# INVESTMENT IN SCHOOLS

## School Improvement Plan Template

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

## School Improvement Plan Template Overview

### Framework

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

### Scope

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

### Transparency

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

## Evidence-based Interventions

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

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

**LEA Name:** DC Public Schools    **School Name:** Anacostia HS

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

**Date of Plan Update:** 08/22/23

## School Plan Template

### Overall Vision & Goals

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

The narrative must include:

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

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

**School Level Vision and Goals**

The overall vision of Anacostia High School is to equip and empower all students with the social, emotional, and cognitive skills to dismantle oppressive systems and thrive in their local and global communities. In support of this mission, we prepare students to dismantle systems of inequity through nurturing, challenging, relevant, and joyful learning experiences. Our aim is to empower students to be self-aware, critical thinkers that are stewards of the community and positively influence the world.

At Anacostia High School, the vision for school improvement is to develop the knowledge and skills of the adults in the building and institute the systems and structures within the school to facilitate a high-quality learning environment for scholars. Students will be able to meet academic benchmarks for college and career through the development of strong Project Based Learning support through New Tech Network's coaching support. The cultural needs of students will be addressed through our whole-child strategies and engagement with our scholar's families. To support students that are off track in their educational journey, the school will leverage the Multi-Tiered Student Support system to monitor

over multiple years and shared with the school leaders. An external partner (American Institutes for Research, AIR) conducted a Principal interview using a structured protocol and administered an instructional staff survey to learn more about the school's strengths and areas for growth. A total of 24 of 67 staff surveyed completed the survey. A student focus group was held using a structured protocol and data was compiled into key themes. A parent engagement event was held to share information regarding the CSI-LP designation and to provide parents and the external community an opportunity to share their input regarding school improvement strategies. The DCPS Continuous Improvement team organized and ensured that all components of the Needs Assessment process occurred to satisfy the requirements for internal and external engagement.

The school team worked with trained facilitators from AIR to examine all the data collected and prioritized the school's top three areas of need. AIR led the Anacostia team in a collaborative data review process to reach consensus on those needs and then facilitated a root cause analysis to identify the underlying causes of each of the school's prioritized needs. Through this structured, facilitated process the Anacostia team identified the following top three needs:

- Anacostia HS students are not meeting academic benchmarks for college and career readiness.
- Culture needs are not being met.
- The intervention system is not meeting the needs of all our students.

The following week, after completing the needs assessment, the Anacostia team worked with the same AIR facilitators to develop this school improvement plan, which articulates Anacostia's vision and goals, the school's theories of action about people, instruction, and structures, and specific strategies for achieving Anacostia's goals and addressing the school's top needs.

**Resource Equity Analysis**

DCPS utilizes an equity-based school funding model that ensures schools are provided financial resources based on greater student academic and social-emotional learning needs. This model holds schools harmless for declines in enrollment and ensures that schools will at least receive a baseline level of funding each school year. Based on the results of a Resource Equity Analysis, Anacostia's per-pupil expenditures exceed both the mean and median for other DCPS schools. Overall, schools with lower per-pupil expenditures demonstrated higher Summative Index scores, lower rates of Chronic Absenteeism, and higher rates of in-seat attendance. Therefore, it is unlikely that Anacostia's performance challenges are related to funding deficiencies. Funding from the Investment in Schools grant will supplement existing high-rates of per-pupil funding at Anacostia and the School Improvement Plan strategies will address the root causes of Anacostia's top three priorities identified by the school team.

**Stakeholder Engagement**

Throughout March-May 2023, various internal and external stakeholders engaged in the Needs Assessment process. Representatives from the LEA (Continuous Improvement and Data and Strategy content leads) and school team members (the Administration, Connected Schools Manager, Instructional Coaches, and Assistant Principal) analyzed SY 22-23 data during a mid-year review. Additionally, the DCPS Continuous Improvement Specialist and the DCPS Data and Strategy Specialist engaged with the school team (Administration, Instructional Coaches, Connected Schools

## State the Goals

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

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

| Goal 1: | Increase PARCC 4+ achievement in ELA from the 21-22 baseline of 4% to 16% by the end of Year 2 (annual increase of at least 6%) | | | | |
|---|---|---|---|---|---|
| Measure: PARCC ELA Meets or Exceeds Expectations | Indicator(s) | Data Source | Baseline SY21-22 | Target SY22-23 | Target SY23-24 |
| | Percentage of Students attaining Level 4+ | PARCC ELA | 4% | 10% | 16% |
| Goal 2: | Increase PARCC 4+ achievement in Math from the SY21-22 baseline of 1% to 13% by the end of Year 2 (SY23-24) (annual increase of at least 6%) | | | | |
| Measure: PARCC Math Meets or Exceeds Expectations | Indicator(s) | Data Source | Baseline SY21-22 | Target SY22-23 | Target SY23-24 |
| | Percentage of Students attaining Level 4+ | PARCC Math | 1% | 7% | 13% |
| Goal 3: | Decrease Chronic Absenteeism from the 21-22 baseline of 94.10% to 78.1% by the end of Year 2 (annual decrease of at least 8%) | | | | |
| Measure: Chronic Absenteeism | Indicator(s) | Data Source | Baseline SY21-22 | Target SY22-23 | Target SY23-24 |
| | Annual Chronic Absenteeism | DDAC Aspen OSSE Data Validation | 94.10% | 86.1% | 78.1% |
| Goal 4: | Increase re-enrollment from the 21-22 baseline of 69.81% to 79.81% by the end of Year 2 (annual increase of at least 5%) | | | | |
| Measure: Re-enrollment | Indicator(s) | Data Source | Baseline SY21-22 | Target SY22-23 | Target SY23-24 |
| | Annual Re-enrollment rate | DDAC Aspen OSSE Data Validation | 69.81% | 74.81% | 79.81% |
| Goal 5: | Increase AP performance from the SY21-22 baseline of 0% to 4% by the end of Year 2. (annual increase of at least 2%) | | | | |
| Measure: AP performance | Indicator(s) | Data Source | Baseline SY21-22 | Target SY22-23 | Target SY23-24 |
| | AP performance | College Board | 0% | 2% | 4% |
| Goal 6: | Increase SAT College and Career Ready Benchmark from the SY21-22 baseline of 0% to 3% by the end of Year 2. (annual increase of at least 1.5%) | | | | |

## Critical Categories

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

## People

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

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

The narrative must include how your school is:

- Planning to ensure it will have effective leadership over the next two years, including the principal and any other key leadership roles <u>and</u> 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 <u>evidence-based</u> strategies for educators
- Determining strategies based on the conclusions of the needs assessment and resource equity analysis (If applicable)

The narrative may include how your school is:

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

**Theory of Action**

At Anacostia High School, we believe that if all staff share a common vision and buy into agreed-upon strategies for actualizing that vision, then staff will be unified in supporting students to meet the expectations set in the Portrait of a Graduate, which is a school vision of what a graduate looks like coming out of Anacostia. We believe that school leaders can support and push staff towards a common vision and set of strategies through professional development and hiring practices.

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

Within the needs assessment, two key needs the school team identified were that students are not meeting academic benchmarks for college and career readiness and that the intervention system is not meeting the needs of all students. According to staff participants in the root cause analysis, these needs share an etiology in staff not implementing school-wide strategies and interventions, such as small-group instruction. By ensuring that students are being exposed to school-wide strategies and interventions, Anacostia will provide all students the opportunity to grow towards PARCC proficiency

pursuing the job further. School leaders will revise the interview questions to directly ask candidates about their willingness to implement the vision and mission of the school, then have candidates complete a small performance task to demonstrate their capacity to do so.

School leaders will ensure the **retention of effective educators** through the implementation of a schoolwide culture plan that focuses on building collaborative relationships, routines, and rituals aligned to the New Tech Principles and PBL. Staff will work to incorporate the school culture plan through existing school structures. For example, Anacostia will dedicate PLC time for modeling of NTN Learner-Centered and Culture Practices and PBL development through the use of NTN cards and specific protocols. This will provide a space for faculty to learn from their peers and coaches and strengthen the sharing of ideas between colleagues. Anacostia will utilize Live School to create opportunities for students and staff to be celebrated. School leaders will also communicate, in all staff meetings or email blasts, successful staff and student trends to remind staff that what they are working on is making a difference. The Anacostia wellness team is also making progress in developing a staff wellness plan.

Anacostia will help **educators who need support** to improve by providing general and targeted guidance on strategies aligned with the school's common vision. For targeted support (or tier 3), Teacher Leaders for Innovation (TLIs) will provide direct coaching based on data collected through learning walks and audits of student work. In addition to TLI coaching, based on reviewing data, the school will draw from its administrator premium to provide teachers who need support access to New Tech Network's project-based learning professional development. The ILT will continue to work with external partners to provide teachers and staff professional development on analyzing student data to build small groups and provide necessary interventions for behavior and academics. For mid-level (or tier 2) targeted support, the Professional Learning Community framework will be utilized to support collaboration among staff. Across targeted professional development opportunities, school leaders will dedicate more resources to include aides and paraprofessionals. For all-staff support, the Anacostia school team will revise the school's handbook and orientation materials to align with Anacostia's mission, vision, and Profile of a Graduate. Staff can refer to the materials daily for updated, relevant, specific guidance that leads to consistent practice across staff in line with the school's common vision.

Novice teachers at Anacostia are provided with a multi-faceted support system supported by school coaches, instructional leaders, and instructional administrators. Differentiated professional development is done through the DCPS LEAP model. This model offers one-on-one coaching, real-time feedback, and collaborative planning sessions. These experiences may be designed to develop overall skills or tailored to focus on specific teaching practices based on teacher needs. Additionally, novice teachers are given opportunities to participate in smaller affinity groups, where they can share challenges and brainstorm solutions in a more intimate setting. Anacostia organizes regular check-ins between instructional leaders and teachers to ensure they feel supported and have the resources they need.

Additional planning time is provided to teachers with structured professional development and peer-to-peer collaboration. During LEAP seminars, faculty are provided a space to reflect on their teaching practices and provided coaching on how to plan for intentional actions to improve student outcomes. MTSS and WDMs allow faculty to meet with their peers and support staff to evaluate student work and to plan for high-quality lessons to keep students on track to end-of-year expectations or to adjust lessons to put students back on track.

# Instruction

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

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

The narrative must include how your school is:

- Identifying capacity to ensure instructional approaches can be implemented timely and effectively
- Planning for the instructional approach to be scaled across the school for maximum impact and sustained over time
- Selecting strong, moderate, or promising evidence-based strategies
- Determining strategies based on conclusions of the needs assessment and resource equity analysis, if applicable

## Theory of Action

We believe that instruction and interventions, at all tiers of support, can be relevant, engaging, and thoroughly connected to academic standards. We at Anacostia have cultivated a collection of individual supports and frameworks for instruction that if implemented together, will ensure that all students have at least one way of being engaged with learning that meets academic standards.

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

Within the needs assessment, the Anacostia team identified that students are not engaged at school or motivated to learn because students do not see themselves in the curriculum, do not see their futures involving what they are learning, are bored in class, and/or are not inspired to grow or excel. By embedding engagement and relevancy into the way teachers intervene and their pedagogy, across all tiers of support, staff can create an engaging educational environment where students want to attend school (goal 3) and re-enroll at Anacostia (goal 4). By augmenting the curriculum to include greater relevance to students and connecting lessons to their post-secondary plans, students will become more engaged with course content and lessons. An increase in attendance and class engagement will sustain a productive environment for students to acquire the knowledge and skills to perform well on end-of-term assessments (goal 1 and 2) and be college-ready by 12th Grade (goal 5, 6, 7).

## Strategies to Develop Instruction

At Anacostia, staff are embedding multiple instructional frameworks into the school's general approach to promote student engagement with all tiered strategies. Understanding by Design (UBD) is a framework that connects curriculum and teaching practice to academic standards by developing and deepening student understanding and transfer of learning. Anacostia's comprehensive partnership with New Tech Network will continue to embed project-based learning (PBL) into the curriculum and

Based on the Needs Assessment and evaluation of the previous SIP, the school decided to maintain existing strategies by being intentional with strategy actions, reallocating resources where needed most, and scaling out practices that lead to improved outcomes. The new school leadership school will also continue implementing and evaluating existing strategies before making shifts aligned with the school's needs and leadership vision. LEAP will continue to be implemented to fidelity as a proven framework to improve teacher practices through professional development and coaching experiences. The partnership with New Tech Network will continue with additional support to drive project-based learning in core classes. Seeing the positive return on investment with academic interventions, Anacostia will continue to provide High Impact Tutoring to students.

In general, Anacostia's instructional plan builds upon foundations that have already been established and scale new strategies over the next two years. As the instructional plan is meant to be a living document, adjustments will be made as student data changes.

**Connections to Other Critical Categories**

The supports that Anacostia staff provide are systematic, improvement-focused, and fit well into the teaming structures the school has in place (Structures). They are also directly connected to professional development and other teacher supports that school leaders are building or sustaining (People). Anacostia's Connected Schools Manager will ensure that student and family needs outside of school are addressed so that attendance improves, and students can increasingly engage in high-quality instructional experiences. Weekly Data Meetings and administrative/instructional leadership meetings are key structures that will be leveraged to implement and monitor rigorous, high-quality Tier 1 instruction. The partnership with NTN and the Redesign Director and Manager will support coaching and professional development as Anacostia continues to build upon the established Redesign initiative.

encompassing clear targets for student outcomes and a robust monitoring mechanism to gauge progress throughout the academic year.

**Strategies to Develop Structures**

**Whole-Adolescent, Coordinated Approach.** At Anacostia, staff leverage existing teams to plan, monitor, and implement interventions to support all students' developmental needs coherently and comprehensively. The Attendance Team will regularly provide updates on student attendance and work with the administration to increase all students in-seat time and implement interventions for students off-track. These interventions will be tiered and integrated into the school's MTSS process. Anacostia will continue to build upon the Connected Schools structures that have been established to ensure students and their families have the resources they need to be successful at school. Within the past two years, the Connected Schools Manager has been a key team member that has connected the work of several student support teams (Attendance, Mental Health, SST) to focus on a whole-child approach. The Redesign Team continues to oversee the redesign of Anacostia's school-wide instructional approach by organizing the universal adoption of PBL and UDP via templates and planning tools. The redesign team is also responsible for providing or securing partners to provide the targeted professional development support needed for teachers to be successful in the new school-wide frameworks. Weekly Data Meetings will be implemented with content teachers and instructional coaches to fidelity and will provide a space for data-driven teach and reteach plans. The API/MTSS teams have established a tiered behavior response system that includes the use of restorative practices. The MTSS team is currently establishing roles and responsibilities of members, criteria and expectations for students to move into intervention status, and MTSS Meeting Protocols (grade level, leadership team, etc.) to address students at risk of non-promotion. The ELT, ILT, and Culture/Climate Team collaborated to introduce daily SEL Openers in every classroom, implementation of celebrations by class, daily use of LiveSchool System in classes, and provision of culturally responsive learning environments. Anacostia also coordinates its supports with external district and non-district partners. For example, 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 Anacostia implements improvement strategies.

All grade-level teams will implement an MTSS system that includes bi-weekly attendance meetings, student engagement calls, and attendance incentives for chronically absent students. We will increase our current overall community and family satisfaction by developing and implementing a family and community engagement plan that includes opportunities for families to engage with the school via home visits, parent-teacher conferences, and monthly community events. We will increase student satisfaction in their school by establishing a comprehensive staff and student wellness program with a focus on SEL, mental health awareness, and healing-centered restorative practices.

**Departmental Goals.** Anacostia's principal developed a SMART goals template that supports teams to formalize goals, next steps, and a timeline and approach to monitoring. This year, the ILT will require that departments use the SMART goals template to examine the impact of specific strategies and interventions (not overarching frameworks such as UBD). If strategies are not supporting staff and students in reaching goals, either because they are difficult to implement or not effective, departments will be provided time to review internal and external strategy banks to consider choosing new interventions to meet goals.

Anacostia will have a platform to monitor student outcomes across multiple areas (academics, behavior, attendance, etc.), identify students requiring advanced tiers of support, and track improvement progress. This will improve the school's ability to support in-class instruction with supplemental support and provide a data-rich information system for teachers to inform their own lessons and practices. With the Attendance Team working towards increasing students' in-seat time, students will be able to receive high-quality instruction from their teachers designed to grow their knowledge and skills.

members of the Cluster Support Team, which includes DCPS content managers for Attendance, ELA, Math, Data & Strategy, Continuous Improvement, MTSS, Special Education, and Restorative Justice. Members of this team will review data against goals and targets with the Anacostia team and engage in thought partnership around any adjustments to strategies that may be necessary in light of data trends. The Continuous Improvement team will also have regular, monthly check-ins with the school to monitor SIP/CSP progress and alert central support with the new or persistent needs shared during these check-ins. DCPS central office content leads will also provide one-on-one coaching for school-based Instructional Coaches and other staff members as warranted by data and needs of individual staff members. Additionally, Anacostia will engage in any additional required monitoring activities as required by OSSE or DCPS senior leadership such as the Chancellor, Deputy Chancellors, and Office Chiefs.

**Communication and Transparency**

This two-year School Improvement Plan will be available to the public via the OSSE website. The approved two-year SIP will be posted on the DCPS ESSA Website, which is publicly available to stakeholders. The DCPS Comprehensive School Plan is an annual school improvement plan that encapsulates the OSSE SIP goals, strategies, and evidence-based interventions. The entire version of the DCPS Comprehensive School Plan is made available to all LEA-based stakeholders. Parents may request a copy of the DCPS Comprehensive School plan, and it is released at the discretion of the principal, as some information may need to be redacted to protect student identity. Major content from the DCPS Comprehensive School Plan is elevated and transcribed in parent and community friendly language and made available in the CSP Snapshot. These are made available to all members of the public on the DCPS website, and to any parents or external stakeholders when requested.

Anacostia will leverage existing LSAT (local school advisory team) meetings to share SIP goals, strategies, and progress at least once a year. Such touchpoints may include the back-to-school family night or community and family events organized by the Connected Schools Manager. To support Anacostia in communicating goals, strategies, and progress to the community, the DCPS Continuous Improvement team will provide the school with templates that can be used to facilitate meetings with stakeholders around SIP activities.

**Coordination**

Goals, evidence-based interventions, and other improvement strategies outlined in this plan are also captured within the school-wide Title 1 Plan, which is the DCPS Comprehensive School Plan, which also contains other strategies for LEA program requirements. Investment in Schools funding is utilized to supplement local and federal funding in the school budget, which ensures that strategies in the plan are sustainable over time.

As a multi-campus LEA, DCPS provides Title allotments to schools as part of their school budgets, apart from the Investment in Schools Grant. As the team responsible for monitoring CSI schools, the DCPS School Performance and Continuous Improvement team works in partnership with the DCPS Office of Federal Programs and Grants and the DCPS Office of Resource Strategy to ensure that multiple school funding sources are allotted to schools in an equitable manner and in alignment with CSI School Improvement Plans and the DCPS Title Plans. This funding model allows school leaders to be able to

Approvals

School Approval

Approver Name:   Kenneth Walket

Approver Title:  Principal

Signature: _____
Kenneth Walket (Sep 19, 2023 12:51 EDT)

LEA Approval

Approver Name:  Drewana Bey

Approver Title:  Deputy Chancellor

Signature:   _Drewana Bey_
Drewana Bey (Sep 20, 2023 13:38 EDT)

OSSE Approval

Approver Name:  Danielle Branson

Approver Title:  Deputy Superintendent of Academics and Schools

Signature: