







INVESTMENT IN SCHOOLS

School Improvement Plan Template

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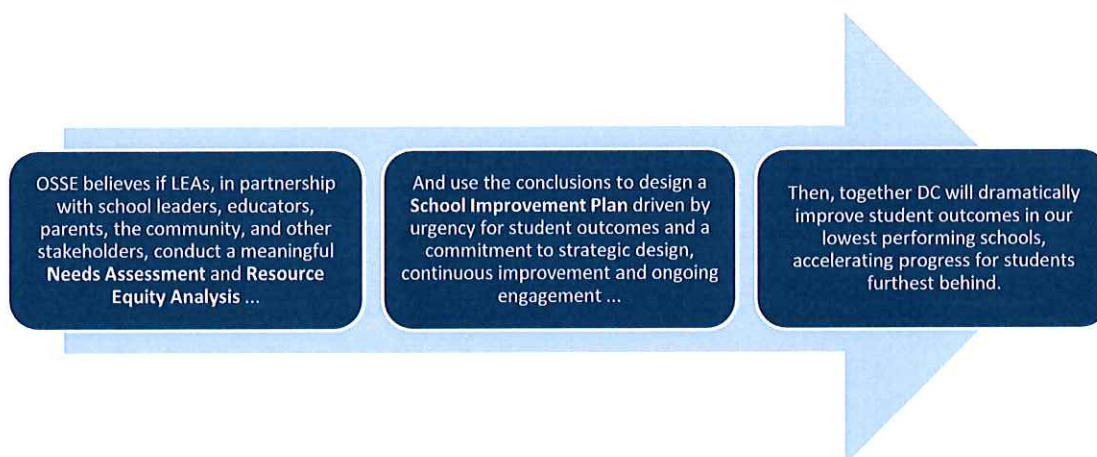
 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

School Improvement Plan Template

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

Background

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



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

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

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

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

School Improvement Plan Template Overview

Framework

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

Scope

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

Transparency

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

Evidence-based Interventions

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

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

Tier 1 – Strong Evidence

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

Tier 2 – Moderate Evidence

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

Tier 3 – Promising Evidence

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

Tier 4 – Demonstrates a Rationale

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

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

Schools Implementing a Schoolwide Program

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

Submission Instructions

CSI Schools

LEAs with newly designated or re-designated CSI schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](https://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](https://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](https://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: Kramer MS

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

Date of Plan Update: 08/22/23

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.

School Level Vision and Goals

The shared vision for Kramer Middle School is we are committed to serving our students with excellence! We believe we will achieve, because we are powerful beyond measure!

To accomplish this vision at Kramer we will:

- Prioritize providing teachers and staff with growth mindset strategies to address adaptive needs of the school population
- Enhance teacher capacity to create engaging lessons and meet students where they are
- Increase attendance and re-enrollment by improving instructional practices and engaging families
- Implement effective intervention strategies for students through our Multitiered System of Support (MTSS) framework.

To respond to these needs, the team developed goals and aligned strategies which are further detailed in this plan. The Kramer team believes that if the team focuses on these key priorities, the school will make substantial progress in realizing the school's vision to serve students with excellence.

To successfully implement our plan and achieve progress towards our SIP goals, we envision strengthening the quality of our Tier I instruction to be responsive to the whole child by increasing the capacity of our teachers to address barriers to students' achievement aligned to learning, emotional, or social skills development. We will be a student and family centered environment that builds the efficacy of caregivers and students to feel empowered to advocate for success through various opportunities to provide or receive feedback on student progress. This focus will help us meet our improvement goals focused on improving academic achievement. Finally, we will build a strong sense of community and belonging through intentionally building relationships with families and the local community to ensure that we are the school choice for families in the Anacostia community. This will ensure that we are setting the enabling conditions to support our improvement goals around chronic absenteeism and re-enrollment.

The PARCC goals established in this SIP address Need 1 by creating adaptive instructional strategies that will enhance student achievement by providing personalized learning experiences that cater to individual strengths, addresses gaps in student understanding, and promoting active engagement. By creating an environment where students are appropriately challenged and supported, these strategies pave the way for improved understanding, attendance, and overall academic success.

All goals identified in this SIP address Need 2. Effective professional development empowers teachers to create more engaging and effective learning environments when implemented. Exposure to new teaching strategies and technologies encourages teachers to innovate in the classroom. Experimenting with innovative approaches can lead to increased student engagement and better learning outcomes. If the professional development provided to our teachers is implemented effectively, teachers will refine their instructional practices, and students will benefit from enhanced engagement, deeper understanding, and improved academic achievement.

Furthermore, the PARCC and attendance goals also address Need 3 by providing students with more effective MTSS interventions. In doing this, we will create a structured, data-driven, and collaborative framework that addresses academic and attendance challenges comprehensively. By identifying and addressing individual needs, providing personalized support, and promoting collaboration among stakeholders, MTSS interventions can lead to improved student achievement and increased attendance rates.

Needs Assessment Process

Kramer'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 interview 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 16 staff of 40 staff surveyed responded. 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 to satisfy the requirements for internal and external engagement.

The school team worked with trained facilitators from AIR to examine all data collected and prioritized the school's top three areas of need. AIR led the Kramer 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 Kramer identified the following top three needs:

- Many teachers need growth mindset strategies to respond to the learning environment.
- Teachers are not implementing strategies from their professional development.
- There is a lack of effective interventions within the Multitiered System of Support (MTSS) approach.

The following week, after completing the needs assessment, the Kramer team worked with the same AIR facilitators to develop this school improvement plan, which articulates Kramer's vision and goals, the school's theories of action about people, instruction, and structures, and specific strategies for achieving Kramer'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, Kramer 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 Kramer 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 Kramer MS and the School Improvement Plan strategies will address the root causes of Kramer 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, and the DCPS School Data and Performance Specialist, 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 Instructional 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, and April Community Meeting.

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

The strategies outlined below will be integrated into Kramer’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:

Goal 1: Increase PARCC 4+ achievement in ELA from the 21-22 baseline of 1.27% to 13.27% by the end of Year 2 (annual increase of at least 6%)					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC ELA Meet or Exceeds Expectations	Percentage of Students attaining Level 4+	PARCC ELA	1.27%	7.27%	13.27%
Goal 2: Increase PARCC 4+ achievement in Math from the 21-22 baseline of 0.43% 12.43% by the end of Year 2 (annual increase of at least 6%)					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC Math Meet or Exceeds Expectations	Percentage of Students attaining Level 4+	PARCC Math	0.43%	6.43%	12.43%
Goal 3: Decrease Chronic Absenteeism from the 21-22 baseline of 87.62% to 57.62% by the end of Year 2 (annual decrease of at least 15%)					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Chronic Absenteeism	Annual chronic absenteeism rate	DDAC Aspen OSSE Data Validation	87.62%	72.62%	57.62%
Goal 4: Increase re-enrollment from the 21-22 baseline of 76.61% to 86.61% by the end of Year 2 (annual increase of at least 5%).					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Re-enrollment	Annual re-enrollment rate	DDAC Aspen OSSE Data Validation	76.61%	81.6%	86.6%

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

Kramer's theory of action around people is, if the leadership team at Kramer builds their own leadership capacity and develops a system of accountability and support for teachers, then we will improve the quality of instruction, resulting in increased academic achievement

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

The Kramer school team identified that most teachers lack adaptive strategies to respond to the learning environment as one of their key needs. Based on Kramer's theory of action around people, the school will focus on building a system of strong leaders who hold teachers accountable as its primary approach to supporting people; these strong leaders will take responsibility for implementing systems that improve teacher mindset and efficacy. Improving teacher mindset and efficacy will improve the quality of teaching and learning and ultimately, student academic outcomes (Goals 1 and 2).

Strategies to Develop People

To ensure **effective leadership** over the next two years, Kramer school leaders will receive training on and implement a research-based comprehensive framework for change management, such as Paul Bambrick-Santoyo's work through Uncommon Schools. In addition, school leaders will utilize standard observation protocols to ensure feedback to teachers is actionable and consistent.

The Kramer school team will build a **pipeline of strong leadership** by implementing change management strategies and utilizing meaningful collaborative teaming structures, including weekly professional learning communities (PLCs) for teachers, specialists, and school leaders. School leaders, assistant principals and TLI's (Teacher Leadership Innovation), will lead teachers in PLCs by grade level and content areas.

School leaders will ensure the **retention of effective educators** by using PLCs for teachers to plan together and review student work. Teachers will utilize DCPS curricula and measure student outcomes weekly through learning assessments. During these PLCs, teachers will share strategies for intervention and acceleration for students. In addition, teachers will receive culturally responsive and trauma-informed professional development to prepare them to meet the wide range of student needs, which were exacerbated by the COVID-19 pandemic. Kramer will utilize Urban Fellows residents and Blueprint (math specific support from a local university partner) to provide teachers with additional support in the classroom.

School leaders will help **educators, including novice teachers, who need support** to improve by providing targeted coaching and support, in response to challenges surfaced during PLCs and areas for growth observed during instructional walkthroughs. Kramer's observation and evaluation systems for teachers follow the DCPS LEAP professional development model. 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 receive training from Ron Clark to build knowledge and expertise on how to best implement their advisory model. The intention of advisory is to build a sense of connection and a sense of belonging amongst students. This training will help improve attendance and provide students with a voice in their school community.

Additionally, the new Sixth Grade Academy utilizes 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 will regularly

review and utilize data points specific to the academy, enabling them to make data-informed decisions for the benefit of the students.

Professional Development Focus

To encourage teachers' growth mindset and support the practice of adaptive strategies to respond to the learning environment, we will build on our work with RELAY to provide teachers individualized support around planning for student misunderstanding. RELAY is a research-based model for structuring teacher development that includes a focus on analyzing student data that is created from classroom level tasks and standards aligned assessments.

In content level seminars, teachers will spend 3 hours every two weeks dissecting their scope and sequence provided by the district, as well as understanding the full breadth of the standard being taught. During these intensive sessions, our instructional coaching team will provide teachers will content deepening experiences that builds capacity regarding the conceptual understanding of literacy or math standards and how each task the teacher provides also builds and strengthens student understanding. In addition, teachers will design lessons using the "know/show" chart which asks teachers to complete 3 steps: 1. What should students be able to know as a result of engaging in the task and standards 2. What evidence should students be able to produce as a result of their engagement in the lesson task 3. Create an exemplar (rubric) response to the task students are asked to complete. During the independent portion of the lesson the teacher will use their exemplar to engage in a process called Academic Monitoring. This process allows the teacher to "name the lap," which means that the teacher will identify what they expect to see in students' responses based on their exemplar created. After "taking the lap" around the room, they will respond to what is observed by either individual student check ins, whole group mini check in, or extension questions.

In between the intensive learning sessions held every two weeks, the teachers will meet with their individual instructional coach weekly. During these sessions teachers will bring student work samples and aligned tasks created during the planning sessions. When they meet with the coach, teachers will participate in a work analysis protocol in which they examine student work for common misconceptions and make lesson adjustments to respond to these misconceptions based on the number of students that demonstrate each gap. They will also use this time to reflect on their own practice and facilitation of the lesson and adjust as necessary. For the reteach of the missed standards, the teacher will determine which strategy is most appropriate and when they will incorporate the reteach in the lesson. The primary tools for re-teach are named in the RELAY process-- individual student check ins, whole group check ins, or extensions. Each of our processes will provide teachers with data driven feedback to address student learning and their teaching practice. Through evidence-based coaching, we will build teachers' mindsets regarding students' ability.

To address the cultural and equity lens, our staff will engage in equity centered learning regarding adolescent development, specifically focused on trauma informed instructional strategies and restorative classroom practices to build a strong sense of community. Throughout the year, this professional development will be provided in small grade level meetings using our MTSS kid talk protocols and whole staff development on equity centered brain science supported by our district central office "Becoming" team and our partnerships with Access Youth. Access Youth is an organization that provides both attendance and restorative justice supports to build staff capacity to address the

whole child. They will also work with our climate team to develop school wide responses to student behaviors that are restorative and help to support the students in developing a clear understanding of their behaviors, how their behaviors impact their learning community, and how they can appropriately advocate for their needs.

Connections to Instruction and Structure

By focusing on building leadership capacity and a system for holding teachers accountable, the strategies described in this section (People) will naturally support the strategies planned and described in the Instruction and Structure sections. The collaborative teams described in the Structure section will serve as the regular mechanisms for holding teachers accountable. Increased accountability and collaboration through PLCs, weekly data meetings, and observation and feedback cycles, among both school leaders and teachers, is critical to the success of this plan, especially to academic achievement and attendance 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

Kramer’s theory of action around instruction is, if school leaders respond appropriately, using quantitative and qualitative data, and share specific feedback to teachers, then teachers’ knowledge, skills, practices, and instruction will improve and positively impact student achievement.

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

The Kramer school team identified two key instructional needs: most teachers lack adaptive strategies to respond to the learning environment; and teachers are not implementing strategies from their professional development. The Kramer school team believes that if they focus on using data to identify student and teacher needs, then teachers will implement strategies from professional development, address feedback received, realize increased teacher efficacy, and ultimately improve student academic achievement (Goals 1 and 2).

Strategies to Develop Instruction

After analyzing the PARCC data for SY 21-22 for literacy and math, we identified a school-wide strategy that will promote writing and student discourse across the curriculum. The strategy is called “Think-Write-Share-Revise.” This is a collaborative learning strategy from the Kagan models for collaborative learning structures in schools. Within this structure, students are given a writing prompt and they are asked to develop a response to engage in brainstorming. During the brainstorming students will jot their thoughts and annotate their evidence located in the question prompt (for math) or the text (all other subjects). After students have brainstormed (for scaffolding purposes students might be given graphic organizers to support them in their brainstorming), students will move into a process for writing. Students will have a timed writing response to answer the question. For scaffolding purposes, students might be provided with sentence starters or an exemplar response to annotate before beginning their

own writing. Next, students will engage in a shared response in which the listener will take notes on the student's response using a task aligned rubric. They will inform their peers about the clarity of their writing and if their writing met all the intended expectations of the prompt. Finally, the students will use the feedback from their peers to revise their writing. For longer writing prompts, the various parts of the strategy might be expanded across multiple class periods. For shorter prompts, the process can be the task for the learning outcome during the given lesson. This strategy has four steps, thinking (brainstorming), writing (organizing the thinking into a response), Sharing (critiquing the thinking and reasoning of others), and revise (opportunity to make corrections to writing). This strategy will be implemented school wide and supports writing across the curriculum, student discourse, and reasoning.

Teachers will develop weekly assessments and collect student work artifacts to measure student learning in real time. Teachers will be expected to bring this data to PLC meetings and to use this data to ensure every student receives targeted support, interventions, or extensions based on their individual needs. Teachers will use the evidence-based interventions System 44 and Reading Plus, to support students who need additional reading support. Both of these programs have promising evidence (ESSA Tier 3) of improving reading achievement for students.

Urban Fellows will continue to deliver standards-based small and whole group instruction under the supervision of a core teacher in a residency model for ELA. Blueprint, a new partner will provide teachers with support and training for math interventions. Fellows start over summer learning the curriculum for the grade level they will support as well as training on the conceptual understanding required to master the standards. Fellows are then trained on several strategies to intervene with students that are 2 or more grade levels below but providing grade level appropriate, rigorous scaffolding to support student access, retention, and extension of mathematical practices. These fellows will be able to assist teachers in the classroom space and provide tutoring for 50 minutes a day during our High Impact Tutoring intervention block. High Impact Tutoring (HIIT) 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. HIIT 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. This support will be targeted to the students who need them most, based on regular assessments and data reviews. School leaders will create improved systems (described in Structures) to better monitor the effectiveness of these and other interventions.

School leaders will build **capacity** to ensure instructional approaches can be implemented effectively by using professional learning communities, through LEAP, to guide common planning and to share teaching strategies and student work protocols for effective interventions and acceleration for students. In addition, school leaders will systematically observe teachers, using a common protocol, and will provide specific and actionable feedback. Kramer will continue using peer observations and feedback as another way to build capacity for improvement across all staff. School leaders will focus on implementing RELAY data cycles with fidelity this year. The RELAY data cycles will be grounded in developing assessment exemplars, teachers monitoring student work and outcomes against those exemplars, and teachers developing re-teach opportunities when student performance does not demonstrate mastery.

School leaders will plan for the approach to be **scaled** across the school for maximum impact and **sustained** over time by utilizing PLCs, during which teachers can share best practices, collaborate on common challenges, and increase consistency in expectations for student work and teacher instruction.

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.

Connections to People and Structures

By focusing on providing data-driven feedback to teachers to improve their practice, the strategies described in this section (Instruction) align well to the accountability focus of the People section. The collaborative teams described in the Structures section will serve as the regular mechanisms for addressing the teacher needs observed by school leaders. Ensuring that both school leaders and teachers can use data to better identify and address teacher and student needs is critical to the success of this plan, especially to the school's academic achievement goals.

Year 1 of the two-year improvement cycle focused on the Needs Assessment process, identifying root causes that led to the continued CSI status. During this time, Kramer continued to implement strategies from the FY 21 approved SIP, which included Urban Fellows teacher residents, LEAP, PLCs, MTSS, and RELAY Weekly Data Meetings. In Year 2, Kramer will focus on implementing strategies highlighted in this plan. The principal will receive direct coaching and support from their Instructional Superintendent, and members of their administrative/instructional teams will receive ongoing coaching via DCPS' Cluster Support Team. While this is the fourth year for the principal at Kramer, both the superintendent and leadership team (assistant principals at Kramer) have had transitions since the last designation in 2018. The Leadership Team will examine the SIP goals and strategies routinely and determine if adjustments are needed to align to current school needs and leadership vision.

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

Kramer's theory of action around structures is, if we implement a comprehensive system of accountability, monitoring and support (Uncommon Schools, Schools that Work), including weekly ALT and ILT meetings to support, guide, document, monitor, and evaluate the work of instruction and professional collaboration, then we will improve teacher effectiveness, student achievement, and student attendance.

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

The Kramer school team identified a lack of effective interventions within the school's RTI/MTSS system as one of the schools top three needs. The Kramer team will ensure that the comprehensive system of accountability, monitoring, and support they are developing includes effective academic and attendance interventions to ensure student academic achievement improves (Goals 1 and 2) and chronic absenteeism declines (Goal 3).

Strategies to Develop Structures

Teachers will more effectively implement MTSS through real time data collection on students' academic performance and through PLC's that analyze student work. They will analyze this data to identify trends, areas of concern, and students who may need additional support. By collaborating with other staff members, teachers will be able to discuss strategies and interventions to ensure a coordinated effort. In doing this, teachers will be able to provide targeted support to prevent small issues from becoming larger barriers to learning. Previously, data analysis focused on assessment data. By homing in on student work and real time data collection, teachers can be more proactive in planning and less reactive to student needs. PLC's will also allow teachers to continuously reflect on their practice and its impact on student outcomes while using data and feedback to make informed decisions about instructional strategies.

Teachers will participate in culturally relevant and trauma-informed professional development so that they can better support the range of student needs at Kramer. To address the school's attendance goal (Goal 3), Kramer will facilitate student focus groups to better understand the root causes of chronic absenteeism. Teachers will also conduct home visits, an evidence-based strategy with promising results

(ESSA Tier 3), according to the AIR Evidence Support Center, the visits improve student attendance. In addition, Kramer teachers will incorporate monthly student led conferences as a way to create student ownership for learning and success.

Kramer will also continue with the Connected Schools model, a whole-school evidence-based approach to school improvement. Kramer will continue to receive support from a dedicated Connected Schools Manager, who helps to ensure students and families have access to the resources and support they need.

Teachers will also continue to utilize advisory block for social-emotional learning check-ins. Staff will leverage the advisory curriculum to encourage first period attendance. Kramer will also continue to utilize the school store, where students can purchase school “swag” as an incentive for positive behaviors.

Kramer will continue to use the Tier 2 and 3 interventions utilized in 2022-23, including Zearn, iReady, RI, System 44, and Reading Plus. Intervention blocks will be built into the 80-minute instructional block. School leaders will also explore additional partners who can provide evidence-based intervention support to students.

Kramer will continue to use an Academic Leadership Team (ALT) composed of teacher leaders and school administrators who engage in the development, implementation, and monitoring of the annual Comprehensive School Plan. This team will also routinely engage in data cycles to maintain a pulse on instruction and engage in shared decision making to better distribute leadership in the school.

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.

Last year, we worked with DC Public School's Becoming Team to support our school community by establishing systems and structures around building adult capacity and creating shared expectations norms and routines that support the whole child. Next Year, we will build on that work with the implementation and monitoring of practices with science and equity-driven tools aligned to our primary goals to ensure supportive environments and relationship rich environments where students feel loved and a stronger sense of belonging.

EdConnective is an additional coaching resource that will be provided to Kramer Middle School. 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.

Connected Schools, LEAP, PLC's, RELAY, and Becoming all support our re-enrollment goal. Connected Schools will help us connect with families to help determine causes for not re-enrolling and developing resources to address the causes. Also, through LEAP, PLC's, and RELAY teachers will receive professional development to improve and create engaging lessons to boost student achievement. In doing this, we believe that families will re-enroll based upon an improved student experience and academic growth.

Connections to People and Instruction

By focusing on implementing and monitoring collaborative structures that both support teachers and hold them accountable, the strategies described in this section (Structures) will naturally support the strategies planned and described in the People and Instruction sections. The addition of a blended learning coach will help support incorporating blended into the instructional blocks. Additionally, the Connected Schools Manager will continue to create systems and structures that support the school overall in approving attendance, which will have a positive impact on student achievement. Developing structured systems designed to improve instruction and address student needs (both academic and nonacademic) is critical to the success of this plan, especially to the school's academic achievement and attendance 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

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 Kramer 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.

School leaders will create a system of checks and balances using SchoolMint Grow to monitor weekly ALT meetings, coaching sessions, and benchmarks within the school improvement plan. School leaders will utilize regular feedback loops to help coaches and administrators improve the quality of support they provide. School leaders will continue using an advisory model to meet with parents about student behavior and areas for improvement.

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 Kramer 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 Kramer staff remain focused on our key priorities, understand their role in the work, and know how the school is progressing.

External Routines

Kramer 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. Kramer 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 Kramer 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, Kramer 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.

Communication and Transparency

During the summer retreat for staff, school leaders will communicate with staff about the school improvement plan goals, progress, and next steps. In addition, we will endeavor to share data and discuss what improvement looks like, in relation to the school's goals on a regular basis

This two-year School Improvement Plan will also 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.

Kramer 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 Kramer in developing turnkey materials which can be used in meetings with stakeholders around SIP goals and progress.

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 allocations 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: **Katreena Shelby**

Approver Title: **Katreena Shelby**

Signature: *Katreena Shelby*

LEA Approval

Approver Name: **Drewana Bey**

Approver Title: **Deputy Chancellor, SEAD**

Signature: *Drewana Bey*
Drewana Bey (Sep 20, 2023 13:14 EDT)

OSSE Approval

Approver Name: *Danielle Brunson*

Approver Title: *Deputy Superintendent of Academics and Schools*

Signature: 