





INVESTMENT IN SCHOOLS

School Improvement Plan Template

osse.dc.gov

  @OSSEDC

 @osse.dc

 (202) 727-6436



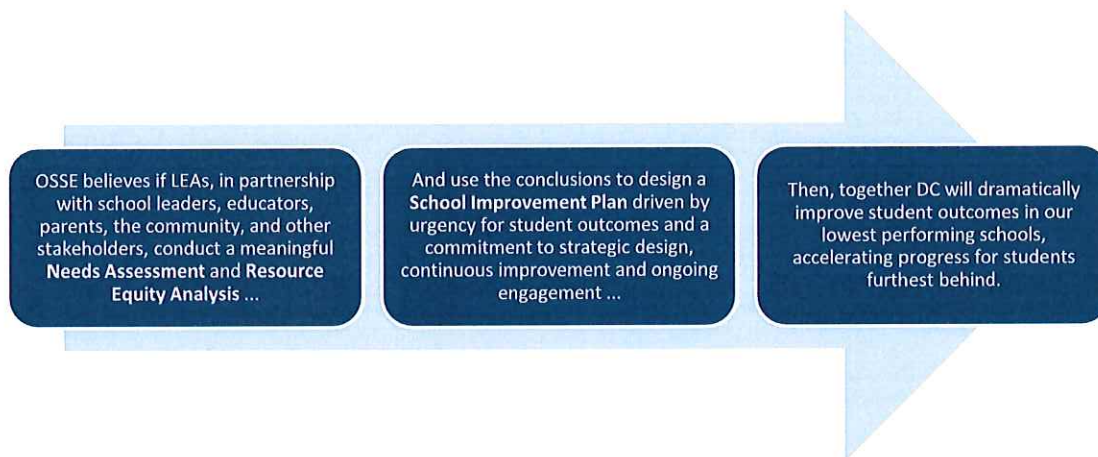
 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

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:** Johnson MS

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 shared vision of Johnson Middle School is "We prepare students for the rapidly changing world by equipping them to lead with integrity, advocate for others and persevere through challenges." In addition, our mission statement is "Through rigorous instruction, relationship building, and by leveraging community and technology we ensure our students are future ready." Our vision aligns with our school priorities by equipping teachers to create more engaging and rigorous lessons to boost student achievement and attendance. We are also leveraging our community partners to help increase the level of parental engagement in their students' learning process. This focus will help us accomplish our goals identified in subsequent sections.

Our vision for school improvement is driven by this key idea--when teachers can meet the needs of our diverse learners, academic growth will be achieved. By utilizing the Universal Design for Learning (UDL) approach (training the adults to provide meaningful and intentional instruction), our students will meet their PARCC growth targets. In addition, because UDL has a specific student engagement lens, we can

more thoughtfully engage students. As we better engage students and they experience more academic success, they will be more likely to attend school. Thus, allowing us to meet our enrollment and attendance goals. By building teacher capacity in UDL specifically planning for engagement and representation, we will increase student achievement and work towards achieving our School Improvement Plan goals.

Engaging families will help decrease chronic absenteeism by ensuring families are aware of what students are learning and how unexcused absences lead to gaps in student performance overtime.

Professional development focused on academic strategies will improve teacher instructional practices and help address gaps in student understanding. By closing those academic gaps, we will move more students towards proficiency.

As a newly designated school in SY22-23. Johnson focused on the Needs Assessment process in identifying root causes that led to CSI status in Year 1. In Year 2, Johnson will focus on implementing strategies highlighted in the SIP by building capacity and structures. It is expected that strategies explained in the plan will likely require more time than allotted. Year 2 will focus on building staff capacity and establishing structures within the plan. Subsequent years will focus on enhancing and sustaining these strategies through the annual DCPS Comprehensive School Plan.

Needs Assessment Process

Johnson'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 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 20 staff of 43 staff surveyed completed the survey. A student focus group was held using a structured protocol and data was compiled into key themes. The DCPS Continuous Improvement team organized and ensured that all components of the Needs Assessment process occurred in order to satisfy the requirements for internal and external engagement.

The school team worked with trained facilitators from AIR to examine all of the data collected and prioritize the school's top three areas of need. AIR led the Johnson 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 Johnson team identified the following top three needs:

- Our students are not making the gains necessary to close the academic gaps and move all students to higher proficiencies.
- Student attendance is below the minimum threshold of 75% for accountability purposes.
- Many families are not engaged in the learning process.

The following week, after completing the needs assessment, the Johnson team worked with the same AIR facilitators to develop this school improvement plan, which articulates Johnson's vision and goals,

the school's theories of action about people, instruction, and structures, and specific strategies for achieving Johnsons' 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, Johnson MS'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 Johnson MS'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 Johnson MS and the School Improvement Plan strategies will address the root causes of Johnson MS'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, Connected Schools Manager, Instructional Coaches, Assistant Principal) analyzed SY 22-23 data during a mid-year review. Additionally, the DCPS Continuous Improvement Specialist, the DCPS Data and Strategy Specialist, and the Instructional Superintendent engaged with the school team (Administration, Instructional Coaches, Connected Schools Manager, and Dean/Restorative Justice Coordinator) and the AIR facilitator during the Needs Assessment and School Improvement Planning sessions. Teachers, paraprofessionals, and other staff members engaged in the AIR Staff Survey and the INSIGHT survey. Students were provided opportunities to engage via the aforementioned student focus groups and the Panorama survey. Parents, partners, and other external community members were provided opportunities to engage in the Fall Panorama Survey, May Community Meeting, and Community Mapping conducted by the Connected Schools Manager.

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

Strategies outlined below will be integrated into Johnson'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 PARCC 4+ achievement in ELA from the SY 21-22 of 6% to 18% by the end of Year 2 (an annual increase of at least 6%)					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC ELA Meets or Exceeds Expectations	Percentage of Students attaining Level 4+	PARCC ELA	6%	12%	18%
Goal 2: Increase PARCC 4+ achievement in Math from the SY 21-22 of 0.78% to 12.78% by the end of Year 2 (an annual increase of at least 6%)					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC Math Meets or Exceeds Expectations	Percentage of Students attaining Level 4+	PARCC Math	0.78%	6.78%	12.78%
Goal 3: Decrease Chronic Absenteeism from SY 21-22 from 57% to 47% by the end of Year 2 (an 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 rate	DDAC Aspen OSSE Data Validation	57%	52%	47%
Goal 4: Increase re-enrollment from the 21-22 baseline of 75.54% to 85.54% by the end of Year 2 (an annual decrease of at least 5%)					
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Re-enrollment	Annual re-enrollment rate	DDAC Aspen OSSE Data Validation	75.54%	80.54%	85.54%

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

The narrative may include how your school is:

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

Theory of Action

Johnson Middle School's theory of action regarding people is that if we (1) invest in the professional development of the adults in the system and (2) build educator capacity to effectively collaborate and co-plan engaging lessons that target student individual needs, then our school will improve our student outcomes.

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

A top need identified through the school's comprehensive needs assessment process is that students are not making the gains necessary to close academic gaps and move to higher proficiencies. A major root cause underlying this need is a lack of professional development on strategies for supporting students in the classroom, which hampers educators' ability to deliver instruction that targets the full range of student needs and abilities. As a result, students are not consistently receiving instruction that is sufficiently differentiated, relevant, or engaging, which may in turn be contributing to the school's

challenges with attendance, another top need that emerged from the school's needs assessment process. By addressing these teacher needs, Johnson can address its academic achievement goals (Goals 1 and 2) and its attendance and reenrollment goals (Goals 3 and 4).

Strategies to Develop People

Consistent with the theory of action outlined above, Johnson Middle School will address its key achievement and attendance needs by enhancing professional development and collaboration opportunities for school leadership and educators, with a particular emphasis on building educators' capacity to implement a Universal Design for Learning (UDL) approach to instruction (see the Instruction section below for additional details on UDL). In August 2023, all staff will participate in UDL training from CAST and Novack (the developer that established the UDL framework and guidelines) to learn how to apply the UDL framework's Engagement domain.

To ensure **effective leadership** over the next two years, the principal and other school leaders—including Teacher Leadership Innovation (TLI) instructional coaches, assistant principals, academy directors, and the Connected Schools manager—will develop, utilize, and implement a common language aligned to the goals of the SIP. This common language will facilitate coherent messaging around the school's approach to improvement and instructional leadership, which is critical for an effective distributed leadership model. Success is more likely when all team members are working towards a shared understanding of the goals, key strategies, and measures of success. Activities stay coordinated in this way—the school can operate strategically versus reactively. With everyone working towards the same goals and using a common language, we will facilitate more buy-in from the school leadership extending beyond the principal to other leadership team members and teacher-leaders throughout the staff. A common language will also allow us to have a non-fragmented approach to implementing the strategies highlighted in the plan.

The school will build a **pipeline of strong leadership** by convening a summer planning team of teacher leaders to develop systems, structures, and professional development for supporting the school's planned implementation of UDL. In addition, the school will expand the leadership training offered through the RISE (Rigorous Instruction Supports Equity) program to include department chairs. This expansion will support instructional coaches in pursuing pathways to becoming assistant principals. Furthermore, the school will leverage job-embedded professional development opportunities supported through the Learning Together to Advance our Practice (LEAP) program for TLIs and department chairs. An independent review of the DCPS LEAP model by Learning Forward found that the model aligns to the key tenets of similar evidence-based professional learning practices that incorporate teacher reflective practice and on-going 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 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.

School leaders will ensure the **retention of effective educators** by continuing to help teachers determine their individualized professional learning and career development goals and then create a personalized plan for achieving their goals. Personalized plans will lead to teacher retention by providing teachers with individualized professional development tied to career development. This also gives teachers ownership over their professional learning and establishes goals for teachers connected to their career development. This will allow teachers more autonomy and self-direction which will ultimately help to retain teachers and provide a pathway for those interested in advancing their careers at Johnson. Personalized plans will also motivate teachers intrinsically by building upon their individual experiences. For example, if a teacher is interested in pursuing coaching, they can use this process to connect with LEAP training. Moreover, school leaders will continue to celebrate and acknowledge effective teachers and create leadership opportunities through participation in school committees.

We have developed a scaled approach to support our novice and veteran teachers with our core school improvement strategies. In the summer of SY23, the leadership team will study UDL practices and complete PD. In the Fall of SY23-24 the instructional leadership team will begin the universal design for learning training.

All teachers will be introduced to the framework, specifically focusing on the engagement domain. In the Spring of SY23-24 teachers will begin universal design for learning professional development. UDL is new to all teachers at JMS and thus all teachers will engage in UDL 101. In the Fall of SY23-24, all teachers will create their own professional development goals with their instructional coaches. Teachers will be provided with the opportunity to attend a content-specific learning conference that will support their development. In addition, teachers may request professional text to support their professional development goals. By providing teachers the opportunity to attend content-specific learning conferences, they can select professional development sessions that will meet their needs. In addition, by allowing teachers to order professional texts, they can extend their learning based on their own needs.

School leaders will help **educators who need support** to improve by continuing to support common planning time for content teachers to engage in professional learning communities. Plus, under the school's LEAP model of job-embedded professional development, teachers are supported by dedicated LEAP content leaders and receive differentiated professional development and coaching related to their demonstrated areas of need. Teachers will engage in differentiated LEAP sessions and PLCs based on pedagogical practices. Thus, novice teachers and ineffective teachers will be receiving coaching and support specific to their instructional needs. **Novice teachers** will be coached and supported by TLI's and instructional coaches based on content and instructional needs, while ineffective teachers will receive support from AP's and the principal based on the DCPS essential practices from the IMPACT teacher evaluation model. Coaching structures are tiered based on the needs of individual teachers and tailored to their needs as determined by skill, will, or capacity deficiencies. To help differentiate teacher support specifically related to the use of UDL, the school will conduct classroom walk-throughs using a UDL look-for rubric. Job-embedded coaching cycles for core content teachers is rated by AIR's Evidence Support Center as an ESSA Tier 2 strategy for improving student ELA and mathematics achievement.

To further support school improvement and academic achievement, Johnson Middle School will **create several positions**, including interventionist and reading specialist positions, an assistant principal

position for the school's new 6th grade academy, and a manager for the school's High Impact Intervention Tutoring (HIIT) program.

Additionally, the new Sixth Grade Academy will operate under a collaborative leadership model involving assistant principals, principals, and the instructional superintendent. They will work together to share leadership responsibilities and ensure effective management of the academy. Assistant principals will play a crucial role in facilitating weekly teacher team meetings within the academy, providing a platform for collaboration and information sharing among educators. Moreover, assistant principals and teachers will engage in regular one-on-one consultations, fostering personalized support and professional development. To inform their decision-making and instructional practices, academy staff regularly review and utilize data points specific to the academy, enabling them to make data-informed decisions for the benefit of the students.

Connections to Instruction and Structures

By expanding professional development and collaboration opportunities for its educators and leaders, Johnson Middle School will shore up its staff's capacity to support the instructional approaches described in the Instruction section, particularly the implementation of UDL guidelines for delivering differentiated and engaging instruction. Training in UDL will also help educators make more productive use of the school's 80-minute instructional block and multi-tiered system of support (MTSS) framework, as described in the Structures section. Johnson's new staff positions will also support its planned instructional improvements. For example, the school's new HIIT manager will support leadership to strengthen the school's high-impact tutoring program.

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

Johnson Middle School's theory of action for improving instruction is that if we adopt a Universal Design for Learning (UDL) framework, then educators will be more effective at differentiating instruction and meeting the needs of all learners in the classroom. In addition, if we adopt an asset-based approach to engaging families, then we will improve communication between home and school.

Key Needs (from Needs Assessment Process)

As noted earlier, Johnson's comprehensive needs assessment process identified a lack of student gains in academic achievement and low attendance as two of its top needs, both of which are likely being caused by limitations in Johnson educators' capacity to provide engaging instruction that is tailored to address the strengths and needs of all learners. Another top need the school has identified is its challenges in effectively engaging parents in the learning process, which likely stem from a lack of support for helping families understand data and fostering their child's learning at home. By implementing instructional approaches that are better differentiated for students and providing more robust supports for engaging families, Johnson aims to boost students' academic achievement (Goals 1 and 2), reduce chronic absenteeism (Goal 3), and promote re-enrollment (Goal 4).

Strategies to Develop Instruction

Implementation of a Universal Design for Learning (UDL) framework will serve as a key cornerstone of Johnson's efforts to provide more effective, engaging, and differentiated instruction across all grade levels and content areas. UDL guidelines are grounded in the science of how people learn and are designed to help educators plan and deliver instruction that addresses the full spectrum of student strengths and needs. UDL incorporates data-based differentiation of instruction and multi-tiered systems of support (MTSS), which dovetails with the school's planned efforts in those two areas (see

Structures section of this plan for additional details). Johnson will focus its initial UDL implementation efforts on the UDL framework's engagement domain, which encourages educators to employ multiple avenues for connecting students to learning because students differ in how they can be engaged and motivated to learn. UDL's engagement domain features three main guidelines for instruction: (1) *recruiting interest* to promote students' curiosity for learning, (2) *sustaining effort and persistence* to promote students' focus and determination, and (3) *self-regulation* to help students leverage their emotions to encourage their motivation to learn.

By developing teachers in using the UDL framework, educators will be more effective at differentiating instruction and meeting the needs of all learners in the classroom. Students receiving instruction differentiated to their needs and interests will increase attendance and ultimately reenrollment as they are more motivated to attend. By using formative assessments, UDL provides teachers with a framework guided by the skills students need additional attention to master. This will allow teachers to address gaps in student understanding prior to summative assessments tied to key skills required for students to be set up for success in college and career.

Based upon information attained from formative assessments and backwards planning utilizing the UDL approach, teachers will have a strong understanding of student strengths and gaps and can design rigorous Tier 1 instructional approaches. For students who have more significant gaps, teachers can utilize Tier 2 or 3 instructional interventions, which include, but are not limited to: after school High Impact Tutoring, Saturday Academy, skills-based blended learning interventions (Zearn, Reading Plus), needs-based small-group instruction, or support through the ELA or Math intervention class at each grade level.

To ensure the UDL framework can be implemented timely and effectively, school leaders will draw on impact data, community mapping data, and classroom walk-through data to monitor implementation and identify capacity strengths and needs related to UDL. The school's instructional leaders will structure classroom walk-throughs around the UDL Rubric, which will allow school leaders and coaches to assess and provide feedback on educators' use of specific UDL guidelines and strategies related to engagement. In addition, as part of the Cluster Support model that DCPS uses to provide school based instructional leaders support from district content leads and the Instructional Superintendent, district support providers will accompany school leaders on Cluster Walks to further monitor and assess implementation.

The monitoring of UDL implementation will be accompanied by ongoing professional learning and collaboration opportunities for school leaders and educators to support the approach being **scaled** across the school for maximum impact. School staff will begin UDL training in August 2023 and will receive ongoing capacity-building support through coaching cycles and PLCs. This ongoing PD and collaboration, coupled with the data reviews, will help the school sustain the UDL approach over time and determine when to incorporate additional domains of UDL beyond engagement.

To complement the school's work around UDL and provide further differentiated support for students, Johnson will continue its High Impact Intervention Tutoring (HIIT) program, which is an evidence-based practice for supporting students who need additional academic support. AIR's Evidence Support Center and the What Works Clearinghouse both rate targeted tutoring as a Tier 3 intervention with promising evidence for improving ELA and math achievement. Johnson's HIIT program will be overseen by an HIIT manager who will work to ensure the program is implemented effectively and in a timely manner.

For the second component of Johnson’s theory of action for improving instruction (i.e., using an asset-based approach to engaging families in their children’s learning), the Connected Schools Model will continue to engage families through a multifaceted approach that prioritizes open communication, collaboration, and empowerment. By establishing transparent channels of communication, the model ensures that families are consistently informed about school activities, policies, and their child’s progress. This two-way communication extends to feedback mechanisms, allowing parents to share insights and concerns while educators respond with tailored strategies. Additionally, the model empowers parents through educational resources and workshops, providing them with the knowledge and tools to support their child’s learning at home. The emphasis on community engagement fosters a sense of belonging, recognizing the diverse contributions of families and promoting a collaborative environment. Overall, the Connected Schools Model cultivates a partnership where families are valued, respected, and actively involved in their child’s educational journey, contributing to improved educational outcomes and holistic student development.

To further strengthen the family partnership to support student learning, Johnson will also develop new resources for parents, including tip sheets on how to understand data. In addition, school leaders and educators will organize activities and events that invite families into the school, creating opportunities for building stronger school-family connections. Johnson will also continue drawing on its Connected Schools model, a whole-school evidence-based approach to school improvement. Johnson will receive implementation support from a dedicated Connected Schools Manager, who helps to ensure students and families have access to the resources and support they need.

In addition to the strategies above, the Sixth Grade Academy will provide a comprehensive education for its students. The academy follows the DCPS curriculum, which serves as the foundation for all instructional design decisions. To foster strong literacy skills, reading instruction will be integrated into all content areas. The academy places a strong emphasis on math education, with teachers receiving intensive ongoing training in Illustrative Math. Socialized learning is promoted, encouraging students to collaborate and learn from one another. To ensure a cohesive learning experience, academy teachers will adhere to term pacing calendars. Furthermore, transparent grading practices are established as the norm, implemented, and taught to students, fostering a clear understanding of their academic progress.

Connections to People and Structures

Johnson’s planned strategies for building leaders’ and educators’ capacity to deliver engaging, differentiated instruction, as described in the People section above, will be instrumental in supporting the implementation of UDL as an instructional approach. Furthermore, Johnson’s implementation of a multi-tiered systems of support (MTSS), framework, as described in the Structures section below, aligns with UDL’s embedding of MTSS within its approach, reinforcing the school’s commitment to data-driven differentiation of instruction and student support.

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

Johnson Middle School has identified two key theories of action related to structures. The first is that if we effectively use multi-tiered systems of support (MTSS), then we will increase students' social-emotional and academic outcomes. The second is that if we effectively use the 80-minute instructional block, we will deliver intentional, engaging instruction that will improve attendance and academic outcomes.

Key Needs (from Needs Assessment Process)

During the school needs assessment process, Johnson's instructional leadership team identified shortcomings in instructional quality stemming from educators' lack of PD opportunities as significant root causes of the school's student achievement and attendance needs. In particular, the leadership team determined that teachers often struggled with differentiating instruction to suit the full range of student abilities in their classroom, including how to support students who are performing well below grade-level as well as students who are performing at or above proficiency. As the school plans to address these needs by training teachers in UDL, Johnson will also continue to employ and improve upon structures that further facilitate differentiation of instruction, such as the use of MTSS, an 80-minute instructional block, and teacher collaboration time to discuss student needs. Collectively, these structures will serve as mutually reinforcing strategies with UDL: while the structures will help facilitate educators' use of UDL, UDL will in turn help educators make more effective use of these structures. The resulting improvements to instruction will promote Johnson's goals for student achievement (goals 1 and 2) and attendance (goal 3).

Strategies to Develop Structures

Johnson will maintain and enhance several important structures for facilitating the differentiation of instruction and student support. As Johnson's theory of action related to structures indicates, the school will continue to use a MTSS framework for providing students with social-emotional (SEL) support, which requires educators to use data to identify student needs and differentiate support according to those identified needs. Since UDL also incorporates an MTSS framework for instruction, educators and leaders will deepen their capacity for applying this data-driven approach.

To provide space for students to receive differentiated supports, Johnson will continue its use of an 80-minute instructional block and intervention classes but strengthen the effectiveness of these structures by supporting classroom instructors in providing more engaging UDL-based tiered instruction within the 80-minute block. Currently, many students finish early and do not appear to be challenged during that block. Empowering educators to deliver instruction grounded in UDL guidelines and strategies will allow the school to more effectively use that block to provide sufficiently rigorous and engaging instruction to increase students' achievement gains and motivate higher attendance. Johnson will also be retaining its common planning time structure within the master schedule to ensure that educators and instructional leaders can engage as PLCs to analyze student data and plan differentiated, UDL-based lessons.

EdConnective is an additional coaching resource that will be provided to Johnson MS. EdConnective is a virtual coaching platform in which teachers are paired with a non-evaluative online instructional coach. As the coaching support is non-evaluative and provided by an EdConnective instructional coach partner, novice and/or ineffective teachers may feel more comfortable expressing their professional growth needs. The online instructional coach will review videos teachers submit and provide feedback to improve practice. Online instructional coaches will also review lesson plans and provide feedback, and work with teachers on their individualized professional growth interests. This model will help to further differentiate coaching and provide the school with additional non-evaluative coaching capacity. As coaching support is differentiated and driven by teacher skill and interest, the support is expected to further increase teacher satisfaction and retention.

In addition to supporting improved attendance through stronger instruction and SEL support, Johnson will continue to leverage its partnerships with ACCESS Youth and the Office of Attorney General to increase student attendance. Johnson will also continue to leverage several districtwide programs and structures to support their efforts, including Connected Schools, LEAP, and the Cluster Support model. Connected Schools is a whole-school evidence-based approach to school improvement. Johnson will continue to receive support from a dedicated Connected Schools Manager, who helps to ensure students and families have access to the resources and support they need.

The new Sixth Grade Academy is designed to facilitate a smooth transition to middle school and enhance the overall middle school experience. A key focus of the academy is to foster a sense of community among students, staff, and families. To achieve this, sixth graders will be organized into teams and share the same group of teachers. Unlike traditional cohorts that travel together throughout their core classes, academy students will be intentionally mixed each period. This allows them to interact with different peers in different classes, ensuring that all academy students get to know everyone in their learning community. Teachers' schedules will be structured to include common planning time, enabling them to collaborate on lesson planning, grading, and intervention strategies. Additionally, academies have the flexibility to implement customized schedules and student groupings. Academic and engagement interventions will be promptly adjusted based on progress monitoring, ensuring that students receive timely support when needed.

By providing families with tip sheets on how to understand student data, parents will be more engaged with their child's performance. The Connected Schools Manager will work with community partners to provide families with resources which will enhance their ability to access academic and SEL programming offered by the school. Additionally, Sixth Grade Academy will help engage families in the learning process through consistent communication between families and the Sixth Grade Academy

Assistant Principal as it relates specifically to student attendance and grades. Along with the student, teachers and families will work to create individual attendance plans for students that focus on short- and long-term goals and rewards for meeting those goals. In the same manner, Student Success Plans will be created for students receiving D's and F's. Success Plans are short term, time bound plans that include assistance to the student as needed.

Last year, we worked with DC Public School's Becoming Team to support our school community by establishing systems and structures around building adult capacity and creating shared expectations norms and routines that support the whole child. Next Year, we will build on that work with the implementation and monitoring of practices with science and equity-driven tools aligned to our primary goals to ensure supportive environments and relationship rich environments where students feel loved and a stronger sense of belonging.

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

The school-based ALT will meet at least monthly to review leading indicators and progress monitoring metrics related to the OSSE SIP goals. The school's instructional leadership team will determine whether the SIP is having its intended outcomes by monitoring data from district and classroom-based assessments. It will also review stakeholder feedback gathered through Insight surveys, student surveys, Panorama (which provides information on students, teachers, staff, and families), and community mapping. To monitor implementation of UDL, school leaders will conduct classroom walk-throughs aligned to the UDL Rubric for engagement. School leaders and staff will examine this data during data review meetings with the instructional leadership team as well as weekly PLC data meetings. In addition, Johnson Middle School leaders will continue to hold regularly scheduled beginning-of-the-year (BOY), middle-of-the-year (MOY) Step Backs, and end-of-year (EOY) reviews with district leaders to monitor impact and outcomes.

Additionally, the principal and/or other Johnson leaders will meet with a member of the DCPS Continuous Improvement team at least bi-monthly to review progress in SIP implementation and to review data as it is available. These touchpoints may be integrated into an existing school ALT meeting so as to provide the maximum amount of school content. Additionally, the ALT will meet with the DCPS Instructional Superintendent and DCPS Cluster Support team at least twice a year to formally review progress towards SIP goals, strategies, and progress monitoring metrics, and recommendations to course adjustment will be made if warranted by the data.

Formative assessment and benchmark data will be examined weekly during the Data and Planning Meetings. Additionally, this data will be reviewed by Administration, Coaches, and non-academic staff leaders during the Academic Leadership Team at least monthly. The ALT format will also allow the Johnson team to correlate attendance trends against academic performance. Teachers will receive routine feedback on Tier 1 instructional practices from Instructional Coaches during the observation-

feedback cycles and use this information to improve instructional practice. Our top three priorities and our progress in implementing strategies to address them will be reviewed in monthly staff meetings. This will ensure that all Johnson staff remain focused on our key priorities, understand their role in the work, and know how the school is progressing.

External Routines

Johnson will continue to leverage events conducted in partnership with the Connected Schools model to share information around key school priorities and progress towards goals for parents and community members. Additionally, the Attendance Team will routinely meet with partners to set goals and refine strategies. Johnson will engage in two formal reviews of their annual DCPS 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 Johnson team and engage in thought partnership around any adjustments to strategies that may be necessary considering data trends. 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, Johnson 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 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.

Johnson will leverage existing LSAT (local school advisory team) and PTO (parent-teacher organization) meetings to share SIP goals, strategies, and progress at least twice a year. Such touchpoints may include the back-to-school family night and/or community and family events organized by the Connected Schools Manager. The DCPS Continuous Improvement team will support Johnson in developing turnkey materials which can be used in meetings with stakeholders around SIP goals and progress.

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

Coordination

School leaders will coordinate and integrate the activities outlined in this plan with other federal, state, and local services, resources, and programs by coordinating with the district and school's Connected Schools managers.

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 maximize resources across multiple funding streams to ensure resources are used to their fullest extent to fund human capital or programs aligned to school needs and the DCPS Comprehensive School Plan.

Approvals

School Approval

Approver Name: **Latisha Coleman**

Approver Title: **Principal**

Signature: *Latisha Coleman*

LEA Approval

Approver Name: **Drewana Bey**

Approver Title: **Deputy Chancellor**

Signature: *Drewana Bey*
Drewana Bey (Sep 20, 2023 15:41 EDT)

OSSE Approval

Approver Name: *Danielle Branson*

Approver Title: *Deputy Superintendent of Academics and Schools*

Signature: *Danielle Branson*