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INVESTMENT IN SCHOOLS

Required School Improvement Plan Template



District of Columbia
Office of the State Superintendent of Education

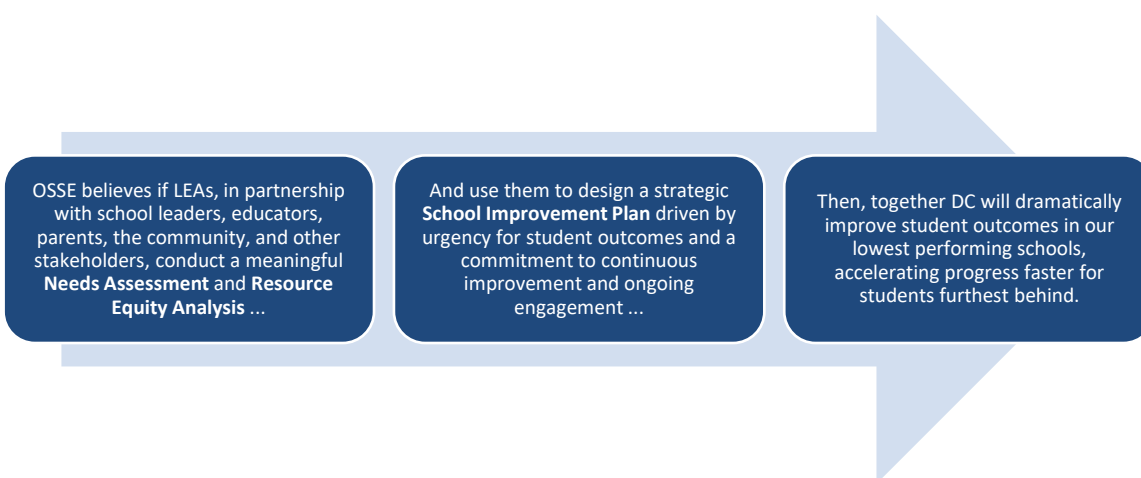
Required School Improvement Plan Template

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

Background

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

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



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

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

School Improvement Plan Template Overview

To provide guidance and flexibility, OSSE is naming three critical categories - **People, Instruction, and Structures** that School Improvement Plans will address and *Investment in Schools* grant funding will be available to support. School Improvement Plans will explain how evidence-based strategies and interventions (*see more detail below*) in each of these areas will be put in place to make the changes needed for each school’s individual context. Each School Improvement Plan must start by describing overall vision and goals for the school; explain specific strategies related to people, instruction, and structures; incorporate how the school will determine whether the plan is having its intended outcomes; and describe a process for continuous stakeholder involvement, which will include public documentation, engagement, and reporting.

School Improvement Plans should be available to the LEA, parents, and the public, and the information contained in the plan must be in an understandable and uniform format and, to the extent practicable and/or required by DC law, provided in a language that the parents can understand.² Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.

Evidence-based Interventions

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

Tier 1 – Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.
Tier 2 – Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.
Tier 3 – Promising Evidence	Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
Tier 4 – Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a state education agency (SEA), LEA, or outside research organization to determine their effectiveness.

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

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

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

Schools Implementing a Schoolwide Program

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

Submission Instructions

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

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

- For public charter schools, LEAs with CS1 schools not applying for funding or CS2 schools identified for graduation rate should coordinate with the Public Charter School Board (PCSB) on the format for competing the Needs Assessment and School Plan. School Improvement Plans must be approved by the school/LEA and submitted to PCSB for approval by May 31, 2019.
- For DCPS, CS2 schools identified based on graduation rate may use this template or may submit an alternative format to OSSE for approval by Feb. 28, 2019. The School Plan must be approved by the school and LEA prior to final submission of materials to OSSE by May 31, 2019.

School Plan Template

Overall Vision & Goals

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

The narrative must include:

- How this vision was informed by the process of completing a Needs Assessment including review of a Resource Equity Analysis, if applicable.
- How stakeholders were involved in determining this overall approach. Stakeholders should include at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents, and members of the community; and, as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school, and students.
- Three to five overarching school improvement goals to advance the school's vision. Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals. Overarching school improvement goals must focus on student outcomes, not on adult actions. These should include short- and long-term targets tied to specific STAR Framework metrics as well as other potential leading indicators (inputs and/or outputs).
- If applicable, a description of what other programs are consolidated within the school's schoolwide program (e.g., other federal funds or local funds). Please list the specific program being consolidated within the schoolwide program.

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

Internal Engagement Process:

At Langley, a thorough needs assessment process was conducted that utilized multiple sources of qualitative and quantitative data to identify key trends as they relate to people, instruction, and structures. The DCPS Data Systems and Strategy team compiled data across numerous indicators (e.g., PARCC to staff retention) over three years and shared with the school leaders.

An external partner Turnaround For Children (TFC) conducted staff interviews and observations using a standardized and research-based rubric to learn more about Langley's culture and climate. DCPS Continuous Improvement (CI) Specialist led an extensive day-long site visit that included data review, classroom observations, teacher interviews, and leadership reflections and interviews. The visit was attended by central office support staff, including representatives of different curriculum content offices and the Instructional Superintendent. Staff interviews focused on their experience and feedback on

DCPS Pathway to Excellence: 5 Domains (i.e., shared leadership, engagement, culture of achievement, academics and equity). School leadership interviews provided analysis and feedback on Langley's three-year data trends regarding student achievement, staffing, resources, operations, school performance and historical context, and curriculum and instruction.

The DCPS Design and Innovation team conducted student focus groups on 1/11/2019. Fifteen students participated in focus groups. They were selected by varying degrees of academic and/or social success and made available by the school administration. Using a standardized protocol, students engaged in small, grade-level specific focus groups to share insights and reflections regarding the reality and dreams of students and identifying when during the school day students are being loved, challenged, and prepared.

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

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

When compared to Fiscal Year 2018 (School Year 2017-2018) expenditures for other elementary schools, Langley has per pupil expenditures that are 35% above the DCPS average for all other elementary schools. While comparatively higher, it should be noted that enrollment at Langley is below 300 students and the school houses multiple self-contained programs for students with disabilities. Both factors resulted in additional funding being allocated to Langley to meet the needs of these students and the staffing needs associated with a smaller school. Nevertheless, DCPS is committed to continuing the increased investment for Langley to support the selected school improvement strategy.

Ahead of the next budget development season, DCPS is conducting a series of equity analyses internally and with outside partners to inform both FY21 and FY22 changes to our funding model. Potential topics for prioritization include specialty program allocations, budget assistance allocations, as well as applying the Resource Equity Analysis to previous fiscal years. For Fiscal Year 2020, Comprehensive Support Schools received additional funding during budget development. For School Year 2019-2020, DCPS will

be making changes to IMPACTPlus (add-on bonus for high need schools) to better align to the STAR framework status.

External Engagement Process:

DCPS Office of Family and Public Engagement (OFPE) conducted parental and community engagement activities (i.e., community meetings and community surveys). On 2/15/19, fourteen parents attended a community meeting where the Principal presented relevant data and discussed the implications of being identified as a Comprehensive Support Type 1 school. At the meeting, DCPS and PAVE (Parents Amplifying Voices in Education) partnered to conduct the feedback session in which family members shared their ideas, priorities, thoughts, and hopes for improving Langley Elementary School. In addition, OFPE also provided and collected 25 Community Feedback Session Surveys from 1/31/19 - 2/15/19 with stakeholders' written input. Both the community meeting and survey focused on feedback related to DCPS Pathway to Excellence: 5 Domains at Langley. On 5/2/19, Langley conducted a second engagement event to gather families' input on the Connected Schools and targeted intervention strategies. Seven family members and one staff member participated.

Plan Development:

The CI compiled information from all sources and developed a needs assessment report that was presented to DCPS Senior Management team and the school leader. Information contained within the report was used to plan targeted interventions. DCPS believes that the individualized and targeted intensive supports that promote effective foundational systems and structures aligned to the DCPS Pathway to Excellence will:

- Increase Langley's capacity to address the instructional core.
- Empower Langley's leaders, staff, and community members to establish and manage clear, consistent, schoolwide improvement systems and strategies.
- Provide ongoing evidence-based professional development and implementation support.

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

Scope and Sequence:

In Year 1, Langley will focus improvement efforts across four key areas. In the area of Leadership, Langley will focus on developing an Academic Leadership Team (ALT), a leadership pipeline, and a leadership development process. With Engagement, Langley will continue its partnership with the Flamboyant Foundation for parent engagement while focusing its Connected School partnership on mental health and attendance support for families. Culture of Achievement (School Culture) will continue the implementation of its social emotional learning program (Conscious Discipline) and intervention processes and systems. Academics will focus increasing instructional leaders, Tier 1 instructional plans, investing in high-quality curricular resources, and training staff on writing workshop.

In Year 2, Langley will continue initiatives in the four key areas. It will build upon initiatives in Culture of Achievement and Academics. Culture of Achievement will invest in trauma-informed professional development for staff and revise Response to Intervention process with year 1 data. Academics will move into year 2 with a focus on writer’s workshop professional development, Tier 2 instructional plans in Math, and implementing a math intervention program.

In Year 3, Langley will maintain Year 1 and 2 systems in Shared Leadership and Engagement. Professional development and coaching will increase in Culture of Achievement and Academics initiatives. Academics will also focus on content enrichment activities.

School Level Vision and Goals:

Langley’s vision is that “every student feels loved, challenged, and prepared to positively influence society and thrive in life.”

In alignment with that vision, over the course of the next three years, achievement targets could include:

- Increase by at least 15% in PARCC Level 4+ ELA and Math proficient students by year three (an annual increase of at least 5%)
- Increase or maintain at least 93% student satisfaction rating by year three
- Increase K-2 students reading “on or above grade level” by year three
- Increase or maintain at least 90% in-seat attendance over three years
- Establish or maintain at least a moderate or high-quality rating for the three measures on Early Childhood Learning Environment metric by year three

Critical Categories

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

People

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

In a narrative, explain: What is the school’s theory of action around people? What changes do you plan to take to your approach to the talent in your building – leadership and educators – to achieve the coherent and ambitious vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your Needs Assessment and Resource Equity Analysis, if applicable?

The narrative may include how your school is:

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

The narrative must include how your school is:

- Planning to ensure it will have effective leadership over the next three years, including the principal and any other key leadership roles and how it is building a pipeline of strong leadership
- Ensuring retention of effective educators
- Developing and helping educators who are in need of support to improve
- Selecting strong, moderate, or promising [evidence-based](#) strategy(ies)
- Determining strategy(ies) based on themes from the Needs Assessment to meet projected short- and-long term goals

Key Needs:

One of Langley’s main concerns and challenges is retaining capable and effective staff. Instability in leadership and staff has caused academic gains to be lost, inconsistent, or stagnant at Langley. For Langley to meet its short/long term goals regarding people, the needs assessment indicated that it should focus on ensuring effective leadership, developing educators on content and essential practices, providing leadership opportunities, and creating an educator pipeline.

Strategies to Develop People:

Langley will partner with RELAY: Graduate School of Education (RELAY) which increases school leader and staff capacity through the principal’s academy and ongoing coaching and support. Within the RELAY cohort support, school leaders and teachers will receive ongoing professional development around developing strong standards-aligned formative assessments, instruction, and data-driven re-teach cycles. A key element of RELAY is its use of weekly data meetings (WDM) where staff collectively evaluate student work to better understand error patterns. This understanding is then used to develop more effective reteaching strategies. Additionally, school leaders are trained to give teachers concise, actionable “bite-sized” feedback using RELAY protocols. National data compiled by RELAY GSE indicates that teachers using these strategies saw growth in Reading that was 30% higher than comparison groups of teachers who did not use the strategy. The RELAY partnership will support the school’s work around “the intentional use of student data to adapt and improve instructional strategies” (Practice #2, 2016 Massachusetts Turnaround Field Guide, p. 3). Teacher professional development and data teams will support efforts to “provide student-specific supports and interventions informed by data and the identification of student-specific needs.” Additionally, “using teaming structures to vertically and horizontally align instructional strategies... [teacher teams] develop highly consistent lesson plans and units that are vertically and horizontally aligned, using shared academic language, instructional strategies, and interventions (p. 18). “

Teachers will continue to receive formal feedback and support from their Administrators through DCPS IMPACT evaluation system based upon five essential research-based best practices and frequent informal feedback via classroom walkthrough observations. Langley will also increase its instructional leadership to help educators address their content knowledge gaps and improve practice/instruction. In its first year, Langley will use 1003 funding for an AP of Math to develop and support teachers in addressing its low proficiency rate in Math (e.g., 8% of students scored a 4+ in PARCC-Math).

Langley will also partner with Urban Teachers (UT), which will help to establish a pipeline of highly effective teachers through growing career teachers from their first step in the field. UT selects the most talented individuals from a diverse pool of candidates and prepares them with intensive coursework and classroom experience, then guiding them with support and feedback through the crucial first years of teaching. All the teachers trained are dually certified in special education and their content area,

positioning them to successfully include and differentiate instruction for all students in their classrooms. Last year, Urban Teachers' DCPS novice teachers outperformed other DCPS novice teachers on IMPACT evaluations, with a 12-point difference in the percentage of teachers rated effective or highly effective (70% vs. 58%). Another benefit of Urban Teachers is that they tend to stay longer in the profession relative to their peers. For example, UT's most recent DC retention rate from year 1 to year 3 of teaching is 87% compared to 69% for DCPS schools per the State Board of Education's 2018 report. The Urban Teachers residency supports "sustained and stable staffing", a key condition of a successful school turnaround identified in the 2016 Massachusetts Turnaround Field Guide (p. 7). The residency will support the school's ongoing efforts to recruit and retain high-quality educators, thus "contributing to teachers' willingness to work intensively and deeply on core problems of practice and to fully implement a consistent and aligned system of instruction and assessments."

Langley also provides leadership opportunities for H.E. educators without leaving the classroom through its Teacher Leadership Innovation (TLI) Teacher Leaders model. TLIs spend at least 50% of their time in the classroom and the remainder of their time providing professional development on improving teacher practice and increasing student achievement. The Principal and Academic Leadership Team (ALT) also leverages data from the bi-annual staff Insight survey to identify and improve key levers (e.g., staff engagement).

To ensure effective leadership at Langley, Leadership will continue to receive coaching from the Instructional Superintendent and will receive specialized support and attention from the DCPS CI team. Being a part of the RELAY cohort, Langley's school leader will build capacity through the principal's academy and ongoing coaching and support.

Within the school, the Principal will foster distributive leadership and develop leadership through the ALT which consists of department/grade level chairs and other teacher leaders. Instructional coaches (LEAP and TLI) at the school will receive coaching and support from the DCPS curriculum specialist assigned to support the school. Educators will have the opportunity to be TLI and LEAP leads and ALT members, building the content knowledge and practice of peers.

Connections to Instruction and Structures:

As an improvement strategy, DC Public Schools is implementing a Community Schools model that has been branded "Connected Schools" to align with related efforts of other DC Government agencies. The "Connected Schools" model will utilize the key pillars often associated with community schools initiatives: integrated student supports, expanded learning opportunities, family and community engagement, and collaborative leadership and practices (Oakes, Maier, & Daniel, 2017). Baltimore City Public Schools has had a long-standing partnership with CIS (Communities in Schools, a nationally known community schools partner). A comparison of 42 community schools to other public schools in Baltimore found that community schools operating for at least three to five years had significantly higher attendance rates and lower chronic absenteeism rates (Durham & Connolly, 2016).*

With the new AP of Math, Langley will address a specific academic need (i.e., Math – only 8% of its students scored 4+ on Math PARCC). The AP of Math will support educators to deliver effective math instruction by evaluating the effectiveness of current instructional practices, interventions, and curricular materials while adjusting and implementing evidence-based instructional methods or activities to increase student achievement. The addition of an AP is aligned to Practice #1: Leadership, Shared Responsibility, and Professional Collaboration (2016 Massachusetts Turnaround Field Guide, p. 3). Such staff members "are actively monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement." Furthermore, additional instructional leaders "Build teachers' instructional and organizational capacity to meet the needs of all students", a strategy outlined in Turnaround Practice 2: Intentional Practices for Improving Instruction (p. 37).

*Durham, R.E. & Connolly, F. (June, 2016). Baltimore community schools: Promise & Progress. Baltimore, MD: Baltimore Education Research Consortium.

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

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

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

- Double the percent of students who are college and career ready and triple the students of at-risk and students of color who are college and career ready
- 100% of K-2 students are reading on or above grade level
- 100% of schools are highly rated or are improving

Instruction

We must ensure that all of our students are prepared for success in college and careers. By investing in resources aligned to school needs, building educator capacity, and using evidence-based instructional strategies, we believe schools can meet this imperative.

In a narrative, explain: What is the school’s theory of action around ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction? What supports and interventions do you plan to undertake and how they are related to your school’s identified needs?

The narrative may include how your school is:

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

The narrative must include how your school is:

- Identifying capacity to ensure instructional approaches can be implemented timely and effectively
- Planning for the instructional approach to be scaled across the school for maximum impact and sustained over time

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

Langley’s needs assessment indicated that ELA and Math academic outcomes were not reached (i.e., the majority of its 3rd – 5th graders were not meeting grade level expectations in SY17-18). Instruction in Langley’s literacy program was imbalanced. Class instruction did not have a mix of whole group phonics instruction, guided reading, independent reading and writers’ workshop. Math instruction did not follow the DCPS adopted curriculum (Eureka Math) with fidelity. Curriculum components of developing fluency, problem-solving, and independent work were inconsistently implemented in the classroom. The inconsistency in ELA and Math instruction caused gaps in student’s content knowledge, understanding, and application.

With Social Emotional Instruction, Langley has struggled with behavior challenges and high suspension rates. The highest out-of-school suspension rates were among Langley’s student subgroups: at-risk (9% out-of-school suspension rate), SpEd (11%), and in the foster care system (20%). This struggle, particularly with at-risk students, can be attributed to Langley being in the early stages of its SEL program, Conscious Discipline (CD). Staff CD competency level varied, leading to knowledge gaps in and inconsistently applying trauma-informed practices to support and meet the needs of its struggling students.

Langley’s needs assessment indicated that staff instructional effectiveness has been stretched because of the learning priorities of its GenEd and multiple SpEd programs. Staff trainings were narrow in scope, not fully incorporating and addressing the academic and social emotional needs of each program. Collaboration across programs and among grade was limited. These factors led to declines in effective instruction and student achievement.

Strategies to Develop Instruction:

Langley will implement a balanced literacy program including direct phonics instruction, close reading of fiction and nonfiction texts around a theme, and small group instruction including literacy workstations and guided reading. It will also focus on developing stronger student evidence-based responses to text and genre-based writing. In math, it will implement a math workshop model with a balance of whole group learning, workstations, and guided math groups. Instruction will build on math discourse and problem-solving. Heading into subsequent years, Langley will focus on improving rigor which will ensure that increased opportunities for extension and enrichment are available. As the instructional plan is meant to be a living document, adjustments will be made as student data changes. Interested stakeholders may contact the school for a more detailed annual map of the school’s key instructional actions.

To support classroom management and provide a transformational, whole-school solution for social-emotional learning, discipline, and self-regulation, Langley will strengthen Conscious Discipline (CD) through professional development and coaching. CD helps children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary for understanding and managing emotions to making responsible decisions. It will support the creation of “shared behavioral expectations that support student learning” (2016 Massachusetts Turnaround Field Guide, Practice #4 School Climate and Culture). CD professional developing and coaching will ensure that “administrators and teachers have

clearly established and actively reinforce a set of behavioral expectations and practices that supports students' learning and efforts to increase student achievement” (p. 3). A meta-analysis of 213 school-based SEL programs showed that SEL participants had an 11 percentile-point gain in achievement. (Durlak, J. A., Dymnicki, A. B., Schellinger, K. B., Taylor, R. D., & Weissberg, R. P. (2011) The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions, *Child Development*, 82, (1), 405-432).

Langley will invest in high-quality curricular resources which will standardize and uniform instructional practices in the different content areas. Implementation of current and new curricular will be supported by additional instructional leaders (e.g., AP in Math) through 1003 funding. These additional instructional leaders will build consistent and effective instructional practices through differentiated, content specific training across the different GenEd and SpEd programs.

School Cluster-based support personnel from Central Office (i.e., CI, Math and ELA curriculum leads, and Special Education content specialists) will provide wrap-around support as Langley implements instructional improvements detailed below. Langley has developed a three-year action plan that has taken key strategies and broken them down into subsequent action steps to be implemented over the next three years. This plan addresses current instructional gaps while building upon foundations which have already been established and scales new strategies over the next three years.

Connections to People and Structures:

Langley will use its resources to increase in-house instructional staff with an AP of Math and strengthening SEL instruction with direct coaching from CD. They will support educators to deliver effective instruction by evaluating the effectiveness of current instructional practices, interventions, and curricular materials while adjusting and implementing evidence-based instructional methods or activities to increase student achievement. With its partnership with RELAY, Langley will implement Weekly Data Meetings (WDM) where staff will collectively analyze student work and identify student response patterns to implement re-teach cycles. They will identify high leverage instructional standards and create exemplars to be replicated school-wide.

Connections to District Supports:

As a district, DCPS is implementing the following strategies to develop the capacity of teachers and staff to improve instruction:

- Under the Connected Schools Initiative, the Connected Schools manager will **coordinate external supports, which will support increased time for school leaders to focus on instruction**. With improved external coordination, it is believed that students will more readily receive the socio-emotional supports they need and therefore readiness for learning will improve.
- Each school will receive support from Urban Teachers in the form of teacher residents. **The teacher residents will work alongside experienced staff members to develop their skills in a residency type model**. Support from Urban Teachers will allow each school to provide more intensive supports and residents will develop skills teachers need to effectively meet the needs of students in socio-economically stressed communities.
- DCPS will continue to implement the LEAP model of job-embedded professional development at all CS1 schools. Under this model, teachers are supported by dedicated LEAP content leaders and receive **differentiated professional development and coaching related to their demonstrated areas of need**. LEAP leaders will support teachers in the use of district-supported instructional resources that are aligned to Common Core Standards.

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

- Double the percent of students who are college and career ready and triple the students of at-risk and students of color who are college and career ready
- 100% of K-2 students are reading on or above grade level
- 100% of schools are highly rated or are improving

Structures

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

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

The narrative may include how your school is:

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

The narrative must include how your school is:

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

Key Needs:

Langley is a Title 1 school with 100% of its students qualified as economically disadvantaged. Twenty-five percent are students who are enrolled in one of Langley's six special education programs. A little over half (51%) of its students are out-of-boundary, coming from across the District. Because of its unique student demographics, non-instructional related challenges (e.g., in-seat attendance) have affected student achievement. To improve, Langley recognizes that it must meet student and family needs in and out of the classroom.

Strategies to Improve Structures:

Langley will be part of the DCPS Connected School (CS) Initiative which will focus on the school being neighborhood hub. Connected Schools helps to break down out-of-school barriers to student success and accelerate student achievement (e.g., academics, attendance, graduation, student satisfaction, and behavior) by incorporating student support services, family and community engagement, collaborative leadership and practice, and expanded learning time and opportunities. Under the Connected Schools Initiative, the Connected Schools manager will work with school leadership and stakeholders to determine needs and coordinate services to support students and the broader school community. A comprehensive review of more than 140 studies demonstrates sufficient evidence that Connected

Schools meet Every Student Succeeds Act’s criteria for evidence-based approaches in high-poverty schools. The Connected Schools model will work to “establish a collegial, respectful, and trusting environment for staff and families (2016 Massachusetts Turnaround Field Guide, Practice 4: School Climate and Culture, p. 3). The Connected Schools model will foster structures, mindsets, and practices that “allow for positive, productive, and collective efforts to increase family engagement and student achievement throughout the school.”

Langley will also implement a SpEd Leadership Model with its Academic Leadership Team (ALT). In addition to developing, implementing, and monitoring the annual Comprehensive School Plan, it will build and strengthen the school’s SpEd content/instruction and program capacity. This team will routinely engage in data cycles to maintain a pulse on instruction and engage in shared decision making to better distribute leadership in the school.

Connections to People and Instruction:

Langley will reinforce work around instruction through the LEAP model of embedded professional development and adapting its leadership structure to the school’s need. LEAP will be an integrated part of the school schedule that provides teachers protected time at least once a week to collaborate and share instructional best practices. The leadership structure will be led by the ALT composed of teacher leaders and school administrators. They will routinely engage in data cycles to monitor instruction. Over three years, leadership will also add instructional (e.g., AP of Math) and systems (e.g., Connected School Manager) leaders to build staff capacity and coordinate wraparound services for students and families. These changes will ensure effective academic instruction for students in GenEd and SpEd programs have priority and support. Langley will also continuously engage with external stakeholders through a bimonthly Local School Advisory Team (LSAT) structure that advises leadership around budget, school strategy and other school-related issues.

Connections to District Supports:

As a district, DCPS is implementing the following strategies to develop the capacity of structures at the school:

- Under the Connected Schools Initiative, the Connected Schools manager will coordinate external supports, which will support increased time for school leaders to focus on instruction. With **improved external coordination**, it is believed that students will more readily receive the socio-emotional supports they need. The Connected Schools structure at each school will be supported by members of the DCPS Office of Family and Public Engagement.
- Each school will receive support from Urban Teachers in the form of teacher residents. The teacher residents will work alongside experienced staff members to develop their skills in a residency type model. **Increased staffing will allow more experienced teachers time to engage in instructional leadership roles.**
- DCPS will continue to implement the LEAP model of job-embedded professional development at all CS1 schools. Under this model, teachers are supported by dedicated LEAP content leaders and receive differentiated professional development and coaching related to their demonstrated areas of need. **LEAP is an integrated part of the school schedule that provides teachers protected time at least once a week to collaborate and share instructional best practices.**
- Each school will continue to have an **ALT** that is composed of teacher leaders and school administrators that will engage in the development, implementation, and monitoring of the annual Comprehensive School Plan. **This team will also routinely engage in data cycles to maintain a pulse on instruction and engaged in shared decision making to better distribute leadership in the school.**

- Each school will have an **LSAT** that will bring together external stakeholders that will act as an **advisory group** for school leaders as they engage in broader discussions around budget and school strategy.

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

- Double the percent of students who are college and career ready and triple the students of at-risk and students of color who are college and career ready
- 100% of K-2 students are reading on or above grade level
- 100% of schools are highly rated or are improving
- 100% of students feel loved, challenged, and prepared
- 90% of students re-enroll

Goals and Continuous Improvement

In a narrative, explain the routines for how the school will determine whether the School Improvement Plan is having its intended outcomes, including self-monitoring and continuous stakeholder engagement.

The narrative must include how your school is:

- Establishing or continuing internal routines
- Establishing or continuing routines with stakeholders
- Making the School Improvement Plan available to the LEA, parents, and the public in a form that is understandable and uniform, to the extent practicable and/or required by DC law, provided in a language that the parents can understand
- Conducting an annual process of reviewing, sharing progress publicly, and, as necessary, revising its School Improvement Plan
- Structuring for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (e.g., other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)

Communication and Engagement:

Langley engages in a continuous improvement cycle through the development and ongoing evaluation of the Comprehensive School Plan (CSP). CSPs are formally reviewed at least twice per year to evaluate progress towards key actions and course is adjusted if needed based upon data collected. The DCPS Continuous Improvement (CI) team has developed a common planning template for all CS1 schools to use that maps out key strategies, action steps, and progress monitoring benchmarks across the District's Pathway to Excellence model. The tool allows schools to plan in a more intentional way.

DCPS creates a public-facing summarized version of the school's CSP and posts it online, available to any member of the public. Bimonthly, Langley's leadership engages and shares progress updates with its Local School Advisory Team (LSAT), composed of teachers, parents, and other community members. With internal stakeholders, the Principal works with the ALT weekly, reviewing instructional trends from across the school and developing responses to identified trends. They also review the school's progress

and make key decisions regarding adjustments to CSP. Both the LSAT and ALT are involved in the development and monitoring of the plan. Additionally, the LSAT is engaged in the budget development process each year, allowing it to provide input regarding the use of school financial resources to support the three-year plan's goals and strategies.

The DCPS CI team will conduct all monitoring activities for Langley. It will continue to facilitate bi-annual CSP/SIP review meetings that involve internal and external stakeholders. During these meetings, data is reviewed, and strategies and actions are adjusted as warranted by the data. Upon completion of the bi-annual review, the DCPS CI team will develop a brief presentation that highlights evidence of how strategies are supporting progress towards the three-year plan goals, and what next steps are necessary to enhance progress. School leaders may use this tool to further plan with their ALT and/or apprise the staff and external stakeholders of progress through forums such as LSAT or PTO meetings.

Sustainability:

Langley is structured for sustainability through its Connected Schools model which will enhance school capacity to work with external community partners to further the advancement of the school. Additionally, schools are funded based on the annual Needs Assessment process. Available and needed resources are looked at against initial local school budget allocations and made sure that additional items on the 1003 application are supplementing initial baseline allocations. With the investments in structures and professional development, DCPS aims to develop sustainable capacity that can advance improvement upon the expiration of funding. As Langley implements its three-year plan and continually adjust with the annual budget cycle, DCPS will continue to think about sustainability as it approaches year 3.

Looking Ahead

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

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