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Due May 31, 2019

INVESTMENT IN SCHOOLS

Required School Improvement Plan Template

District of Columbia
Office of the State Superintendent of Education

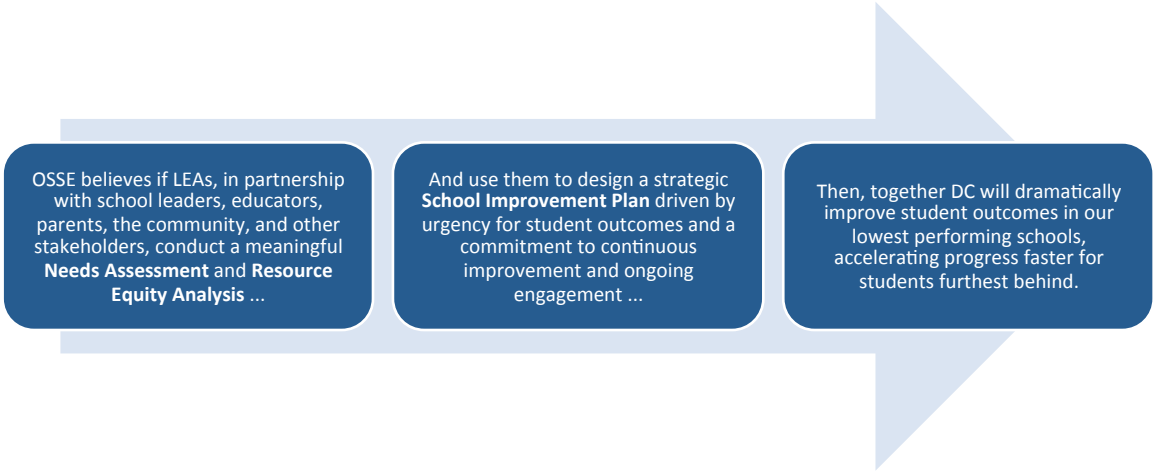
Required School Improvement Plan Template

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.

LEA Name: DC Public Schools School Name: Roosevelt STAY HS

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 Roosevelt STAY, a Needs Assessment process was conducted that utilized multiple sources of qualitative and quantitative data to identify key trends as they relate to people, instruction, structures, and graduation attainment. The DCPS Continuous Improvement (CI) and Data Specialists collaborated with school leadership to analyze data points that highlighted personnel, structural, and instructional capacity and needs.

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-Type 2 schools were not consistently higher or lower than the average of other secondary schools. We believe this may be due to 3 major factors:

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:
Within the Needs Assessment, Roosevelt STAY recognized gaps in instructional capacity that led to poor returns on high-stakes assessments. As will be discussed further in the "Instruction" section, students performed below their district peers on Reading Inventory (RI) and Measures of Academic Performance (MAP); both assessments were given to assess mastery of English Language Arts (ELA) and Mathematical topics. For the second year in a row, no student earned above a Level 2 on PARCC ELA or Math. ELL students' performance on RI, MAP, and PARCC was well below that of their non-ELL peers.

Strategies to Develop People:
The Principal will receive coaching from the Instructional Superintendent and specialized support and attention from DCPS content offices. Within the school, the Principal will foster

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

Key Needs:
Roosevelt STAY recognized the need to address achievement gaps through sound instructional practices. Concerning data points came from RI and MAP assessments which provide indicators for success on PARCC. The school had only a 1% participation rate on RI during Beginning-of-Year (BOY) testing and 0% at Middle-of-Year (MOY). On MAP Reading, the total average reading score was lower at MOY than BOY. On PARCC, no student earned above a Level 2 on ELA or Math.

Strategies to Develop Instruction:
Cluster-based support personnel from Central Office (Continuous Improvement, Math and ELA curriculum leads, and Special Education content specialists) will provide wrap-around support as Roosevelt STAY implements improvement strategies. The school has developed an action plan that has taken key strategies and broken them down into subsequent action steps to be implemented over time. This plan builds upon foundations which have already been established and scales new strategies over time. 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

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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:
On the faculty Insight survey, less than a third of participants indicated that they understood how their actions contributed to school priorities and goals. A similar number agreed that school leaders sought out faculty feedback. Participation rates on student and family Panorama surveys were low, with less than 10% of family members and students completing a survey. In-Seat Attendance (ISA) rates have also been low with the highest monthly rate was below 60%. Compared to their peers, Hispanic, ELL, and SPED students' ISA rates were significantly lower. 4-Year graduation rates have remained below 20% for the past three years.

Strategies to Improve Structures:
Actions to improve faculty engagement will target strengthening the Administrative Leadership Team (ALT) as an effective bridge between school leaders and faculty/staff. School leaders will calendar out ALT meetings along with planned meeting topics and objectives. Initial meetings during BOY will be dedicated to developing an instructional walk-through matrix that ties classroom actions to school priorities and goals. Additional touch-points will be made with teachers through planned and intentional coaching and feedback sessions.

Focusing on strategies to increase student and family engagement, Roosevelt STAY will address core issues that arise from an older student population (Opportunity Academies

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)

Internal Engagement:
At Roosevelt STAY, the DCPS LEAP model is continuously implemented, which allows for ongoing, job-embedded professional development through seminars and intentional teacher practice with feedback. Additionally, Roosevelt STAY engages in a continuous improvement cycle through the development and ongoing evaluation of the 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 Roosevelt STAY Academic Leadership Team will meet regularly to review instructional trends from across the school and develops responses to identified trends.

The DCPS Continuous Improvement team has developed a common planning template for all CS-2 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 and the LSAT and ALT are involved in the development and monitoring of the plan. Additionally, DCPS creates public-facing summarized versions of the CSP and posts them online where they are available to any member of the general public.

The DCPS Continuous Improvement team will conduct all monitoring activities for CS-2 schools and will continue to facilitate 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 review, the DCPS Continuous Improvement team will develop a brief presentation that highlights evidence of how strategies are supporting progress towards the

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