



# INVESTMENT IN SCHOOLS

## School Improvement Plan Template

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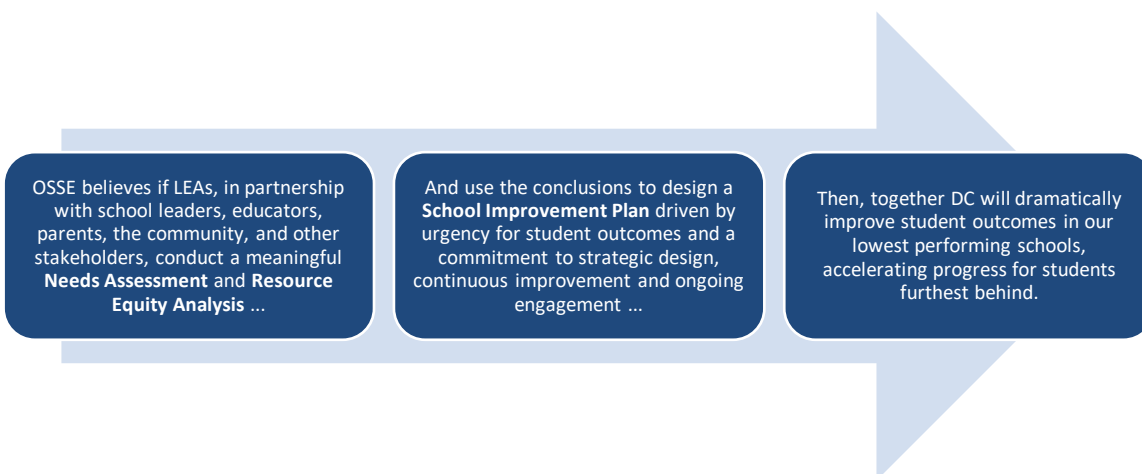
 GOVERNMENT OF THE  
DISTRICT OF COLUMBIA  
DC MURIEL BOWSER, MAYOR

# 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.<sup>1</sup> Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.

## Evidence-based Interventions

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

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

**Tier 1 – Strong Evidence**

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

**Tier 2 – Moderate Evidence**

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

**Tier 3 – Promising Evidence**

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

**Tier 4 – Demonstrates a Rationale**

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

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

### Schools Implementing a Schoolwide Program

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

### Submission Instructions

**CSI Schools**

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

**CSI-Grad Schools**

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

**TSI and ATSI Schools**

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

LEA Name: Maya Angelou PCS School Name: Evans Campus

Date of Plan Implementation: July 1, 2023 – June 30, 2024

Date of Plan Update: August 22, 2023

## School Plan Template

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### Overall Vision & Goals

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

The narrative must include:

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

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

The Maya Angelou Public Charter School (MAPCS) continues to be committed to serving opportunity youth in the District of Columbia. At this critical juncture in our improvement efforts, we have updated our vision for serving overage, under-credited youth: at MAPCS, we strive to create a learning community grounded in an engaging school culture; a meaningful, rigorous and personalized academic program; and a robust collection of wraparound services that ensure all of our students are well-prepared for life *beyond the diploma*. It is important to note that our focus is not only preparing students for continued academic and career success after graduation, but also ensuring that students graduate in a timely manner, more specifically in five years. The vision for our targeted two-year school improvement plan is to increase our ACGR by 2% each year. The goals section below outlines the incremental and sustainable gains we hope to achieve over the next few years. Through our needs assessment we have identified priorities in the areas of instruction, decreasing disengagement and prioritizing staff needs and professional development. The goals below speak to the priorities of the needs assessment, and

we strongly believe that focusing on these priorities in a strategic manner will push towards meeting, realizing our vision and meeting our goals.

Over time, through deep and systematic engagement with a variety of stakeholders – students and parents, teachers and staff, the school leadership team, and LEA-level leadership at the See Forever Foundation (SFF), and the MAPCS Board of Directors – we have been able to update our school vision so that it contains the aforementioned key elements and reinforces *learning*, the core of our daily work at MAPCS. Examples of systematic engagement include formal surveys, focus groups, and strategy sessions with LEA leadership and our board of directors. With each feedback cycle we have executed, we have been able not only to plan for and enact improvement, but also to assess our progress and adjust our actions steps along the way. As we move into this next round of improvement with this updated version of the MAPCS *Comprehensive Support and Improvement Plan: Low Graduation Rate (CSI-Grad) School designated in the 2022-23 school year*, we will continue this process.

*Brief Summary: Needs Assessment & High-Level Data Analysis*

In order to inform the development of MAPCS’s CSI-Grad Plan, we conducted meetings with key stakeholders this spring, co-reflecting with school/ LEA leadership, teachers, staff, parents and students on the domains included in OSSE’s Needs Assessment guidebook.

The needs assessment issued to the school’s community aimed to gain insight of students graduating from our high school. Families were asked if they felt that we as a school community prepared their students for graduation and beyond. Additionally, families were asked if they felt that the school community prepared them to be successful.

These candid conversations resulted in several themes emerging within each domain. We have included the most critical themes/ideas that helped us craft our School Improvement Plan in the sub-sections that follow.

**Goals**

In order to increase ACGR rates at the schools, we believe that a multi-pronged approach is necessary. The table below provides details regarding the specific goals we have set in the areas of students achievement in math and reading, student engagement, staff retention, and teacher effectiveness.

We believe these goals will support an incremental increase in our ACGR rates of 2% each year for our 4 and 5 year ACGR rates. Based on the 2021-22 4 and 5 year ACGR rates, we anticipate the following rates in 2022-23 and 2023-24:

	2021-22	2022-23	2023-24
4 Year ACGR	51%	53%	55%
5 Year ACGR	61%	63%	65%

However, while it is the goal of every school to graduate all students within traditional 4 and 5 year timelines, Maya Angelou PCS High School serves an alternative population of students who have not followed the traditional educational trajectories. We are dedicated to engaging students who have been disengaged from school for months or years and are off-track with credit accumulation. This often means enrolling new students who are three or four years beyond their first ninth grade year and only have the credit accumulation of a ninth grade student. In addition, approximately one-third of our student population receives special education services each year. Many are at a level 3 or 4 and are eligible to continue receiving educational services until age 22.

Maya Angelou PCS High School is committed to strategizing and continuing to push for growth in our graduation rates using the goals detailed below. At the same time, we will continue to maintain our commitment to enrolling students who are off-track and will support them through graduation and beyond. The strategies outlined throughout this document are stepped in best practices as it relates to data driven informed decision making.

## State the Goals

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

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

<b>Goal 1:</b>	<b>INSTRUCTION – Student Achievement - ELA</b> In an effort to improve students academic achievement, all students will be required to complete IXL Intervention lessons in reading two times a week. Additionally, the ninth and tenth grade students will participate in literacy seminar classes throughout the school year. Students will be grouped based on their RIT scores from the Spring 2023. Teachers will be provided with the specific skills that need to be taught to address the needs of the student.				
Measure: 60% of students in the 4th and 5th year cohorts still enrolled at Maya will meet their ELA/Reading performance targets by EOY	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	Students in the 4th and 5th year cohorts still enrolled at Maya will meet their annual growth targets.	NWEA	N/A <sup>1</sup>	50%	60%
	Students in the 4th and 5th year cohorts still enrolled at Maya will receive a passing grade in their ELA courses during the program year.	PowerSchool	61%	61%	65%
<b>Goal 2:</b>	<b>INSTRUCTION – Student Achievement - Math</b> In an effort to improve students academic achievement, all students will be required to complete IXL Intervention lessons in math at least two times a week. Additionally, the ninth and tenth grade students will participate math seminar classes throughout the school year. Students will be grouped based on their RIT scores from the Spring 2023. Teachers will be provided with the specific skills that need to be taught to address the needs of the student.				
Measure: 60% of students in the 4th and 5th year cohorts still enrolled at Maya will meet their Math performance targets by EOY.	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	Students in the 4th and 5th year cohorts still enrolled at Maya will make progress on by EOY assessment target date.	NWEA	N/A <sup>2</sup>	50%	60%
	Students in the 4th and 5th year cohorts still enrolled at Maya will receive a passing grade in	Powerschool	51%	55%	60%



	their Math courses during the program year.				
<b>Goal 3:</b>	<p><b>Instruction – Student Engagement</b>  Given our school’s alternative designation and providing educational opportunities for justice-involved youth, continuous student engagement in school is essential for improving academic student outcomes. In this goal, ‘disengagement’ is defined as students who have exited Maya Angelou PCS High School without a diploma and without transferring to a degree or non-degree-granting institution.</p>				
Measure: The percentage of students who remain disengaged at the end of the 4th and 5th year will decrease by 30%	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	Students exited from Maya and remaining disengaged will receive a minimum of 5 outreach measures per year.	PowerSchool and Efforts to Outcomes	N/A <sup>3</sup>	N/A	60%
	Students in jeopardy of disengagement each year will go through the SST process.	PowerSchool and Efforts to Outcomes	75%	75%	100%
	Students will receive one or more outreach attempts for every unexcused absence.	PowerSchool and Efforts to Outcomes	15%	25%	60%
<b>Goal 4:</b>	<p><b>PEOPLE - The need for the high school campus to focus on finding good staff, nurturing their development, and retaining them.</b></p> <p>This year the High School Leadership Team has placed a focus on investing in staff nurturing and providing professional development through increasing planning time and providing opportunities to celebrate and nurture staff. Collaborative planning time is increased as well as individual planning time. We believe that increasing planning time for instructors increases their ability to plan rigorous lessons while scaffolding for our students who require special educational services. Collaborative planning time has been designated by our leadership team to provide content specialized professional development, allow instructors to collaborate with the Special Education Department and co-teachers, and allow time to collaborate outside of their content.</p> <p>Additionally, we believe that instructional coaching is important to the development of strong teachers. Strong teachers with adequate instructional coaching will provide instructional rigor for our students. It is important to note that the ultimate purpose of improving instructional practice is to improve student achievement. To reiterate, additional instructional coaching of teachers is critical to improving the instructional model for our students. We will continue to target teachers with higher failure rates and implement additional instructional coaching. We believe that these efforts will lead to higher student passing rates, student engagement and higher graduation outcomes.</p>				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24

The percentage of staff who report feeling nurtured and/or supported during the school will reach 60% by the end of the plan	All staff complete a culture survey and report feeling nurtured and/or supported.	Internal Survey	n/a	n/a	60%
<b>Goal 5:</b>	<p>STRUCTURE - Increasing Teacher Effectiveness in Classroom Instruction &amp; Data-Driven Decision-Making</p> <p>Investing in our teacher growth is a direct correlation to how they perform in the classroom. We believe that this investment ultimately benefits our students and their achievement opportunities. Teachers with higher levels of self-efficacy, which is developed through intentional, ongoing, differentiated coaching and support from school leadership, are more likely to remain at Maya. For this goal, we tie our ultimate goal of increasing student achievement to improving both teacher practice and retention, which we cited in our needs assessment. Danielson domains consist of classroom environment, professional responsibilities, instruction, use of assessments and planning/preparation. With a focus on professional responsibilities, instruction and planning we can meet the target set below and ensure that students are receiving quality instruction that leads to mastery and positive course completion.</p> <p>The improvement of our teachers and their classroom instruction improves our student learning environment. We believe this investment will in turn improve our student achievement and graduation rates.</p>				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
The percentage of teachers who score “Proficient” or higher on the Danielson Framework will increase by 10%.	Teachers will score “Proficient” (3.0) or higher in Doman 3 ( <i>Instruction</i> ) by their final evaluation.	Danielson Framework for Teaching (as maintained in TeachBoost, an online application for teacher coaching and evaluation).	50%	55%	60%

<sup>1 and 2</sup> In 2022-23, the school transitioned to a new platform to assess ELA and Math growth. Approximately 60-80% of students met their annual growth target utilizing the previous platform, Performance Series. However, the new platform, NWEA MAP, appears to assess growth in different ways. 2022-23 will be a baseline year for this strategy.

<sup>3</sup> Students who have disengaged in prior years are typically followed up with in the months after their exit and then again when they are in their 4th and/or 5th years. We intend to begin tracking outreach across all cohorts more fully in SY23-24.

## Critical Categories

*Note: OSSE funding and resources are designed to focus on the most effective interventions, thus the School Improvement Plan Template focuses on strategies and supports related to People, Instruction and Structures.*

### People

When schools are producing student outcomes that indicate low performance, adults in the building also need supports and interventions to institute change. Through attention to this area, schools will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

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

The narrative must include how your school is:

- Planning to ensure it will have effective leadership over the next three years, including the principal and any other key leadership roles and how it is building a pipeline of strong leadership
- Ensuring retention of effective educators
- Developing and helping educators who need support to improve
- Selecting strong, moderate, or promising evidence-based strategies for educators
- Determining strategies based on the conclusions of the needs assessment and resource equity analysis (If applicable)

The narrative may include how your school is:

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

The findings from our Needs Assessment demonstrate that in order to maintain both continuity of strong school-based practices for student achievement, graduation rates and in school quality, a continued focus on minimizing staff turnover issues is critical. We understand that the effectiveness of our team – leaders and teachers in particular – are paramount to our learning community's continued improvement. This year, we have acquired new school leadership. The new Principal is the former AP of Instruction who has been with our school for 15 years. The new Principal will receive ongoing job embedded professional development as well as external coaching and leadership team support. By providing substantial professional development and coaching, along with an increase in salary and more autonomy that previous leaders, we believe that these strategies will support leadership growth and retention. Teaching Talent: A Visionary Framework for Human Capital in Education underscores how high levels of support and accountability drive high performance amongst school teams (2010). In turn, our theory of action for this critical category is as follows: If we ensure continued systematic support for classroom teachers, we will increase our retention of higher performing teachers who are experiencing higher levels of self-efficacy, which enables us to continue improving student achievement

outcomes and meet the goals in our CSI-Grad plan. We have already begun to address post-pandemic retention by establishing an employee value proposition committee as well as increasing teacher pay, providing targeted professional development and adding wellness support for all staff. With teacher turnover as one of the main root causes of our struggle to retain high-performing teachers, we will either continue or begin to implement the strategies/practices that follow.

### *Retention*

Our most recent survey data from this spring indicates that our teachers believe that our efforts to systematically support their growth in the classroom in the short-term, as well as our investment in their long-term professional trajectories, are key to remaining at MAPCS. Ellie Drago-Severson, Professor of Education Leadership at Columbia University-Teachers College, has researched and proven how the following strategies support retention in her text *Helping Teachers Learn: Principal Leadership for Adult Growth and Development* (2004):

- Cross-Campus Collaboration (our version of peer observations within content areas or grade levels); all teachers will engage in this opportunity regardless of their level of effectiveness. By providing teachers an opportunity to collaborate with their colleagues across the LEA we believe that teachers will share best practices that lead to student success.
- Additional teacher-leadership opportunities (leading professional development, leading a school culture or instructional initiative, etc.); this opportunity will be available to effective teachers.
- Greater access to external professional development opportunities aligned with our school improvement plan goals; all teachers, regardless of their level of effectiveness will participate in external professional development opportunities.
- Execution of school leadership-led Instructional Rounds on a monthly basis and Classroom Walkthroughs on a weekly basis (City, Elmore, Fiarman, & Tietel, 2009); the Chief of Schools will join these walkthroughs periodically to provide feedback and guidance to school leadership as it pertains to increasing student achievement, teacher effectiveness and progress towards ACGR.
- Implementation of our weekly Instructional Coaching Cycle, in which all teachers receive one classroom observation coupled with an in-person feedback/co-reflection meeting within 24 hours of the observation; novice and ineffective teachers regardless of level of effectiveness will be observed weekly and will receive feedback.
- Norming expectations for instructional quality/effectiveness across grade levels, as well as content areas on a monthly basis.

The above strategies were chosen based on our research, previous success with implementation as well as staff feedback and requests. We believe that they will positively impact results in a staff culture survey that we intend to deliver in Spring 2024 to our staff. These results will be captured under the following indicator from the goals table: **All staff complete a culture survey and report feeling nurtured and/or supported.**

## 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

Improving instructional effectiveness remains a top priority for our school community. We have grounded our theory of action in Kim Marshall's *Rethinking Teacher Supervision and Evaluation* (2013) in which the author makes the case for continual, embedded in-classroom support for teachers, as well as ongoing refinement of the curriculum teachers use for instruction:

- If the school leadership provides ongoing, cyclical professional development that is targeted towards building teachers' capacity to plan effectively, instruct in the classroom effectively, and use data effectively, we can improve teachers' overall instructional efficacy in order to positively impact student achievement and meet the goals in our School Improvement Plan.
- If we continue to refine our current academic program (curriculum, instructional model, toolkit of instructional strategies and interventions) rather than implementing a completely new approach (as has happened in years past), we will continue to lead students in achieving our academic goals as well as our five-year graduation rate.

### *School-Wide Instructional Strategies*

- We will continue to implement our gradual release approach to classroom instruction with station rotations/teaching in ability groups included during the "Guided Practice" and "Independent Practice" portions of the lesson.
- We will implement enrichment and intervention blocks in ELA and Math.
- We will continue to implement cycles for looking at instructional data and planning for re-teaching (about every 4 to 5 weeks, the "halfway point" each quarter) (Boudet, City, & Murnane, 2013).

- We will continue to implement targeted, individualized skill practice via IXL for both ELA and Math for remediation/acceleration.
- We will continue to increase learning time via Saturday School and After-School Academic Support (6<sup>th</sup> period in a student's daily schedule).

### *Building Instructional Capacity of School Leaders and Teachers*

- We will continue to leverage key partnerships with external organizations who work directly with our Chief of Schools, school leadership team, teachers, and academic support staff to engage in intensive coaching cycles for instructional improvement on a weekly and monthly basis.

We believe that with the steps taken above, we will see progress in the following indicators from the Goals table above.

- Students in the 4th and 5th year cohorts still enrolled at Maya will meet their annual growth targets in NWEA MAP.
- Students in the 4th and 5th year cohorts still enrolled at Maya will receive a passing grade in their ELA courses during the program year.
- Students exited from Maya and remaining disengaged will receive a minimum of 5 outreach measures per year to encourage them to re-engage with education.
- Students in jeopardy of disengagement each year will go through the SST process in an effort to increase their level of engagement in their education.
- Students will receive one or more outreach attempts for every unexcused absence so that families and students are aware of the missed time outside of class and that the school is supporting their or their child's education.

It is important to note that the ultimate purpose of improving instructional practice is to improve student achievement. We also understand that additional instructional coaching of teachers is critical to improving the instructional model for our students. We will target teachers with higher failure rates and implement additional instructional coaching. We believe that these efforts will lead to higher passage rates, student engagement and higher graduation outcomes.

In an effort to improve students academic achievement, all students will be required to complete IXL Intervention lessons in reading and math at least two times a week. Additionally, the ninth and tenth grade students will participate in literacy and math seminar classes throughout the school year. Students will be grouped based on their RIT scores from the Spring 2023. Teachers will be provided with the specific skills that need to be taught to address the needs of the student.

We believe that one of the keys to increasing graduation rates is to ensure that students who are at risk of disengagement are retained through a variety of interventions. The interventions included in the goals below, SST meetings and outreach attempts, are interventions that we have utilized in the past and know are successful, but will be implemented more comprehensively in the years included in this plan. In addition, we believe that increasing outreach attempts to

students who have already disengaged and working alongside them to re-engage or connect to another program that meets their needs will allow those students to graduate at higher rates.

## 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

As our Needs Assessments demonstrates, we must find other ways to expand the capacity of our school-based team and maximize time for instructionally-focused planning in order to meet the goals in our School Improvement Plan. Bambrick-Santoyo's (2018) framework for school effectiveness supports making the most of adult capacity and time spent on planning during the school day. In turn, we will make the following structural adjustments:

### *Building Teacher Capacity re: Data Analysis*

- We will implement updated protocols to ensure that teachers continue using data on a daily, weekly, monthly, and quarterly basis in order to systematically respond to student needs, both individually and in groups.
- Teachers are provided the following for planning: 45 mins every morning, 80 mins during the day, 60 mins after school for collaborating. By investing in teacher planning time, we are affording our instructional staff the space and opportunity to review student progress data, pass rates and areas of growth in order to ensure that lessons are planned and developed effectively. More time planning leads to more effective instruction which leads to increased student mastery and academic success.
- Increasing teacher planning time directly supports student achievement, which leads to increased pass rates and graduation rates. As these rates are increased we will make progress towards the goal.

We believe that the strategies listed above will support the indicator: Teachers will score "Proficient" (3.0) or higher in Domain 3 (*Instruction*) by their final evaluation on the Danielson Framework.



## 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)

Our LEA and our school have greatly improved in monitoring progress towards goals and course-correcting if needed. Continued routines include our monthly Achieving Excellence at Maya (AEM) process for examining not only goals, but more importantly the effectiveness of strategies in place to move the school in meeting the goals (and adjustment of strategies if needed). As it pertains to instructional quality, we will continue to implement our LEA-level school improvement classroom walkthroughs to monitor successes and challenges to strategy implementation in real time on a monthly basis. LEA leadership will also continue to provide feedback to the school leadership team on the quality and effectiveness of the instructional coaching cycle.

In order to ensure that stakeholders, most especially parents and students, are aware of and continue to be engaged in the overall school improvement process, we will use our main parent/family touch points throughout the year to introduce them to the plan (i.e., Family Orientation for New and Returning Students in August, parent-teacher conferences, etc.). We will consolidate this plan into a brief summary (no more than one page) written at the appropriate literacy level so that all parents understand our goals and overarching strategies. Copies of the plan will be available in Spanish, as needed. Finally, we will post this parent facing plan on our website and on our parent engagement smartphone application that we will feature for our families this coming school year. As for students, as is custom, we will use our regular “House” meetings to review progress towards our school-wide goals.

Annual progress on these goals will be communicated to stakeholders through these same channels: Family Orientation for New and Returning Students, House meetings for students, Start of School professional development sessions for school staff, and AEM meetings.

As it pertains to sustainability and alignment with other federally-funded programs, we will take the following actions. The improvement plan will continue to be part of the MAPCS *AEM*

*sessions* and will be revised under the Chief of Schools' supervision. Finally, the evidenced-based strategies we have included in this updated plan are aligned with the major federally-funded programs for which the school qualifies in 2022-2024.

### **References**

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[Approvals](#)

School Approval

Approver Name: Shantelle Wright-Cunni

Approver Title: Principal

Signature: 

LEA Approval

Approver Name: Azalia Speight

Approver Title: Chief of Schools

Signature:   

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[Azalia Speight \(Dec 11, 2023 14:40 EST\)](#)

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature: 










# Maya Angelou School Improvement Plan 8.22.2023 Final\_OSSE

Final Audit Report

2023-12-11

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