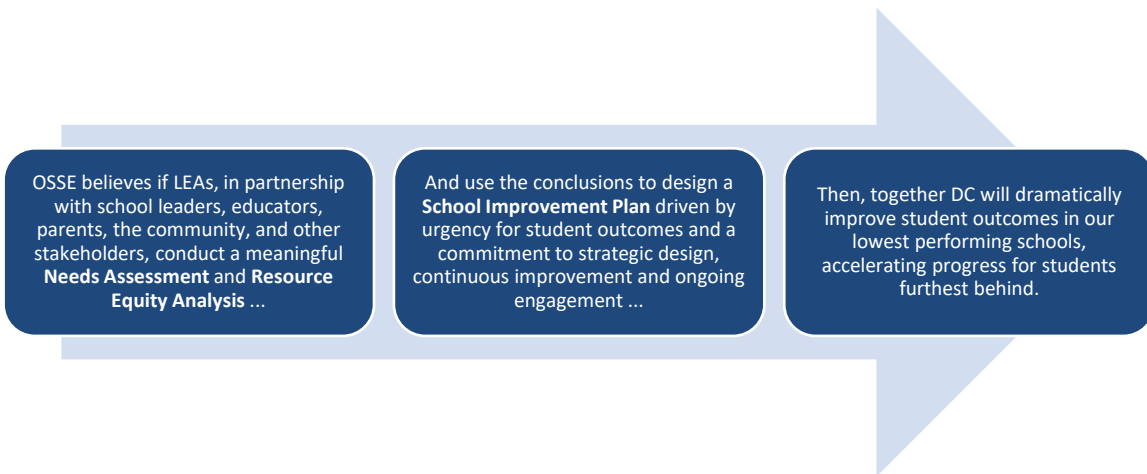
 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

School Improvement Plan Template

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

Background

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



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

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

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

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

School Improvement Plan Template Overview

Framework

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

Scope

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

Transparency

SIPs should be available to the LEA, parents and the public, and the information contained in the plan must be in an understandable and uniform format, and to the extent practicable and/or required by DC law, provided in a language that the parents can understand.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: Kingsman Academy PCS School Name: Kingsman Academy PCS

Date of Plan Implementation: 09/12/2023

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.

Vision

By design, Kingsman Academy Public Charter School (“Kingsman Academy”) specifically targets students who are at risk of dropping out of high school because they are over-age and under-credited (OA-UC), have engagement challenges, or have behavioral or emotional needs requiring intensive specialized instruction and support. Our vision is to help our target population grow into “a community of learners who are prepared for success and engaged citizenship” as measured by a high school secondary completion rate that meets or exceeds the District average by the end of the two years of continuous improvement process. We will achieve this vision by implementing a strong personalized competency-based academic program that ensures mastery of core content and allows for multiple pathways to graduation aligned to post-secondary relevant learning opportunities. To improve persistence to graduation, a key component of our plan requires innovative strategies for evidence-based alternative education in the areas of engagement, behavior, and emotional (health and wellness) interventions, supports, and services. Strategies include robust alternative accountability goals aligned with our school model, staffing model, resource allocation, data systems, training and the implementation of research best practices specifically designed to support our students.

Needs Assessment

Kingsman Academy engaged in an intensive needs assessment process. The process included an analysis of our targeted population with key stakeholders to better understand and address the root causes of graduation challenges for our targeted population. School leaders, consultants, subject matter experts, and data analyst examined national graduation rates of our target population, conducted annual observations and evaluations of our academic program and school model, and presented recommendations on effective practices for evidence-based alternative programming based on data review and observations. The School Support Team worked collaboratively with data specialist and national experts experienced in working with our target population to gather feedback from students on their needs, experiences, barriers, concerns and ideas how to increase persistence through graduation. Students participated in focus groups and completed surveys, screeners, and diagnostic assessments at the beginning and end of each trimester. We convened staff, families, and stakeholders through meetings, focus groups, and surveys, to gather feedback biannually on a comprehensive evaluation of our academic program, barriers to persistence to graduation and an in-depth analysis of skills students need to attain and what they need to know and be able to do to become “a community of learners who are prepared for success and engaged citizenship.”

In addition to informing our vision, the Needs Assessment process resulted in realignment of alternative accountability goals relevant to our target population, the need for a revised distributive leadership staffing model to increase effective leadership, a re-imagined personalized academic program aligned to post-secondary skill attainment to improve instruction, and innovative structures such as extended learning opportunities to help us improve our practices and achieve our vision by the end of the two year continuous improvement process.

Analysis of Target Population

The needs assessment process highlighted challenges with traditional post-secondary accountability metrics and best practices for alternative accountability recognized by subject matter experts. Kingsman Academy received a CSI designation because our four-year and five-year Adjusted Cohort Graduation Rates fall below 67%. However, our target population includes over 80% students overaged and undercredited requiring intensive individualized support to master foundational academic and social-emotional learning skills. Review of academic history and transcript analysis of our students, showed that the majority of our students were completely disengaged or chronically absent from school for two to three years prior to enrolling at Kingsman Academy. Consequently, a five-year cohort rate penalizes schools like ours and is misaligned with our mission, purpose, and best practices for alternative accountability. While we do not believe that a five-year graduation rate is informative post-secondary measure for school improvement planning purposes, our secondary completion rate, which measures the percent of students who graduate with a diploma or certificate of completion in their terminal year of school, provides insight into dropout prevention practices, early warning indicators, and the effectiveness of evidence-based practices to increase persistence to graduation. The metric also recognizes that Kingsman Academy serves students on non-traditional timelines who are too far removed from their First Ninth Grade Year to be captured in the four-year or five-year ACGR metrics, but still complete school with a credential while enrolled in a terminal grade.

To better understand the specific post-secondary readiness needs of our targeted population, Kingsman Academy established Service Delivery Teams (SDTs). SDT team members work directly with a small cohort of students to collect data on student needs, provide interventions, and progress monitoring of individualized goals, academic and post-secondary plans for their students. Team members include a student's academic specialist, intervention specialist, related service providers, special educators, and program leaders.

The teams meet every 4 to 6 weeks to analyze student engagement data, health and wellness screeners, academic performance, specialized education plans, student surveys, behavior and the specific post-secondary readiness needs of our targeted population. The needs assessment data is a critical component of our needs assessment process and informs planning, progress monitoring, and program evaluation. The Needs Assessment revealed challenges, root causes, and areas of improvement to school's programming for our targeted population.

A. Over-Age Under-Credited (OA-UC) Needs Assessment

Through our needs assessment process to understand and improve post-secondary outcomes for OA-UC, Kingsman Academy gathered feedback and engaged subject matter experts, families, students, staff, and stakeholders through surveys, focus groups, and data analysis. Kingsman Academy has seen an increase in enrollment of OA-UC students over the past few years. In 2015, Kingsman Academy's first year, 64% of high school students were OA-UC. In the current school year, over 80% of high school students are OA-UC. The school learned that the vast majority of high school students who enroll at Kingsman Academy arrive over-age and under-credited (OA-UC), meaning they have earned fewer academic credits than expected for their age. These students are most at-risk of dropping out, falling behind, or aging out of traditional schools. Students who are OA-UC, reported attending multiple schools and may have partial credits from three or more places prior to enrolling at Kingsman Academy.

Students expressed the needs for individualized support to ensure that they are enrolled in the correct classes, requested opportunities to socialize with their peer groups, a flexible learning environment, job placement assistance, tutoring services beyond traditional school hours, interventions to meet basic needs, and expressed concerns with feeling overwhelmed by coursework required to reach their post-secondary goals. Feedback led to plans to increase partnerships with tutoring companies, increase staffing for the school's program designed to support OA-UC students, an examination of our school calendar and schedules, and innovative student groupings.

B. Chronically Absent Students

By design, Kingsman Academy serves students at risk of dropping out of school due to attendance challenges. Kingsman Academy worked with researchers, subject matter experts, students, families, and staff to better understand the needs of each student and identify areas of improvement to increase student engagement and support chronically absent students to persistent to graduation. Through the needs assessment, the school identified areas of improvement for chronically absent students. The school learned that students benefit from small class sizes, a small student-to-teacher ratio, an advisory/cohort-based schedule model, a dedicated team is assigned to support all challenges such as housing, homelessness, and high mobility. Through surveys and focus groups students and families shared the need for the school to increase supports with meeting basic needs such as transportation, food, personal care items, and clothing. Parents of chronically absent students requested more tutoring services, individualized learning, job placement, paid internships, and extended learning opportunities to earn credits needed to graduate anytime, anywhere. In analysis of attendance data, the school has made some progress in increasing student engagement from year to year.

Our current in-seat attendance rate exceeds the rates of most other District of Columbia alternative schools. Although we have shown some improvement in increasing student engagement, there is significant work to be done to improve academic outcomes for students struggling to adhere to traditional school schedules and attendance policies. In developing a programmatic response to chronic absenteeism, the school learned through feedback and focus groups that improving engagement and academic outcomes for these students requires more collaborative practices, a flexible credit-earning, increased wrap-around services and intensive academic and behavior interventions to persistent to graduation.

C. Students Requiring Specialized Learning and Behavior Services

Kingsman Academy is the only charter middle and high school in the District designed specifically to support students with behavioral and emotional disabilities. In the current school year, over forty percent of Kingsman Academy students have identified disabilities and receive special education services. In DC, academic outcomes for students with disabilities lag behind those of their non-disabled peers. Our at-risk students with learning, emotional and behavior disabilities have higher dropout rates, lower graduation rates, and perform lower on academic assessments. In focus groups and feedback sessions students and families reported receiving more severe disciplinary consequences in their previous schools and were more likely to be removed from instructional settings or isolated from their peers. Specifically, our students with emotional disabilities are far more likely to be adjudicated in our criminal system than other students. Based on student, family, and staff feedback, families, students, teachers, and staff expressed the need for small cohorts based grouping based on need and interests, classes taught by intervention specialists trained in restorative practices and evidence-based behavior interventions, flexible student groupings, flexible learning environment, individualized behavior incentives, extended school opportunities for students with learning opportunities, paid internships, tutoring to improve mastery of core content skills, more social-emotional learning courses and expeditions, and community-based instruction.

Kingsman Academy has made significant progress in reducing instructional time loss due to suspensions and expulsions. In the 2016–17 school year, and subsequent years ago, Kingsman Academy did not suspend or expel any students and regularly maintains a suspension rate significantly below the national average for schools supporting similar populations. The school has also made improvements in behavioral outcomes. Despite Kingsman Academy's successes in reducing exclusionary discipline and improving behavior outcomes, the needs assessment led to discussions, planning, training and problem solving on how to close the academic achievement gap and increase graduation rates between students with disabilities and their non-disabled peers and highlighted the need for more community-based partnerships to extend learning beyond a traditional classroom setting.

Stakeholders

The School Improvement Team comprised of school administrators, teachers, special educators, subject matter experts, parents, students, consultants, and support staff, reviewed trends in individual student data shared in SDTs with the goal of understanding improving graduation outcomes for students on non-traditional timelines. The team convenes up to three times a year to analyze school-wide reading and mathematics assessment data, student engagement data, and data from diagnostics, surveys and screeners to understand and problem solve barriers. The team reviews national data on similar schools across the country designed to support our target population. Through the Needs Assessment process, the team identified trends in significant barriers to mastery of reading and mathematics content, especially for OA-UC students. This analysis led to discussions and practices to extend flexibility and time for students to master upper level reading and mathematics classes due to lack of foundational learning skills. The team's analysis of daily school engagement data inform our ongoing planning, ideas, training, and practices and helped the school establish a robust engagement data collection system that calculates an personalized engagement score and goal for each student. The goal and approach aligns with best practices in alternative education and the revised attendance accountability goal provides insight into real-time engagement challenges and the effectiveness of school interventions.

Overall, the Needs Assessment revealed inconsistencies in competency-based academic program implementation related to the lack of post-secondary relevant instructional materials, and the need for additional staffing, extended learning opportunities, and community-based partnerships to help us achieve our vision.

The school works with our grants management team to ensure federal and local funding align to our identified needs and school improvement plans, processes, and practices. The School Improvement Plan is shared with our grants management team and school to align funding and compliance requirement with plan goals, vision, and objectives. The Executive Support Services Team and grants team meet monthly to discuss school improvement initiatives, progress monitoring, school activities, and resource needs.

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:					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
95% learners at the conclusion of their final year of high school meet or exceed the District's high school completion rate.	High School Secondary Completion	STAR Framework, Alternative Graduation Goal (OSSE)	75% completion	85% completion	95% completion
Goal 2:					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
60% of OA-UC learners will complete and /or advance at least one academic functioning level (AFL) in reading and mathematics	Reading Academic Functioning Level	DC PCSB AAF, Approved Competency-based Academic Program	50% completion	55% completion	60% completion
	Mathematics Academic Functioning Level	DC PCSB AAF, Approved Competency-based Academic Program	50% completion	55% completion	60% completion
Goal 3:					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
60% of chronically-absent students meet or exceed their required engagement score goal	Student Engagement	DC PCSB, Alternative Accountability (AAF)	40% meet engagement	50% meet engagement	60% meet engagement
Goal 4:					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
70% of students with disabilities at the end of their terminal year of secondary school demonstrate mastery or CCLR content area.	Post-secondary readiness for students with disabilities	DC PCSB Alternative Accountability (AAF)	50% mastery	60% mastery	70% mastery

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

Rather than limiting the role of a leader to a position, single instructional leader or team, staff expressed the need for a leadership approach designed to foster student success and innovation for all positions within the school. We believe that everyone working with our target population, especially staff providing direct student support and services for our students must take ownership of student outcomes and serve as instructional leaders equipped with the skills, knowledge, autonomy, training, and resources to implement practices to improve student mastery of course skills, evidence-based practices to increase persistence to graduation, and ensure all graduates are prepared for post-secondary opportunities. If staff receive training, function as instructional leaders for their assigned students, and demonstrate effectiveness in executing their job responsibilities, then all of our students will receive effective instruction through personalized support and interventions to reach their learning and post-secondary goals. If students receive effective instruction and supports, the school will meet or exceed the District secondary completion rate, master academic competencies, and increase engagement by the end of the two year continuous improvement process. To build effective leadership and increase retention over the next three years, the school will implement a comprehensive plan based on staff feedback, concerns, and evidence-based strategies.

- **Implement a distributive leadership approach** aligned to our school model to address staff needs for the school to improve collaboration, coordination of services, capacity and impact.
- **Use competency maps** to ensure roles, responsibilities, and goals are clear and coordinated within all staff roles across the organization. Based on feedback to make roles clear with standard goals across the organization, the Executive Support Services team identified specific competencies required to implement our school model and expanded competencies to include effective leadership skills required for each role. The competency maps include what staff should know and be able to do with measures for what success looks like. Each competency outlines outcome measures, process measures, systems, and supports the school offers to ensure success
- **Offer staff-led coaching, mentoring and training opportunities** for each staff member. Incoming staff and staff requiring support will be matched with a team member who has demonstrated mastery of job competencies. Staff with support from leadership consultants and partner will provide ongoing leadership coaching, mentoring, class observations and feedback for all staff in academics using Marzano strategies, behavior using Collaborative Proactive Solution (CPS) and restorative practices, and engagement in collaboration through experiential learning strategies in partnership with Outward Bound.
- **Develop a new role, Director of Staff Engagement and Culture** as a key position solely responsible for staff health and wellness programs, developing hiring profiles, leadership pipeline, implementing retention strategies, organizing professional development based on data, individual staff needs, personalized development plans for novice and ineffective team members, daily observations, coaching and feedback in collaboration with partners, subject matter experts, and consultants.
- **Expand strong partnerships to ensure evidence-based staff development strategies and effective instructional model** as a core component of our efforts to improve outcomes for our target population. The school will partner with Outward Bound to provide training, coaching, and development to staff on addressing student engagement and culture strategies, Collaborative Proactive Solutions (CPS) to support behavior challenges that interfere with graduation persistence and will continue implement the Marzano Personalized Competency-based Education program to support our target population in mastering competencies in reading and mathematics.
- **Formally evaluate plan effectiveness** through evaluations, progress monitoring, surveys, and observations. The Executive Support Services Team will conduct annual 360-degree evaluations to help all staff improve effective leadership, conduct program evaluations three times a year to assess intervention design and impact, and conduct formal instructional staff evaluations at least twice per school year with consultant collaboration. Based on stakeholder feedback, we will include School Improvement Plan goals progress in all evaluations to monitor plan effectiveness.

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

Although the school has identified clear evidence-based instructional strategies (e.g. Marzano Research Instructional Strategies, Guaranteed and Viable Curriculum (GVC) in partnership with Marzano Academies, personalized coaching for instructional staff with coaching and plans for instructional staff, coordinated special education services, a strong MTSS model aligned to our specifically-designed school model) to support the unique learning needs and challenges of our target population, the Needs Assessment identified areas of growth in two primary areas of instruction required to achieve our vision and reach our School Improvement Plan goals to improve mastery of reading and mathematics competencies, improve high school completion rates and post-secondary readiness, and increase student engagement for chronically absent students over the next three years.

- Access to post-secondary relevant instructional materials** is required to increase student engagement with course content while preparing students for post-secondary opportunities after high school, especially for OA-UC and students with disabilities. Through support with Marzano Research the school has a GVC that outlines content (standards) and individualized targets that guide rigorous instructional content and promote academic growth and proficiency for all students in the least restrictive environment. Within our academic program, content is clearly defined, focusing on fundamental and relevant knowledge and skills aligned to specialized learning plans and present levels of performance. The framework facilitates high expectations for all students, and content and skills are sequenced appropriately and taught effectively as measured by the number of highly effective teachers on teacher evaluation data using the Marzano evaluation rubric. The School Improvement Team concluded that student engagement with reading and mathematics content is inconsistent due to lack of readily available instructional materials aligned to student's career interests, post-secondary transition plans, and college majors, and job development skills. In addition, students and families expressed the need for multiple pathways to mastery of course competencies through community-based partnerships, internships, and experiential learning opportunities. We believe post-secondary relevant content aligned to individualized competencies will lead to higher levels of engagement and increased levels of high school completion. Through the Needs Assessment process, the school learned that commercially available curricular materials aligned to middle and high school course standards does not exist for purchase and presents a unique opportunity to scale instructional capacity and develop instructional resources for our target population in collaboration with colleges, universities, industry experts, community partners, companies, job training providers, and local businesses. To achieve our vision and meet our School Improvement Plans goals over the next two years, the school will identify standard industry focus areas to aligned content, gather data from each student to determine post-secondary focus areas of interest, identify partners, subject matter experts, and consults for content development collaboration, and establish partnerships with local companies, businesses, and colleges to create multiple pathways to content mastery and post-secondary readiness.
- Implementation of evidence-based instructional practices to address root causes of low graduation rates** for our targeted population is essential to reach our School Improvement Plan goals within the next two years. The School Improvement Team concluded that Marzano's personalized competency-based education (PCBE) is a strong framework for organizing content and improving instructional delivery for our target population, but staff expressed the need for more strategies in addressing the root causes of high drop out and low graduation rates. Specifically, staff asked for more support and training in evidence-based instructional practices to increase engagement for chronically absent students and students with specialized challenges. Based on School Improvement Team recommendations to identify partners and best practices to address these concerns over the next two years, the school established partnerships with Outward Bound and Collaborative Proactive Solutions (CPS). The partners were identified based on alignment to our revamped school model and track record of success and expertise with our target population. Instead of working in academic, behavior, and engagement intervention silos, the school has unique opportunity to make sure all educators receive personalized, professional development in evidence-based instructional strategies in priority areas of need for our target population. Over the years, the school did not focus on both academic and non-academic training equally resulting in inconsistent trends in learning outcomes, engagement, and non-instructional factors preventing graduation persistence. Kingsman Academy believes personalized professional development in evidence-based instructional strategies aligned to priority needs, improves graduation outcomes for our target population.

In planning for the instructional approach to be scaled across the school for maximum impact and sustained over time, Kingsman Academy will continue to adopt the seven Marzano Research design principles for continuous quality educational program improvement with increased fidelity:

1. What content will be addressed?
2. How will the learning environment support student agency?
3. How will instruction support student learning?
4. How will teachers measure student proficiency?
5. How will scheduling accommodate student learning?
6. How will reporting facilitate student learning?
7. How do schools and districts transition to the PCBE system?

The school has made significant improvements in decreasing instructional time loss through implementation of evidence-based strategies, but in review of data in reading and mathematics mastery of competencies, the School Improvement Team concluded that our most experienced staff trained in academic, behavior, engagement, and specialized learning evidence-based practices, produce the highest rates of mastery in reading and mathematics for students. Aligned to our theory of action for improving effective leaders through distributive leadership practices and personalized training for staff, the school will assign novice and ineffective staff with experienced staff who will serve as coaches, mentors, and trainers on the school model and best practices. Expanding our train the trainer approach increases our leadership pipeline, improves staff retention by providing opportunities to lead, and ensures consistency in outcomes across the school.

Staff expressed the need for the school to increase time for instructional planning, professional development, collaboration with partners, and peer support. Based on feedback, Kingsman Academy extended our summer professional development training program and restructured our school day schedule, added additional full professional development days the school calendar. The restructure allows for more planning, peer coaching and mentoring sessions, and collaboration across with school.

The School Support Team, Director of Staff Engagement and Culture, and the Executive Support Services Team work collaboratively to ensure progress monitoring of School Improvement Plan goals, staff development needs to improve instruction, and instruction plan to achieve our vision and meet our goals over the next two years.

Structures

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

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

The narrative must include how your school is:

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

Based on the Needs Assessment, Kingsman Academy believes if we implement four key structures with fidelity over the next two years, we will achieve our School Improvement Goals. Each structure is aligned to our School Improvement Plan is based on evidence-based practices to support our target population.

School Model Feedback from surveys provided to families, students, staff, subject matter experts, and stakeholders highlighted that our targeted population requires a non-traditional approach to school, including a continuum of student support services beyond special education compliance, personalized learning experiences, a flexible learning environment, and individualized pacing. Kingsman Academy revamped its school model in SY 2021-22, considering lessons learned during the pandemic. The improved model allows the school to systematically improve processes and outcomes focusing on areas of identified need. Specifically, our school model identifies the behavior, engagement, academics, and health and wellness supports, systems, and interventions in place to meet the needs of each student through a seven step process: needs assessment, prioritization, detailed problem assessment, intervention planning, implementation, evaluation, and reassessment. The model guides our personalized learning and intervention plan development process and outlines the seven key stages of plan development. Each stage identifies the specific processes and practices involved in developing a personalized learning plan in the areas of engagement, behavior, health and wellness, and academics for each student.

Staffing Model Our staffing model supports our school model. Regularly action planning meetings are held to problem-solve student needs and monitor student progress. Kingsman Academy evaluated each role and allocated resources to assigned more staff to work directly with students. The school redesigned four key roles to address staffing needs highlighted in our needs assessment: academic specialist trained on our academic model to implement academic interventions; intervention specialist trained as experts to support engagement, behavior and health and wellness needs of students through evidenced based strategies; a Director of Student and Engagement and Culture; a Director of Staff Engagement and Culture to support staff needs and development. Through our distributive leadership model, all staff members work collaboratively to ensure all students are supported in the school. This structure reduced classes sizes and addressed staff concerns with providing small group and one-to-one instruction, a key lever for students with disabilities requiring intensive supports and services to master foundational competencies.

School Calendar Based on feedback from subject matter experts, families, students, staff, and stakeholders, Kingsman Academy continues to improve its competency-based academic program through extended learning opportunities. Kingsman Academy transitioned to year-round school and was approved for flexible and virtual schedule options for students. Kingsman Academy is now has a seat time waiver and is able to expand its academic and tutoring services in reading and mathematics for OA-UC students during extended school hours, a need expressed by OA-UC with barriers to traditional school schedules. Through this initiative, students receive direct instruction one-to-one and in small cohorts through academic specialist, intervention specialist, and tutors trained in reading and mathematics interventions and strategies anytime, anywhere. The extended school year also always for additional time for staff development, collaboration, and planning time requested by staff.

Learning and Data Management Systems Kingsman Academy regularly engages key stakeholders and partners to improve structures to help identify priorities and practices to improve, help more students complete high school, increase student engagement, and close academic achievement gaps. Personalized learning plans are developed, monitored, and stored within a platform customized to support the tracking and implementation of interventions for each students. Our learning management system (LMS) will be used to evaluate how students are progressing through competency-based learning courses and track progress in real-time. The school is able to run analytics and reports in real-time to assess the development, completion, and effectiveness of student plans to reach graduation goals. Students are able to request feedback and support from school staff if needed in completing tasks or goals outlined in our School Improvement Plan.



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)

Kingsman Academy will engage in ongoing progress monitoring to determine whether the School Improvement Plan is having its intended outcomes. Specifically, we will utilize a School Improvement Team to evaluate the school's progress on this and other improvement plans.

Routines with Stakeholders

At least twice per school year, the School Improvement Team will hold an open meeting to engage key stakeholders, including students, families, and board members, in their work.

Annual Review and External Monitoring

Once per year, within one month of the school's submission of its annual report to the District of Columbia Public Charter School Board (DC PCSB), the School Improvement Team will submit an annual review of the school's progress on this and other improvement plans. The annual review must include any recommended revisions to this and other improvement plans. The annual review will be shared internally, presented to the board, and summarized for students, families and external stakeholders.

Kingsman Academy has adopted the Marzano High-Reliability Schools framework to support personalized competency-based This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high-reliability school, which is one where all students learn the content and skills they need for success in college, careers and beyond through competency-based education. Kingsman Academy will use the framework and its indicators to evaluate the overall competency-based learning process and impacts on student achievement in collaboration with consultants. The High-Reliability Schools framework analyzes the effectiveness of implementing best practices and provides indicators to measure progress on attaining five increasing levels of reliability. To measure whether they are successful at each level, schools assess current status, gauge progress, and confirm successful achievement of each level based on specific leading indicators. In the Marzano framework, leading indicators are important conditions associated with school improvement. They provide direction for school leaders in strategic planning for continuous, long-term improvement with priority areas.

As part of our approved competency-based academic program, Kingsman Academy is required to submit data on mastery of course competencies annually to the DC PCSB. Reports are publicly available for review.

Structuring for Sustainability

By June 2024, Kingsman Academy's Executive Support Services Team will develop a sustainability plan that:

1. Identifies all current improvement and strategic plans;
2. Identifies all federal, state, local, and authorizer services, resources, programs, and obligations that may affect or improvement the school's ability to meet its goals under this school improvement plan; and
3. Ensures that the activities in this improvement plan are aligned with the federal, state, local, and authorizer services, resources, programs, and obligations.

Approvals

School Approval

Approver Name: Kennesha Kelly

Approver Title: Executive Director

Signature: 56BC484E2F8C4F9...

LEA Approval

Approver Name: Kennesha Kelly

Approver Title: Executive Director

Signature: 56BC484E2F8C4F9...

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature: 