







INVESTMENT IN SCHOOLS

School Improvement Plan Template

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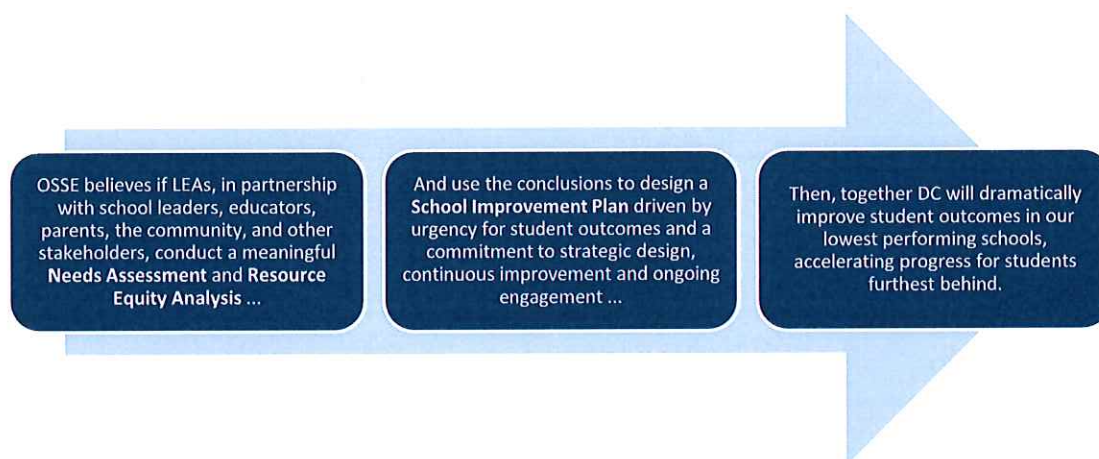
 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

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:** ML King ES

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

King ES believes that all members of our school community add value and contribute to assisting with the Vision and Mission of the school. We also believe that as a predominately Black American school, we share the responsibility of keeping Dr. King's legacy alive through strong academic performance, social responsibility, and social-emotional wellness. ML King ES believes that parents are their child's first teachers and that we collaborate to plan for their child's achievement.

The Martin Luther King Jr. ES vision for school improvement begins with assertive communication and aggressive follow up. Assertive communication is required so that the leadership knows the goals and clearly communicates the expectations to staff. Aggressive follow up involves the leadership team inspecting the things that we expect from staff and providing ongoing intentional feedback that will increase student engagement and achievement.

Beginning with the Academic Leadership Team (ALT) we will review school level data that impacts our school designation. The ALT has aligned our DCPS Comprehensive School Plan to assist us in accomplishing the School Improvement goals to:

- Increase Level 4/5 and decrease Level 1 on PARCC for ELA and Math
- Increase our in-seat attendance and decrease the number of chronically absent students

Increase Level 4/5 and decrease Level 1 on PARCC for ELA and Math

Our vision for improving student achievement levels includes implementing core evidence-based strategies. Improving student achievement starts with high-quality tier 1 instruction. To support tier 1 instruction, teachers at King receive ongoing Job-Embedded Teacher Professional Development through our LEAP structure. As the DCPS model for continuous, job-embedded teacher professional development and coaching, content or grade-level teams are provided protected time to engage in collaborative professional learning. In addition, King's instructional program is data-driven, with professional development working in tandem with the RELAY Weekly Data Meetings (WDM) and Weekly Planning Meetings (WPM) structures. Using resources and protocols from these structures, within LEAP, teachers also "unpack" Common Core standards to Know-Show charts that allow teachers to fully understand the pre-requisite knowledge students must have to grapple with content thoroughly, and therefore, teachers can plan for student misconceptions. Moreover, we will use High-Impact Tutoring (HIT) as a structure to address student learning gaps. As an ESSA Tier 1 evidence-based strategy that has been proven effective in improving student outcomes, our HIT program will focus on assessing students' strengths and weaknesses and designing personalized learning plans to address their areas of improvement. To identify the students who will benefit from HIT, school teams will use the MTSS framework.

Increase our in-seat attendance and decrease the number of chronically absent students

Our vision for improving students' attendance is centered around implementing systematic approaches. King recognizes the importance of fostering strong connections between students' homes and school environments. With assistance from community partnerships and district initiatives, our core strategy will be implementing home visits. Home visits will be supported through the partnership with the Flamboyant Foundation. Research has shown that when families and the school partner together, students perform better academically. King will continue implementing equitable family engagement practices through this partnership, including home visits, welcome-back calls, and back-to-school nights.

Engaging families

Enhancing family engagement is crucial in increasing academic achievement and reducing chronic absenteeism. Strengthening the connection between families and the school creates a more supportive learning environment for students. Active family involvement provides valuable insights into students' learning and its positive impact on their education. This understanding empowers families to provide personalized support at home, reinforcing classroom learning and encouraging consistent attendance. Moreover, when families recognize the link between unexcused absences and learning gaps, they're more likely to prioritize attendance, reducing the risk of learning setbacks. Thus, family participation forms a vital foundation for improved student outcomes, and fosters a collaborative partnership that enhances learning, attendance, and overall achievement.

Professional Development

Effective professional development is a critical driver in enabling student achievement. When educators engage in targeted professional development, mainly centered on academic strategies, this involvement directly influences how they teach. Consequently, it bridges gaps in students' understanding that might otherwise hinder their progress, aligning seamlessly with the broader objectives of student achievement. By arming teachers with inventive teaching techniques and strategies, they become better equipped to customize their teaching to cater to diverse student requirements. This individualized approach effectively closes academic disparities among students, enhancing comprehension and proficiency. As a result, effective professional development plays a significant role in propelling more students toward elevated accomplishments and triumphs while harmonizing with the overarching educational aims.

Scope/Sequence of Improvement

In January 2023, King received the CSI school designation. In Year 1, they conducted a comprehensive needs assessment, identifying priority needs and their underlying causes. During the same year, they crafted a School Improvement Plan (SIP) that aligned strategies and interventions with these identified needs. Moving into Year 2, King School will refine their approach based on Year 1's outcomes while focusing on maintaining and sustaining strategies for lasting progress. By directly linking goals to critical needs, King aims to boost student achievement effectively. This commitment to connecting needs assessment, goal development, strategy implementation, and long-term sustainability underscores their dedication to providing an optimal learning environment and continual growth. Based upon the results from Year 2, it is expected that King will likely further examine ways to sustain improvement strategies identified in the plan.

Needs Assessment Process

King'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 it with the school leaders. An external partner (American Institutes for Research, AIR) conducted principal interviews using a structured protocol and administered an instructional staff survey to learn more about each school's strengths and areas for growth. A student focus group was held using a structured protocol, and data was compiled into key themes. Parents participated in the Spring 2023 Panorama survey to share their opinions regarding school climate, parental communication, and overall parent satisfaction. The DCPS Continuous Improvement team organized and ensured that all components of the Needs Assessment process occurred to satisfy internal and external engagement requirements.

The school team worked with trained AIR facilitators along with DCPS Central Office to examine all the data collected and prioritize the school's top three areas of need. AIR and members of the DCPS Central Office led the ML King ES team in a collaborative data review process to reach a 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, ML King ES identified the following top three needs:

- Students are missing a significant amount of class time due to attendance issues.
- There is a lack of parental participation related to academic support for students (homework and conferences).
- Teachers are not implementing professional development related to lesson planning and differentiation.

The following week, the ML King ES team worked with the same AIR facilitators and Central Office members to develop this school improvement plan, which articulates King’s vision and goals, the school’s theories of action about people, instruction, and structures, and specific strategies for achieving King’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, ML King ES’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 ML King ES’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 ML King ES and the School Improvement Plan strategies will address the root causes of ML King ES’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, Special Education, Continuous Improvement, and Data and Strategy content leads) and school team members (the Administration, Manager, TLI of Math, and TLI of ELA Coaches) 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 (the Administration, Manager, TLI of Math, and TLI of ELA Coaches) and the AIR facilitator during the Needs Assessment and School Improvement Planning sessions. Teachers, paraprofessionals, and other staff members participated in the AIR and INSIGHT surveys. Students were allowed to engage via the student as mentioned above in focus groups and the Panorama survey. Parents, partners, and other external community members were provided opportunities to engage via the monthly Principal’s Chat and Chew and the Spring 2023 Family Parent Panorama Survey.

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

Strategies outlined below will be integrated into King’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 9% to 21% by the end of Year 2 (an annual increase of at least 6%)				
Measure:	Indicator(s)	Data Source	Baseline	Target SY22-23	Target
PARCC ELA Meet or Exceeds Expectations	Percentage of Students attaining Level 4+ on PARCC ELA	PARCC ELA	9%	15%	21%
Goal 2:	Increase PARCC 4+ achievement in Math from the SY 21-22 of 3% to 15% by the end of Year 2 (an annual increase of at least 6%)				
Measure:	Indicator(s)	Data Source	Baseline	Target SY22-23	Target
PARCC Math Meet or Exceeds Expectations	Percentage of Students attaining Level 4+ on PARCC Math	PARCC Math	3%	9%	15%
Goal 3:	Decrease Chronic Absenteeism from SY 21-22 from 69% to 59% by the end of Year 2 (an annual decrease of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline	Target SY22-23	Target
Chronic Absenteeism	Annual Chronic Absenteeism	DDCA	69%	64%	59%
Goal 4:	Increase re-enrollment from the 21-22 baseline of 65.42% to 75.42% by the end of Year 2. (annual increase of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline	Target SY22-23	Target
Re-Enrollment	Annual Re-Enrollment	DDCA	65.42%	70.42%	75.42%

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

King's theory of action around people focuses on developing effective teachers through coaching and personalized professional development. If we provide targeted support and guidance, then teachers will be empowered to implement the "King way" of effective instruction. Which will ensure students receive high-quality instruction that promotes student engagement and achievement.

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

While conducting a needs assessment, the King team discovered that one of the top three needs of the school was the need for more implementation of professional development strategies by teachers for lesson planning and differentiation. The team identified a fundamental root cause for this issue: the insufficient understanding and application of best practices, such as scaffolding, differentiation, and elements of the Science of Reading, across all levels of student achievement. Additionally, the team recognized several other contributing factors that hindered the application of professional

development, including inadequate comprehension of educational standards, limited familiarity with essential practices, insufficient grasp of relevant data, and a need for more staff resources to provide targeted support for teachers. By addressing the identified need through targeted coaching and support, the King teachers will have the opportunity to enhance the quality of their teaching practices. This, in turn, will positively impact student academic achievement, aligning with Goals 1 and 2 of the school's objectives.

Strategies to Develop People

To ensure **effective leadership** over the next two years, including the principal and instructional coaches, we will provide ongoing customized professional development on best practices to deliver high-quality Tier 1 instruction. At King, we want to ensure teachers receive bite-size actionable feedback. King school leaders will utilize SchoolMint Grow to provide teachers with in-the-moment feedback. In addition, King uses several teams to oversee systematic improvement at the school, such as the instructional leadership team (ILT), the academic leadership team (ALT), the MTSS team, the family engagement leadership team (FELT), the culture team, the attendance team, and more. The school will also create intentional opportunities for shared leadership through the Academic Leadership Team (ALT), which includes positions such as the Dean of students, teacher leaders, the manager of specialized instruction, and the school's LEA representative for students with individualized education plans. We also want to ensure that information flows openly between teams, as the work is interconnected. As a team, the Academic Leadership Team (ALT) will promote shared leadership and hold regular meetings to facilitate data analysis and aligned responses. At King, school leaders will implement and support the school's instructional and structural strategies described in this plan.

King will build a **pipeline of strong leadership** by involving teachers in decision-making processes. Teachers will be responsible for identifying their role in reaching each of the school's goals and milestones, including specific actions. Leaders will share progress monitoring data with teachers to ensure teams are on track. In addition, King will provide support and training for Instructional Coaches to take on expanded leadership and coaching roles, as well as support for an ELA and Math instructional coach to expand knowledge to better support all elementary grades.

To ensure the **retention of effective educators**, King will continue implementing the Learning Together to Advance our Practice (LEAP) model job-embedded professional development, which aligns with evidence-based practices. The LEAP model has shown positive changes in teaching practice and improved student learning outcomes. Teachers receive differentiated professional development and coaching tailored to their needs, supported by LEAP content leaders and school-based coaches. "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 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. LEAP professional development modules are also 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 Essential Practices has effectively improved student outcomes and teacher performance. For example, 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. In addition, the school's Instructional Superintendent and DCPS central office ELA and Math content managers will support school-based LEAP coaches' professional growth and development.

While school leaders will encourage teachers to explore external training and professional development, King will create opportunities for teachers to share learnings with their peers. We will emphasize a culture of collaboration by having regularly scheduled collaborative planning meetings and peer observations. Peer observations provide ongoing opportunities for professional growth. Through regular observations and feedback, teachers can continually refine their instructional practices, stay updated with new methodologies, and adapt to the evolving needs of their students.

To further support school improvement and academic achievement, King will **leverage staffing to implement instructional interventions** in ELA and Math, which will be supported by hiring two teachers in grades 3-5 to support Tier 1 instruction via needs-based, small-group instruction, parallel teaching, and co-teaching. In response to data trends illustrated in our Needs Assessment (significant numbers of students performing well below grade level in Math and ELA according to PARCC, formative, and diagnostic assessments), teachers expressed a need for additional support to address students' academic gaps. Ensuring all students access rigorous, high-quality Tier 1 instruction will promote educational equity and enable higher student performance.

King will help **educators who need support** to improve by first building out the King Way to ELA/Math, which will include guidance on instructional practices and details scope and sequence documents. In addition, school leaders will establish accountability systems to ensure recommended strategies are implemented with fidelity. Leaders will ensure that new staff, in particular, receive targeted coaching and support to ensure effective implementation of recommended strategies. School leaders will utilize regular observations and feedback to hold all staff accountable to the expectations.

Through Academic programming and providing teachers transparency on our academic goals, we will ensure that all teachers are clear on the King Way for instruction for their designated content area. The King Way for instruction aligns with the District of Columbia Public Schools curriculum for Math and Humanities. The King Way provides teachers with a structured way to deliver the 120-minute literacy block for Humanities and the 90-minute block for Math. The King Way provides our staff with a common language and structure by which we can norm and ensure that all students have access to rigorous, high-quality, needs-based instruction in all classrooms. During teacher professional learning communities, teachers will use the King Way to plan lessons, review student work, and participate in monthly peer observations. The vision for the peer observations is to ensure that teachers are receiving feedback on pedagogy as it aligns to the School Improvement Plan.

LEAP (Learning Together to Advance our Practice) represents a job-embedded professional development model deeply rooted in evidence-based practices. This program offers teachers personalized and differentiated professional development and coaching tailored to their unique needs. LEAP content leaders' and school-based coaches' guidance and expertise support these efforts. Engaging in LEAP activities is a weekly occurrence, with each session spanning 90 minutes.

Additionally, King recognizes the **efficacy of peer observations** in fostering professional growth and collaboration among educators. Peer observations will be done in a strategic manner. As teachers go to observe peers, they will be provided with a set of "look fors" that align to best practices in content

pedagogy and the DCPS Essential Practices. This will ensure that teachers can observe and ultimately see models of high-quality practice and then work with Coaches and Administration to replicate it in their own classrooms. To this end, we will institute a quarterly schedule for peer observations. The observation criteria will align closely with the professional learning acquired during LEAP sessions, ensuring a cohesive approach to professional development.

King acknowledges the distinct needs of different teachers and will **customize coaching support** accordingly. Novice teachers (those with fewer than three years of teaching experience) will be provided specific coaching and support that focuses on their instructional requirements. They will benefit from guidance delivered by instructional coaches who are well-versed in content and instructional needs. Our vision for new teachers and teachers who may receive a rating of ineffective is targeted coaching. We will use our job-embed professional development structure, LEAP, to provide coaching and support. By participating in coaching cycles with an instructional coach, new teachers will be coached and supported based on content and instructional needs. In contrast, ineffective teachers will receive support from APs and the principal based on the DCPS essential practices from the IMPACT teacher evaluation model pedagogical practices. Coaching structures are tiered based on the needs of individual teachers and tailored to their needs as coached in skill, will, or capacity deficiencies. In addition to coaching cycles, all teachers will receive daily feedback and weekly touchpoints to review the feedback implementation. Depending on the need, teachers will receive modeling, co-teaching, and side-by-side teaching.

EdConnective is an additional coaching resource that will be provided to King Elementary. 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, King will **focus on parents and other caregivers as critical people** in the King school ecosystem and will seek input from parents on how they prefer to engage with the school. This focus on parents aligns with one of King's top three needs – a lack of parent involvement in academic support – as determined via the needs assessment process. King staff will utilize home visits, an evidence-based strategy for improving student attendance, as another way to build relationships with parents that will lead to increased parent involvement in academic support.

To further **support school improvement and academic achievement**, we will add a full-time instructional coach for ELA and math. The root cause analysis process revealed the need for consistent implementation of best practices learned during professional development. The ELA instructional coach will focus on supporting teachers in implementing the Science of Reading pillars and utilizing data for differentiated instruction. In math, the instructional coach will provide personalized coaching and professional development to strengthen teachers' content knowledge and instructional practices aligned

with the Eureka curriculum. Both coaches will address the root cause of limited professional development implementation and support the goals outlined in the school improvement plan.

Connections to Instruction and Structures

By focusing on building leaders who can support effective teaching practices, the strategies described in this section (People) will naturally support the strategies planned and described in the Instruction section, which focuses on ensuring teachers provide small group instruction and differentiation for students. King's planned focus on caregivers, as a key People strategy, also aligns well to the school's theory of action around Structures, which identifies meaningfully involving caregivers as key to student success. Building leaders who can support effective instruction is critical to the success of this plan, especially to the school's academic achievement goals.

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

King's theory of action instruction involves providing students with a comprehensive and inclusive instructional approach. If we provide students with access to high-quality needs-based small group instruction, individualized support, and a challenging curriculum that includes the arts, it will result in higher student achievement and engagement.

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

During the needs assessment process, it was revealed that one of the top three needs at King School is more implementation of professional development strategies for lesson planning and differentiation by teachers. This need aligns with King's theory of action, emphasizing the importance of providing high-quality Tier 1 and differentiated instruction for student success. By effectively implementing differentiation, student academic achievement can be improved, aligning with Goals 1 and 2. The primary root cause for teachers not implementing skills acquired in professional development is a need for more understanding and application of best practices such as scaffolding, differentiation, and the Science of Reading elements across all achievement levels. Other contributing factors include insufficient knowledge of standards, essential practices, related data, and limited staff resources for providing targeted support to teachers.

Strategies to Develop Instruction

King's primary goal is to provide high-quality instruction in Early Literacy (Haggerty and Foundations) and Math (Eureka) based on evidence-based practices. In addition, English Language Arts (ELA) curriculum strongly emphasizes imparting foundational literacy skills. To achieve this, King will continually implement strategies rooted in the pillars of the science of reading. As ESSA Tier 1 evidenced-based instructional approach, these strategies aim to enhance students' awareness of speech sounds and their

corresponding letters, enabling them to decode words, analyze word parts, and proficiently write and recognize words.

In mathematics, King will prioritize the development of numeracy skills. We will adopt a developmental progression approach to teaching numbers and operations, ensuring students understand mathematical concepts. To support teacher growth and development, we will continue to provide in-house professional development opportunities. Additionally, King will build upon our previous efforts and leverage the Weekly Data Meeting as a tool to guide instructional decisions based on student learning outcomes. We will focus specifically on the academic progress of students with disabilities (SWDs), ensuring their unique learning needs are addressed.

King will also implement accountability measures to ensure teachers are consistently and effectively lesson planning in a way that supports high-quality Tier 1 instruction. School leaders will check for lesson plans on a more frequent and consistent basis than in previous years by reviewing lesson plans weekly and will provide feedback on lessons that do not meet expectations. In addition, the ALT will establish walkthrough and observation scheduled to ensure lesson plans are being implemented with fidelity. School leaders will place teachers on a coaching cycle to monitor and improve Tier 1 teaching strategies. School leaders will provide intentional, focused professional development, including fall and spring essential practice sessions to strengthen pedagogy.

King will provide professional development, support, and coaching for all teachers to support effective and comprehensive planning for high-quality Tier 1 instruction. Effective lesson planning includes planning both the procedural and conceptual knowledge to be covered, as well as planning for how to address common student misconceptions. Teachers will receive coaching on identifying student misconceptions and developing strategies to address them. School leaders will utilize more real-time coaching, using cues or prompts, to help teachers adjust practices without disrupting instruction. In addition, King will continue implementing Weekly Data Meetings (WDM) to plan for core standards effectively. During these meetings, teachers and instructional leaders will review student data, analyze trends, and make data-informed instructional decisions. In addition, these meetings provide an opportunity for collaboration, reflection, and adjustment of teaching strategies to improve student learning and academic outcomes.

While King School has historically included student data review within its systems and structures, the 2022-2023 academic year marked a significant shift by introducing a more organized Weekly Data Meeting (WDM) protocol—a district-wide initiative. This refined approach strategically targets the recognized need to assist teachers in adeptly applying strategies discussed in LEAP, particularly emphasizing lesson planning and differentiation. As King continues to build on this momentum during Year 1 of implementation, the WDM protocol effectively addresses the critical issue of providing support to teachers facing challenges in implementing acquired lesson planning and differentiation strategies. Furthermore, the WDM protocol ensures teachers pinpoint academic gaps among students and seamlessly translate theoretical strategies into practical classroom integration, as a result, bolstering student learning outcomes.

Ultimately, the Weekly Data Meeting (WDM) concept plays an instrumental role in the overarching goal of achieving higher student achievement in ELA and Math, as gauged by the PARCC assessment. The theory of action of the WDM is firmly grounded in the understanding that through consistent analysis of

student data, educators can effectively evaluate the potency of the strategies they've acquired. The consistent examination of student performance empowers teachers to assess instructional practices and identify student misconceptions resulting in adjustments. Collaborative discussions further facilitate the refinement of implementation methods guided by data insights. WDM bridges the gap between professional development and its practical application, culminating in elevated student achievement.

King will use the ELA and math instructional coaches and ALT to provide coaching and feedback and to ensure instructional approaches can be implemented in a timely and effective way. The ALT will conduct regular (monthly) walkthroughs and provide feedback around non-negotiables to teachers. In addition, King will implement a structured peer observation model. The structured peer observation model will allow teachers to learn from one another and will help spread strong instructional practices across classrooms.

Thoughtful lesson planning is a crucial component of effective teaching. It involves carefully designing and organizing instructional activities, resources, and assessments to ensure meaningful learning experiences for students. When teachers engage in thoughtful lesson planning, they consider their students' diverse needs, interests, and abilities, aiming to create an inclusive and engaging learning environment. King will utilize instructional coaches, Weekly Data Meetings, and Weekly lesson plan reviews to hold teachers accountable for consistent lesson planning across all content and grade levels.

LEAP (Learning Together to Advance our Practice) exemplifies a job-embedded professional development model grounded in evidence-based practices. Within this framework, teachers at King will benefit from personalized and differentiated professional growth through tailored coaching and development sessions that align with their needs. LEAP utilizes the expertise of LEAP content leaders and on-site school-based coaches to support as they possess in-depth familiarity with the content and instructional best practices. Engaging in LEAP activities weekly offers educators a consistent platform to enhance their core content knowledge and strengthen their data analysis skills. While LEAP forms the overarching structure for content-level professional development, it concurrently supports weekly data meetings (WDM) and weekly planning meetings (WPM). The structure of these meetings supports and fosters an environment where collaboration and data-driven decision-making thrive, reinforcing the overarching objective of advancing instructional practices to benefit educators and students.

In addition to the focus on lesson planning and differentiation of Tier 1 instruction, King will also focus on programming to support reading instruction for grades 3 – 5. Specifically, King will implement Acceleration programming through a summer bridge program for 2nd and 3rd graders, during which students will receive targeted reading instruction, using iReady Magnetic Reading, an ESSA Tier 2 evidence-based approach to improving ELA achievement. Instructional coaches will lead and support this work. King will also offer high-impact tutoring (HIT) in both reading and math. 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.

Connections to People and Structures

By focusing on differentiated instruction, the strategies described in this section (Instruction) will naturally support the strategies planned and described in the People section, particularly as they relate to helping staff embrace "The King Way." The strategies planned here relate to the Structures section as well, in terms of identifying and addressing individualized student needs and using MTSS and structured

data cycles to monitor the effectiveness of specific supports and interventions. Ensuring that students are engaged in their learning is critical to the success of this plan, especially to the school's academic achievement, attendance, and re-enrollment goals.

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

King's theory of action is centered around implementing systematic approaches. If we regularly and meaningfully involve caregivers, then caregivers will be more invested in and committed to our school mission and vision and will better support students at home, resulting in improved student outcomes. King prioritizes creating a solid partnership between the school and families, recognizing caregivers' crucial role in their child's education. Caregivers actively contribute to the school community through regular communication, collaboration, and shared decision-making. This collaboration empowers caregivers to play an essential part in their child's academic journey, fostering a nurturing and supportive environment that enhances student learning and achievement. King understands the significant impact of caregiver support and strives to provide valuable opportunities for caregiver engagement.

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

During the needs assessment process, King School identified two crucial needs that require structural changes: low parental participation in academic support and attendance issues affecting students' instructional time. These needs align with King's goals of addressing chronic absenteeism (Goal 3) and improving re-enrollment rates (Goal 4). The primary factor contributing to limited parental support and involvement, as identified by the King team, is the need for more consistent communication from teachers to parents regarding academic skills and student progress. Additionally, inconvenient timing and locations of parent-teacher conferences, parents' unfamiliarity with the academic curriculum, and a lack of access to necessary materials for homework assignments further contribute to the issue.

Regarding student attendance problems, the King team identified the leading underlying cause as a need for more transparent communication regarding the importance of attendance for academic performance. Other factors contributing to attendance issues include parental influences, external pressures such as transportation and work schedules, custody arrangements, student and family illnesses, and limited access to healthcare. Additionally, districtwide attendance policies primarily focus on enforcement rather than providing the necessary support and interventions. Addressing these needs and implementing structural changes will help improve parental involvement and address attendance issues, ultimately supporting King's goals.

Strategies to Develop Structures

King recognizes the importance of fostering strong connections between students' homes and school environments. To address concerns about limited parental participation, King school leaders will hold additional parent meetings with expanded opportunities for parents to provide feedback on key decisions. King ES has partnered with Show Up, Stand Out, a community-driven program focused on reducing truancy that has been established to assist parents in ensuring their children attend school consistently. This program collaborates with families to identify obstacles hindering school attendance and provides support services tailored to their specific needs. Recognizing the vital role of regular school attendance in securing a strong education and future success, the program aims to facilitate this critical first step. Additionally, the program directly engages with middle school students, offering them additional resources to reengage with school and foster a positive attitude towards their educational journey.

In addition, working closely with community partnerships, King's school leadership and the family engagement leadership team (FELT) will implement a home visit initiative. The home visits initiative is a program to strengthen the connection between educators and families by visiting students' homes. Home visits will be supported through the partnership with the Flamboyan Foundation. Research has shown that when families and the school partner together, students perform better academically. Through this partnership, King will continue implementing equitable family engagement practices, including home visits, welcome-back calls, and back-to-school nights. Through this initiative, King will address concerns about limited parental participation by fostering positive relationships, gaining a deeper understanding of the student's home environment, and engaging parents in their child's education. These visits provide an opportunity for open communication, addressing any concerns, and sharing information about the student's progress, academic goals, and support strategies. The home visits initiative fosters a collaborative partnership between educators and families, promoting student success and overall well-being.

According to the AIR Evidence Support Center, conducting home visits is an evidence-based strategy with promising evidence (ESSA Tier 3) that the visits improve student attendance. During home visits, teachers will share student academic and social-emotional data and discuss with families ways in which learning can be extended in the home. In addition, the Family Engagement Leadership team will host several schoolwide events, including both social events (including the talent show and the sweetheart ball), cultural events (including MLK Data and Hispanic Heritage Month), and academic events (including family math and literacy nights and academic parent-teacher teams).

King will continue to implement a multi-tiered system of support (MTSS) that includes all school-based stakeholders and parents in making decisions about how to address student needs. King will track all students referred to MTSS through Panorama and monitor student progress every six weeks. Teachers will receive professional development on using Panorama data to support student needs and school leaders will build a calendar for progress monitoring that can be shared with participating teachers. The MTSS team will explore the Academic and Behavioral Interventions Tools Charts provided by the Center on Multi-tiered Systems of Support to continue developing a catalog of interventions with additional Tier 2 and 3 options.

Last year, we refined our practices aimed at creating learning environments alongside Transcend. Next year, we will build on our work alongside DC Public School's Becoming Team to further identify and expand proof points of best practices grounded in whole child purpose.

King ES has a focus on increasing PARCC ELA and Math achievement, decreasing chronic absenteeism and increasing re-enrollment.

King ES will continue to leverage its partnership with Transcend as part of “Becoming”, the district’s initiative around instilling whole-child centered antiracist practices, so that students reach their full potential. This partnership enables King ES to strengthen the systems and structures that help to provide clear communication regarding the connection between attendance and academic performance. Transcend and Becoming provide additional supports for growing staff capacity and expertise in understanding the science of learning and development, creating the structures that contribute to a supportive environment and through prioritizing relationships that support students in developing skills through observation and interaction.

Strong Start is a CARE approach, a set of school-wide practices that create a safe, connected environment for children and adults, where Transcend ensures all teachers PreK-5th grade at King ES are trained as part of a Whole Child Collaborative. Training in the set of rituals and routines that get students ready to learn by fostering a sense of safety, belonging, community and self-efficacy connects attendance to achievement.

To monitor implementation, King ES engages in weekly training and quarterly walkthroughs to observe implementation of the improvement efforts around building trusting relationships with students and consistently model desired behavior, using consistent routines, and designing physical environments that meet students physical, academic, social, and emotional needs.

It is our goal to ensure that all content is accessible to our most vulnerable learners. Special education students in the inclusion setting will receive strategic and intentional co-teaching. The vision is that our inclusion Special Education teachers in grades K-5 will co-teach one content area for one grade band. This year our focus will be Math. The inclusion teacher and the general education teacher will select the model for their co-teaching relationship (i.e., station teaching, side-by-side, and or parts of the lesson) based on the needs of the students and the capacity of the core and special education teacher and will have weekly scheduled planning sessions with the Manager of Specialized Instruction and Instructional Coach for Math. This strategy will support students with disabilities to have more access to grade level content. Additionally, this move will support teachers with decreasing the number of students scoring level 1 on PARCC.

King leaders will address the need for additional Tier 1 support for students with disabilities who receive instruction in general education classrooms. To achieve this, school leaders will prioritize creating a collaborative environment between special education and available education teachers. Teachers can better clarify their roles and responsibilities in providing student interventions and support by fostering increased collaboration. To facilitate this collaboration and enhance instructional practices, King will transition to a co-teaching model. Co-teaching allows general and special education teachers to collaborate effectively in planning and delivering instruction. By jointly planning lessons and leveraging their expertise, teachers can implement differentiated strategies that cater to the individualized needs of students with disabilities.

Adopting a co-teaching model will enable teachers to address diverse learning needs within the classroom effectively. Through this approach, students with disabilities will receive the necessary support and accommodations within the general education setting. In addition, the collaborative efforts of public and special education teachers will contribute to a more inclusive and supportive learning environment, ultimately promoting improved academic outcomes for all students. To support the co-teaching model at King, we will purchase two additional teachers to support the implementation of co-teaching instruction, interventions, and needs-based small groups.

We would like to work with families to remove barriers to inequity like housing and/or employment that may prevent them from focusing on their child's education. To support us in this process, we have partnered with Show up Stand Out, which is a neighborhood collaborative that connects schools and with other partnerships to assist with barriers to attendance for some families. In SY 23-24, they have partnered King ES with Boys Town. This organization will provide in school support to students who are chronically absent. In addition, Boys Town will conduct:

- Parent workshops focusing on attendance, housing needs, transportation, and additional community resources such as utility payment and food banks,
- Attendance incentives,
- Supporting classroom teachers with completing Student Attendance Contracts,
- Supporting arrival, dismissal, and lunch,
- Student mentoring regarding attendance,
- Supporting students who may have behavior challenges.

This partnership will support increasing in seat student attendance and decreasing the number of students that are chronically absent.

Connections to People and Instruction

By focusing on building systems that meaningfully involve caregivers in decision-making and student support, the strategies described in this section (Structures) naturally support the strategies planned and described in both the Instruction and People sections. Ensuring that caregivers understand and buy-in to King systems, and see themselves as key contributors to student success, is critical to the success of all of the goals outlined in this plan.

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

King Elementary School is committed to a continuous improvement cycle through the developing and ongoing evaluation of the Comprehensive School Plan (CSP). The CSP undergoes formal reviews at least twice a year to assess progress toward key actions, and adjustments are made based on the collected data. To support this process, the DC Public Schools (DCPS) Continuous Improvement (CI) team has provided a standard planning template for all schools in the Comprehensive Support and Improvement (CSI) category. According to the District's Pathway to Excellence model, this template maps out key strategies, action steps, and progress monitoring benchmarks. By utilizing this tool, schools can engage in more planning.

The DCPS CI team will monitor activities at King ES. They facilitate annual CSP/SIP review meetings, engaging internal and external stakeholders. Data is carefully examined during these meetings, and strategies and actions are adjusted accordingly. Following the bi-annual review, the DCPS CI team prepares a concise presentation highlighting the evidence of how strategies support progress towards the two-year plan goals and identifies necessary next steps to enhance progress. School leaders can utilize this presentation to plan with their ALT and inform staff and external stakeholders of the progress made through various forums such as LSAT or PTA meetings.

The school-based Academic Leadership Team (ALT) will assemble monthly to assess leading indicators and progress monitoring metrics associated with the OSSE (Office of the State Superintendent of Education) School Improvement Plan (SIP) objectives. Furthermore, the Principal will meet monthly with a DCPS Continuous Improvement team member to evaluate advancements in SIP implementation and review available data. This interaction could be integrated into an existing school ALT meeting to optimize the utilization of time and content. Additionally, the ALT will biannually conduct meetings with the DCPS Instructional Superintendent and DCPS Cluster Support team. These sessions will comprehensively evaluate the progress toward SIP goals, strategies, and progress monitoring metrics. If

supported by data, recommendations for adjustments will be proposed to ensure alignment with objectives.

Communication and Transparency

In line with transparency and accountability, DCPS creates a public-facing summarized version of each school's CSP, available online for anyone to access. In addition, King ES's leadership maintains regular communication with its Local School Advisory Team (LSAT) monthly, comprising teachers, parents, and community members. Progress updates are shared during these meetings, allowing for collaborative input and feedback. Furthermore, the Principal and the Academic Leadership Team (ALT) review instructional trends and make informed decisions on adjusting the CSP quarterly, involving the LSAT and ALT in developing and monitoring the plan. Additionally, the LSAT actively participates in the annual budget development process, providing input on allocating financial resources to support the goals and strategies outlined in the two-year plan.

To engage parents, King will utilize the established LSAT (Local School Advisory Team) meetings and collaborate with the *Flamboyant Foundation* to communicate SIP goals, strategies, and progress, at least twice annually. These informative interactions could also be integrated into events such as the back-to-school family night or various community and family gatherings arranged by the FELT (Family Engagement Leadership Team).

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

External Routines

King will maintain its partnership with Show Up, Stand Out (SUSO) to ensure continued communication of important school priorities and progress toward goals to parents and community members. The Attendance Team will regularly meet with partners to establish goals and refine strategies. King will undergo two formal reviews of its annual DCPS Comprehensive School Plan, involving the Instructional Superintendent, the school-based leadership team, and members of the Cluster Support Team, including DCPS content managers for various areas such as Attendance, ELA, Math, Data & Strategy, Continuous Improvement, MTSS, Special Education, and Restorative Justice. These team members will assess data concerning goals and targets, collaborating with the King team to make any necessary adjustments to strategies based on data trends. DCPS central office content leads will also provide personalized coaching to school-based Instructional Coaches and other staff members as determined by individual needs and data analysis. Moreover, King will actively participate in any additional monitoring activities mandated by OSSE or DCPS senior leadership, including the Chancellor, Deputy Chancellors, and Office Chiefs.

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.

Coordination

The goals, evidence-based interventions, and various improvement strategies outlined in this plan are part of the school's comprehensive plan and incorporated into the school-wide Title 1 Plan, meeting the LEA program requirements. To ensure the long-term sustainability of these strategies, the school utilizes Investment in Schools funding, which supplements local and federal funding within the school budget. This allocation of resources guarantees the continued implementation and effectiveness of the plan's strategies over time.

Approvals

School Approval

Approver Name: Angel Hunter

Approver Title: Principal

Signature: Angel Hunter
Angel Hunter (Sep 19, 2023 12:16 EDT)

LEA Approval

Approver Name: Drewana Bey

Approver Title: Deputy Chancellor

Signature: Drewana Bey
Drewana Bey (Sep 20, 2023 13:40 EDT)

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature: 