INVESTMENT IN SCHOOLS

School Improvement Plan Template

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OSSE

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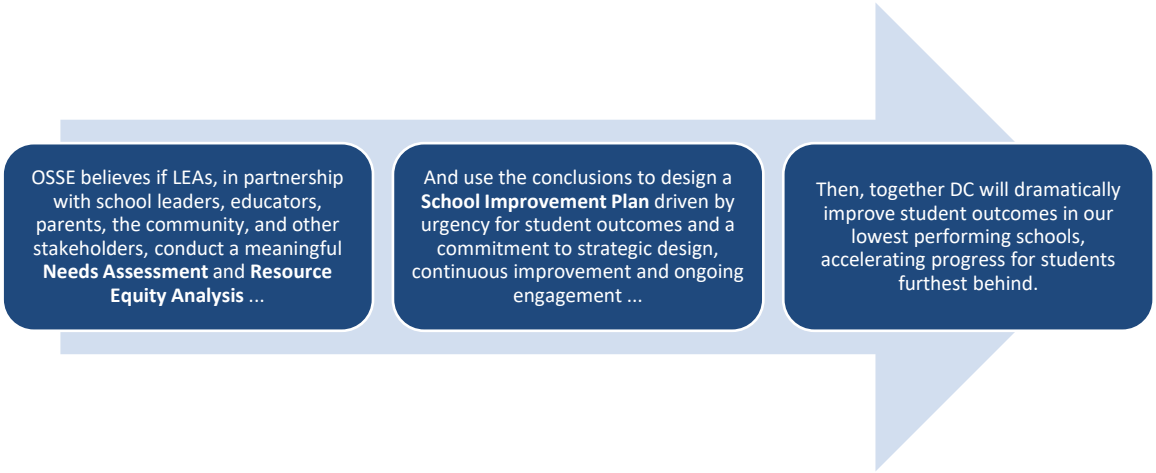
MURIEL BOWSER, MAYOR

School Improvement Plan Template

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

Background

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



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

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

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

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

School Improvement Plan Template Overview

Framework

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

Scope

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

Transparency

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

Evidence-based Interventions

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

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

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

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

Schools Implementing a Schoolwide Program

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

Submission Instructions

CSI Schools
LEAs with newly designated or re-designated CSI schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in Box.com 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: DC Public Schools School Name: Ballou STAY
Date of Plan Implementation: SY 22-23, SY 23-24
Date of Plan Update:

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

At Ballou STAY, the vision is to create an inclusive and transformative learning community that empowers individuals aged 16 to 24, as well as learners of all ages, to discover their unique strengths, pursue their passions, and thrive in a rapidly changing world. We are committed to providing exceptional education, fostering personal growth, and equipping our students with the skills, knowledge, and confidence they need to succeed in their chosen post-secondary paths and contribute meaningfully to society.

Our vision for school improvement is to have in place the structures and actions to bridge the learning gap between the student experience at an Opportunity Academy and traditional high school. This will level the playing field by aligning post-secondary opportunities for our students compared with their peers in DCPS. We will do this work by focusing on three overarching priorities that will be supported through our people, structures, and instruction:

- Curriculum and Whole-Child: We will leverage existing and new learning platforms to build out our self-paced and student-focused curriculum. Teachers will be coached to provide rigorous and relevant educational experiences but will do so from a trauma-informed position to support their students emotionally and academically. These supports will exist outside of the classroom as all faculty will have shared ownership of student success.
- Data-Lead Decisions: Our MTSS and Weekly Data Meetings will be places to review adult actions and student outcomes and cultivate a stronger plan to achieve end-of-plan goals. Owners of the various work streams at BSTAY will be present in these meetings as we review attendance, academics, coaching, and other varied sources of data to evaluate past actions and address new or persistent challenges in our improvement journey.
- Culture of Excellence: Our work to improve BSTAY's academics and culture cannot be sustained if the structures are not there to support those efforts. Newly enrolled students and their families will go through a thorough onboarding process to orient them to BSTAY and all we have to offer. Thereafter, we will continue our outreach to families and students through our specialists, such as the attendance counselor, and engagement activities.

At Ballou STAY, faculty and staff understand the importance of practical, hands-on learning experiences. The comprehensive Career and Technical Education (CTE) courses including carpentry, barbering, cosmetology, and early childhood education provide students with industry-relevant skills and knowledge. BSTAY collaborates closely with professionals in these fields, ensuring that our programs align with industry standards and prepare students for successful careers upon graduation.

Ballou STAY envisions a future where every student, regardless of age or circumstance, can thrive academically, personally, and professionally. Together, staff create a vibrant educational ecosystem that ignites a lifelong love for learning and enables individuals to shape their own destinies.

The school-level vision for BSTAY was refined considering the three key priorities and their associated root causes elevated in the Needs Assessment. The vision is also informed by the academic achievement (course completion and promotion) and attendance (ISA and chronic absenteeism) goals the Ballou STAY team established, which are detailed in the next section of this plan.

BSTAY believes that enhancing the implementation of the curriculum at the school will increase student promotion and course completion. Improving adult actions in the building to provide rigorous and relevant educational experiences, along with interventions and support for students off track in their education journey, will lead to higher rates of course completion and credit attainment. In addition, by improving communication and accountability for students and staff to create a positive culture for learning, the school will see growth in academic indicators (promotion and course completion) and attendance (ISA and CA). A safe and positive learning environment is required to sustain the school's work to raise the education experience for students. Students have expressed that knowing the school provides the necessary emotional and academic support tailored to their needs will increase their willingness to attend school regularly.

While the school awaits OSSE to release an alternative framework for non-traditional model schools, BSTAY chose the identified goals based on the metrics utilized in the OSSE framework to evaluate schools. The school's vision for success includes moving out of status. To do so, the school would need to set up the conditions for significant growth with the identified metrics.

Needs Assessment Process

Ballou STAY's school team participated in a thorough needs assessment process that utilized multiple sources of qualitative and quantitative data to identify key trends as they relate to people, instruction, and structures. The DCPS Data Systems and Strategy team compiled data across numerous indicators over three years and shared this information with the school leaders. Principal interviews using a structured protocol were administered by a member of the DCPS Equity and Strategy team. Results from the INSIGHT staff survey were reviewed during a meeting with the DCPS Data Systems and Strategy and Continuous Improvement team members in early May, along with other key data sources spanning multiple school years. A student focus group was held using a structured protocol and data was compiled into key themes. The Panorama Survey was opened to parents in the Spring of 2023. 35 participants provided feedback during the Spring survey window with 67% providing positive responses. The DCPS Continuous Improvement team organized information attained through the processes described above and ensured that all components of the Needs Assessment occurred to satisfy the requirements for internal and external engagement.

The school team worked with the DCPS Continuous Improvement Manager to examine all the data collected and prioritized the school's top three areas of need during a session on May 12, 2023. The BSTAY team engaged in a collaborative data review process to reach a consensus on those needs and then completed a root cause analysis to identify the underlying causes of each of the school's prioritized needs. Through this structured, facilitated process, Ballou STAY identified the following top three needs:

- Students are missing time in class due to attendance.
- Implementation of curriculum to DCPS standards in all content areas with fidelity in a way that Opportunity Academy students can access/progress.
- Inconsistent communication including a lack of accountability for students and staff that creates culture and climate concerns.

The following week, the Ballou STAY team worked with the DCPS Continuous Improvement Manager, the School Performance and Continuous Improvement Director, and the Continuous Improvement Specialist to develop this School Improvement Plan, which articulates BSTAY's vision and goals, the school's theories of action about people, instruction, and structures, and specific strategies for achieving BSTAY'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, BSTAY'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 BSTAY's performance challenges are related to funding deficiencies. The School Improvement Plan strategies will address the root causes of BSTAY's top three priorities identified by the school team.

Stakeholder Engagement

Throughout March-May 2023, various internal and external stakeholders engaged in the Needs Assessment process. Representatives from the LEA (the Instructional Superintendent, central office Math, ELA, attendance, MTSS, Restorative Justice, Special Education, Continuous Improvement, and Data and Strategy content leads) and school team members (the administration, instructional coaches, assistant principal) analyzed SY 22-23 data during a mid-year review. Additionally, the DCPS Continuous Improvement Manager and other DCPS central office content representatives engaged with the school team during the Needs Assessment and School Improvement Planning sessions. Teachers, paraprofessionals, and other staff members engaged in the INSIGHT survey. Students were provided opportunities to engage via the aforementioned student focus groups and the Panorama survey. Parents were provided opportunities to engage via the Panorama survey.

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

Strategies outlined below will be integrated into BSTAY's annual Comprehensive School Plan, the planning mechanism DCPS requires of all Title 1 schools to satisfy the annual schoolwide planning and evaluation requirements under Title 1.

State the Goals

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

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

Goal 1:	Increase the number of all students across all grade levels promoted to the next grade from the SY21-22 baseline of 62 students (20%) to 90 students (30%) by the end of Year 2 (an annual increase of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
4-year and 5-year ACGR	Student Promotion to the Next Grade	DDAC Aspen	20%	25%	30%
Goal 2:	Increase the number of courses completed from the SY21-22 baseline of 436 (20%) to (30%) by the end of Year 2 (an annual increase of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
4-year and 5-year ACGR	Annual Course Completion (Credit Earned)	DDAC Aspen	20%	25%	30%
Goal 3:	Decrease Chronic Absenteeism from SY 21-22 from 88% to 78% by the end of Year 2 (annual decrease of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Chronic Absenteeism	Annual Chronic Absenteeism	DDAC Aspen OSSE Data Validation	88%	83%	78%
Goal 4:	Increase ISA from the 21-22 baseline of 38% to 48% by the end of Year 2 (annual increase of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
In-Seat Attendance	In-Seat Attendance	DDAC Aspen OSSE Data Validation	38%	43%	48%

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 support 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 the retention of effective educators
- Developing and helping educators who need support to improve
- Selecting strong, moderate, or promising evidence-based strategies for educators
- Determining strategies based on the conclusions of the needs assessment and resource equity analysis (If applicable)

The narrative may include how your school is:

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

Theory of Action

At Ballou STAY, we believe if we provide training and professional development to build the capacity of teachers on the essential practices of instruction, then teachers will have the instructional strategies to create engaging lessons aligned to the DCPS curriculum that provide students with rigorous instruction.

Key Needs (from Needs Assessment Process)

During the needs assessment and root cause analysis, the Ballou STAY team identified students not making sufficient progress toward course completion due to attendance issues and inconsistent communication and accountability as a priority need. The related root cause was identified as a lack of appropriate systems and structures for positive attendance growth and regular monitoring. As a result, the Ballou STAY team has identified strategies to support building teacher capacity, which in turn will

support the school's progress toward the academic goals of improving course completion, grade-level promotion, and attendance.

Strategies to Develop People

Ballou STAY coaches and administrators will work with teachers to develop their skills with curriculum development and to align content in Summit, their online learning platform, to be more in line with DCPS' Common Core curriculum. This support will be based on a clear expectation for what the Ballou STAY curriculum is, a vision that will be developed by the school administration. To be consistent with providing teachers feedback, the school will utilize "School Mint Grow", an online platform for coaches to provide data-driven feedback and coaching to teachers. Ballou STAY administration will establish and monitor an expected frequency for teacher feedback from coaches and administrators. Coaches and teacher leaders will conduct biweekly observation and feedback sessions. Co-teacher workshops and training will continue to be provided to maximize the learning experience for classes supported by multiple teachers. These actions will allow the school to not only maintain systems to improve their people but to do so consistently and with fidelity.

Ballou STAY will train teachers and climate team members on strategies related to restorative justice, behavioral management, and anti-racist practices. The school enrolls many students who come with traumatic experiences connected to their community (personal trauma) and from being enrolled at Ballou STAY from their original high school (educational trauma). By providing this series of professional development to train faculty and staff members, the school will develop the capacity of its team to address student needs that are beyond the challenges students face when learning new material in class. In addition to providing professional development for teachers, ongoing learning opportunities will occur with students to improve their habits when interacting with their peers and adults within the building. By developing culture-based skills with adults and students, Ballou STAY will be able to improve the school's atmosphere and create an environment where students what to be present.

Teacher capacity will be fostered through ongoing work with the Instructional Coaches and Administration through models such as LEAP and the RELAY Weekly Data Meeting (WDM) and Weekly Planning Meeting (WPM). LEAP provides teachers with the ongoing, job-embedded professional development needed to build their capacity as educators. LEAP will continue to provide the time for teachers to dig deep and internalize curriculum through strategies such as "Know-Show" charts. Unpacking standards in this way will help teachers identify the pre-requisite knowledge and skills students need to access grade-level content. Using this information, teachers can plan and deliver instruction that is aligned with students' current levels of need. An independent review of the DCPS LEAP model by Learning Forward found that the model aligns with the key tenets of similar evidence-based professional learning practices that incorporate teacher reflective practice and ongoing job-embedded professional development, which have been shown to result in positive changes in teaching practice and improvements in student learning outcomes when implemented at the district or state level, thus meeting the Tier 3 ESSA Evidence standard. Additionally, LEAP professional development modules are tied to the DCPS Essential Practices, a set of teacher behaviors and actions linked to improved student outcomes. Several studies have suggested that this observation and feedback system grounded in the Essential Practices has been effective in improving student outcomes and teacher performance. Researchers from the University of Virginia have found that the DCPS system generates "meaningful gains in student outcomes, particularly in the most disadvantaged students", thus meeting

the Tier 3 ESSA evidence standard. Providing relevant and timely professional growth opportunities increases educator efficacy and increases the likelihood that teachers will remain in the profession and, most importantly, remain as staff members at Ballou STAY.

School leaders will ensure the retention of effective educators by continuing to provide meaningful opportunities for teacher leadership and personalized support based on teachers' needs. When teachers feel that support is being provided to them based on their individualized challenges and areas of support, they will feel valued as professionals and recognize how the school reacts to their needs. School leaders will also strive to ensure coaching and professional development efforts are cohesive and aligned with services provided by the DCPS Cluster Support team. Teachers will receive professional development and coaching on instructional strategies to be used with fidelity, including any of the high-leverage practices (practices that research has demonstrated can impact student achievement and be used across different content areas and grade levels) adopted by school leaders.

BSTAY recently decided to shift from using the Summit Learning platform to the Canvas platform, which is used by all other traditional high schools in DCPS. Faculty will receive regular coaching and support from the Office of Teaching and Learning (OTL) and Education Technology Team with transitioning to the new curriculum platform, designing rigorous and relevant lessons, and preserving the self-paced nature of the curriculum. BSTAY will also invest time with MTSS, English Language, and SPED support teams to differentiate the Canvas curriculum for students requiring additional levels of support.

The capacity of the Ballou STAY leadership team will continue to be developed and sustained through ongoing support from the DCPS Cluster Support model. Under this model, Instructional Coaches, Administrators, and other leadership team members at the school are supported by DCPS central office content managers representing various areas (e.g., Math, ELA, Attendance, Data & Strategy, Continuous Improvement, Restorative Practices, Specialized Instruction). The Instructional Superintendent will provide direct support and development for the Principal and will coordinate the Cluster Support team to provide support aligned with the school's current data trends and needs.

There will be an increased focus on staff-led workshops, seminars, and professional development from staff members who have been coached to lead others to develop leadership skills. The school will be intentional in developing leaders within the school to lead new initiatives and having them facilitate professional development at other Opportunity Academies with curriculum development.

The above strategies will support the school's work toward achieving its goals. Developing teacher efficacy with curriculum implementation through LEAP will contribute to improved student outcomes of course completion and grade-level promotion; adults being coached to utilize effective teaching practices during lessons has a direct correlation to improved student outcomes. The work related to school culture (e.g., restorative justice) will contribute to an educational environment that students will regularly attend due to feeling and being cared for by faculty, challenged by engaging and rigorous content, and prepared for post-secondary success. As elevated in the needs assessment, it was acknowledged that the presence of emotional and academic support is a key driver to improving student attendance.

Connection to Instruction and Structures

An effective leadership team and empowered and effective teachers are key elements of implementing Ballou STAY's instructional strategy. Additionally, the school leadership team will focus on developing structures such as common planning time and advisory blocks so that teachers are able to plan to better meet student needs. In addition to developing staff member capacity to provide interventions aligned to student needs (discussed further in the Instruction section), we will be relying upon our staff members to provide non-academic support for students, which supports our needs in the areas of providing mental health supports for students and increasing student attendance.

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

At Ballou STAY, we believe if we provide training and professional development to build teacher capacity on the essential practices of instruction, then teachers will have the instructional strategies to create engaging lessons aligned to DCPS curriculum that provide students with rigorous instruction.

Key Needs (from Needs Assessment Process)

The needs assessment indicated that there is a need for expanded instructional content to meet student needs. Students are entering Ballou STAY with significant gaps in foundational skills, and our teachers and staff must make significant modifications to the existing district curriculum and programming to meet the needs of students enrolled in an Opportunity Academy focused on credit recovery. In implementing strategies to address this need, we anticipate growth in our student promotion and course completion rates. Additionally, our needs assessment indicated our need to have clearer expectations and fidelity to school-wide processes. Addressing this will support our attendance goals.

Strategies to Develop Instruction

Ballou STAY will continue to utilize a self-paced, competency-based learning model as the school's primary instructional framework to support students in the credit recovery process and ultimately improve the school's course completion and promotion rates. To be more in line with other DCPS high schools, the school's administrators and teachers will continue to adapt the Summit curriculum to incorporate DCPS standards (as opposed to Summit's). School-based coaches and Administrators will utilize LEAP (an evidence-based practice) to adjust modules to align Summit content with DCPS curriculum standards.

Like other Opportunity Academies, BSTAY provides students with a competency-based curriculum where progress is student-paced. Currently, the school is shifting to utilize Canvas as its curriculum platform. As a competency-based and student-paced school, BSTAY provides students with individualized and whole-class instruction that allows them to complete courses, earn required credits, and graduate at a faster pace than their DCPS peers in traditional institutions. By not being tied to the rigid, structured scope and sequence of other schools, BSTAY has greater flexibility in implementing strategies and actions that promote individualized growth and achievement for their students.

As BSTAY transitions from Summit to the Canvas learning platform, the curriculum will include assessments from course Require Curriculum Tasks (RCTs), Mastery Connect, and MAP/RI programs. Teachers will be supported in implementing these new assessments by school leaders and instructional coaches via ongoing professional development in LEAP and 1:1 coaching cycles. DCPS Cluster Support content managers will support school-level coaches in developing their capacity to support BSTAY teachers in implementing new assessment platforms.
Within the classroom, Ballou STAY will norm school-wide expectations for the environment through the "Phoenix Way" and administrators will regularly monitor for fidelity and adherence. For example, all teachers will be expected to utilize common student data walls, which will allow students to know exactly where they are in the learning continuum for a course and evaluate their progress. The school will continue its implementation of MTSS, with staff initiating plan development in collaboration with students. This will occur during the time when teachers and students can meet to evaluate the student's progress in their classes, develop strategies to help the students to get back on track, and collectively monitor the student's progress.

The school will implement new summative and formative assessments beyond those provided through SRI or MAP so that additional and timely data is available to assess Ballou STAY's students. This additional data, along with regularly collected information (quantitative and qualitative), will be incorporated into the school's continual use of weekly data meetings (WDM). During these meetings, teachers, along with instructional coaches, use student classwork and assessments to evaluate lessons and develop teach and reteach plans. Due to weekly data meetings being inconsistent and varying in quality based on content teams, Ballou STAY's administration will use the summer to solidify a vision of what weekly data meetings will look like and will monitor for fidelity to that vision.

The Ballou STAY team will continue to be supported in instructional needs via the DCPS Cluster Support model. The Ballou STAY team has identified the need to modify the existing Summit curriculum and programming to meet the needs of students enrolled at the school. Central office content managers in ELA, Math, and Specialized Instruction will support the school-based content leads to modify curriculum and LEAP models to meet the needs of Ballou STAY students and staff. Content leads from the Data & Strategy team will support the Ballou STAY team in locating past student performance data to support plan development.

To encourage a shift to high-leverage teaching practices and instructional moves, the instructional coaches and teacher-leaders of instruction will work collaboratively with members of the Cluster Support Model to support in facilitating Essential Practices workshops. CSM team members will support classroom observations and professional development, and coach instructional leaders to build their own skill set to lead teacher capacity growth. The Essential Practices have been a long-standing part of

the DCPS IMPACT teacher evaluation system. However, as students' needs shift and/or new teachers enter the school, it is critical that the school continually provides spaces for teachers to work alongside colleagues and coaches to refine their craft.

Connection to People and Structures

As discussed in the Instruction section, the LEAP model is the primary mechanism through which teacher professional development occurs. LEAP will continue to focus on increasing staff member capacity as it relates to adapting curriculum, understanding student data, and developing interventions aligned to student needs. Teachers will also be prompted to reflect upon their efforts to make instruction rigorous, relevant, and engaging during regularly occurring touchpoints with coaches and administrators. Improving communication and student onboarding processes (Structures) will help students and families better articulate their needs and understand their progress toward course completion, which will support improved graduation outcomes.

Structures

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

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

The narrative must include how your school is:

- Selecting strong, moderate, or promising evidence-based strategies
- Determining strategies based on themes from the needs assessment and resource equity analysis, if applicable, to meet projected short- and long-term goals

Theory of Action

At Ballou STAY, we believe if we consistently implement policies and procedures inclusive of our community with frequent opportunities for reflection, then we will increase visibility, set a tone of respect and professionalism that cultivates a restorative, empowering, and student-centered school culture.

Key Needs (from Needs Assessment Process)

The Ballou STAY team has observed that there has been a decrease in student attendance and inconsistent communication and accountability with the adults and students on campus. The team attributed this to the need for there to be tighter systems and structures for school operations and additional monitoring to ensure structures are being maintained and followed.

Strategies to Develop Structures

At Ballou STAY, fostering a strong climate and culture is a priority for our staff, students, and community members. We recognize that the process for onboarding new students (specifically 9th graders and students with disabilities) is essential for their successful transition and integration into our school community. However, we understand the need to expand this process to include all students and make it ongoing to accommodate students who may join throughout the school year.

To improve communication with students, we have implemented a proactive approach. Students will receive phone calls before the school year begins and after long breaks like Thanksgiving and Winter Break to establish initial connections and facilitate reconnections. This will ensure that students feel supported and informed about important school updates. In collaboration with our community members, Ballou STAY will organize a welcome event, such as a "Welcome Back" cookout. This event will allow students and their families to feel welcomed and build connections with staff and other students. It will be a celebratory occasion to create a positive and inclusive environment from the start.

Once enrolled, students and their families will participate in an onboarding process. During this orientation, they will receive crucial information about our school's policies, procedures, expectations, and available resources. This orientation process is designed to familiarize students and families with our school's unique culture, layout, and support services we offer. For students with disabilities or 504 accommodations, we will review Individualized Education (IEP) or 504 Plans to ensure that the necessary supports and services are in place to meet their needs. By expanding and improving our onboarding process, we aim to create a welcoming and inclusive environment for all students at Ballou STAY. We can support successful integration into our school community by establishing strong connections, providing comprehensive orientations, and reviewing individual plans.

To address the issue of inconsistent attendance among students at Ballou STAY, several strategies will be implemented. The school will continue to use ASPEN and other district tools like Panorama and Live School to monitor student attendance. Staff members will also be strategically leveraged to reach out to chronically absent students. This positive approach has proven effective in increasing in-seat attendance and reducing chronic absenteeism.

To further support these efforts, an attendance counselor position will be created. This specialized professional will work closely with students, families, and staff to improve student attendance rates. They will develop home visit protocols, strengthening the connection between educators and families. By visiting students' homes, educators can establish positive relationships, gain insights into the student's home environment, and engage parents in their child's education. These visits facilitate open communication, address concerns, and provide information about the student's progress, academic goals, and support strategies. Ultimately, home visits foster a collaborative partnership between educators and families, promoting student success and overall well-being. The effectiveness of home visits is supported by evidence from the What Works Clearinghouse, which classifies this approach as an evidence-based strategy with promising evidence (ESSA Tier 3) for improving student attendance. During these visits, teachers will share academic and social-emotional data with families and discuss ways to extend learning beyond the classroom into the home environment.

At Ballou STAY, we strongly emphasize utilizing data to inform instructional decisions. To address the need for effective curriculum implementation aligned with DCPS core standards across all content areas, we will use Weekly Data Meetings (WDM). These meetings will serve as a structure for teachers to collaboratively plan and address student misconceptions, ensuring that students at Ballou STAY can access and progress in their learning. To support the implementation of WDM, our Instructional Coaches and School leadership will play an essential role in establishing protocols and ensuring consistent adherence. They will facilitate, coach, and support teachers, ensuring that the meetings are conducted effectively and that the outcomes inform instructional practices. By leveraging the expertise of our Instructional Coaches and school leaders, we can create a culture of data-driven decision-making that leads to improved curriculum implementation and enhanced student learning.

At Ballou STAY, we recognize the importance of implementing a Multi-Tiered System of Support (MTSS) that aligns with our students' needs. This framework will enable us to address the diverse needs of our students by providing targeted interventions and supports at different tiers based on student levels of need. We aim to ensure that all students receive the necessary support to succeed academically, behaviorally, and socially. To effectively implement the MTSS framework, we will establish clear structures and guidelines that outline the process and ensure consistency. The MTSS team lead, in collaboration with school leaders, will guide the referral process for students in need of intervention, utilizing Panorama as a tool to track student progress and monitor their response to interventions. We will provide professional development to teachers, equipping them with the skills to use Panorama data to support student needs effectively. School leaders will work with teachers to create a progress monitoring calendar, allowing for regular check-ins on student progress.

The MTSS team will refer to the Academic and Behavioral Interventions Tools Charts provided by the Center on Multi-tiered Systems of Support to expand our range of interventions. This will help us develop a catalog of interventions that includes additional options for Tier 2 and 3 supports. Furthermore, we will collaborate with Cluster Support Team leads to identify interventions and strategies aligned with secondary schools, ensuring a cohesive and collaborative approach across the district. By implementing the MTSS framework and engaging in these specific actions, we aim to provide a comprehensive and targeted support model for our students, fostering their academic, behavioral, and social-emotional growth and success.

The school's theory of action for promotion within the structure critical area believes by improving student attendance, students will be able to engage in high-quality instruction and receive both emotional and academic support to keep them on track to graduate. Unless a student is present in the classroom, they cannot benefit from school strategies or actions being implemented to improve student outcomes.

To adequately monitor the above strategies, BSTAY will track student behavior and attendance metrics. This will include ISA/CA rates, behavioral referrals, call/home-visit logs (documenting school-to-home communication efforts), and qualitative feedback from students and faculty. These metrics will be tracked through district-provided platforms, such as Panorama (MTSS data platform) and ASPEN (attendance data platform). Progress monitoring metrics tracking the impact of structural strategies will be reviewed weekly during WDMs and MTSS meetings. Progress monitoring will also occur at least quarterly when the school reviews its Comprehensive School Plan (CSP) and during beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) data step-backs.

Of the strategies mentioned above, all (except the addition of an attendance counselor) are continued from the previous school years. The decision to continue the strategies was based on positive feedback from stakeholders and outcome indicators. The decision to create an attendance counselor position was based on the need to institute a role fully focused on improving student attendance outcomes. This will provide stronger management of attendance work and progress monitoring at BSTAY.

Connection to People and Instruction

As discussed in the previous People and Instruction sections, structures such as LEAP, WDM, and WPM will continue to be utilized to focus on the schools' strategies and goals focused on course completion and grade promotion. Additionally, coaching structures discussed earlier, such as ongoing informal

classroom walkthroughs and corresponding feedback cycles will help staff members engage in reflective practice to improve their efficacy and effectiveness. The leadership team, Instructional Coaches, and school-based mental health team members will be critical in ensuring the success of the structural interventions discussed in this section.

Continuous Improvement

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

The narrative must include how your school is:

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

Internal Routines

Ballou STAY will continue to have an Academic Leadership Team (ALT) that is composed of teacher leaders and school administrators who will engage in the development, implementation, and monitoring of the annual Comprehensive School Plan (CSP). This team will also routinely engage in data cycles to maintain a pulse on instruction and engage in shared decision-making to better distribute leadership in the school. The Ballou STAY team will be supported in periodic data reviews (beginning, middle, and end of year) of the CSP and the goals and strategies discussed earlier in this plan by the DCPS Continuous Improvement Specialist and other content leads and managers from the Cluster Support team. Additionally, Ballou STAY 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. Additionally, Ballou STAY leadership will utilize forums such as regular staff meetings and communication formats (newsletters, e-mail memos) to discuss the school's progress toward goals with the broader Ballou STAY staff. This plan's goals and key strategies will be shared with all internal stakeholders in pre-service professional development at the start of the school year.

External Routines

Ballou STAY will continue to leverage events to continue to engage around key school priorities and progress towards goals with parents and community members, such as LSAT meetings. Additionally, the Attendance team members will routinely meet with partners to set goals and refine strategy. BSTAY will engage in three formal reviews (BOY, MOY, and EOY) of their annual DPCS Comprehensive School Plan (which encapsulates the multi-year SIP Goals and strategies) with the Instructional Superintendent, the school-based leadership team, and members of the Cluster Support Team, which includes DCPS content managers for Attendance, ELA, Math, Data & Strategy, Continuous Improvement, MTSS, Special Education, and Restorative Justice. Members of this team will review data against goals and targets with the Ballou STAY team and engage in thought partnership around any adjustments to strategies that may

be necessary based on 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 the needs of individual staff members.

Communication and Transparency

The approved two-year SIP will be posted on the DCPS ESSA Website, which is publicly available to stakeholders.

Ballou STAY 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. To support the school 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.

This two-year School Improvement Plan will be available to the public via the OSSE website. The DCPS Comprehensive School Plan is an annual school improvement plan that encapsulates the OSSE SIP goals, strategies, and evidence-based interventions. The entire version of the DCPS Comprehensive School Plan is made available to all LEA-based stakeholders. Parents may request a copy of the DCPS Comprehensive School plan, and it is released at the discretion of the Principal, as some information may need to be redacted to protect student identity. Major content from the DCPS Comprehensive School Plan is elevated and transcribed in parent and community-friendly language that is 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.

Approvals

School Approval

Approver Name: Gloria Bumpass

Approver Title: Principal

Signature: Gloria Bumpass

LEA Approval

Approver Name: Drewana Bey

Approver Title: Deputy Chancellor

Signature: Drewana Bey
Drewana Bey (Oct 27, 2023 15:32 EDT)

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature:
Danielle Branson (Oct 29, 2023 23:27 EDT)

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Final Audit Report 2023-10-30

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