





# INVESTMENT IN SCHOOLS

## School Improvement Plan Template

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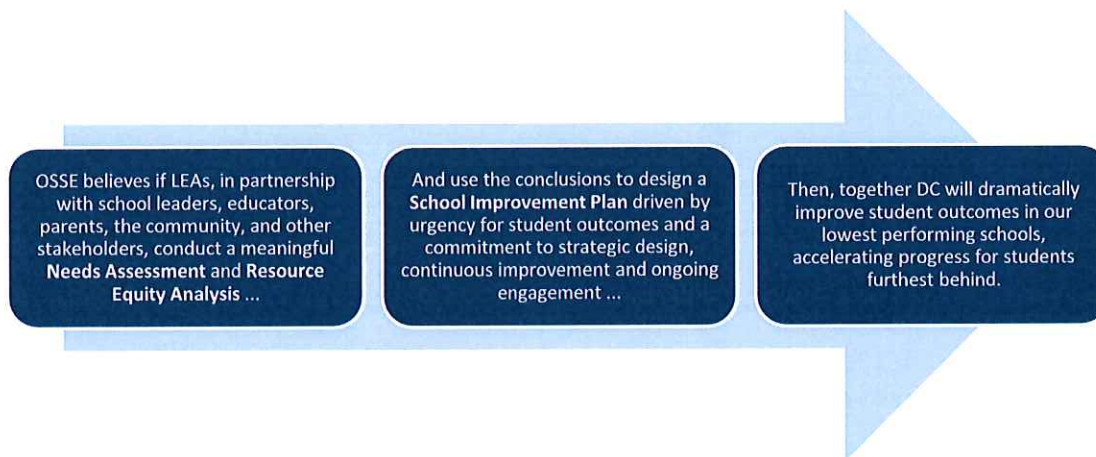
 GOVERNMENT OF THE  
DISTRICT OF COLUMBIA  
MURIEL BOWSER, MAYOR

# 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.<sup>1</sup> Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.

## Evidence-based Interventions

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

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<sup>1</sup> 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:** Moten ES

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


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

## School Plan Template

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### 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 Moten Elementary School is that Moten is a connected school, transforming its community through intentional instruction, family advocacy, and the performing arts.

Moten has established ambitious goals for school improvement and has developed the SIP as a pathway to achieve those goals. Our school improvement vision includes being able to exit CSI status, and in doing so, we become a model of what is possible in a school driven by high-expectations, rigor, and love the Anacostia community. As a previously designated school in 2018, we have worked tirelessly over the past few years to establish strong systems and teacher/staff capacity to deliver rigorous, Tier 1 instruction. Additionally, we have instituted the Connected Schools Model to meet the many needs families bring to school which impact attendance and learning. Having seen progress, we will continue these strategies as we think about the 2.0 phase of our improvement journey. We will build upon the data expertise our teachers have developed and leverage this knowledge and corresponding structures to implement strong Weekly Planning Meetings. We will continue our intense focus on Literacy with a renewed focus on Writing and rigorous ECE and K-2 literacy goals and strategies so that when students

enter the tested grades, they are prepared. To best support our teachers and the needs of students to engage in rigorous core instruction, we will shift our existing “Intervention” approach to one which focuses on co-teaching models to implement consistent needs-based small group instruction in the core classroom environment. We will continue to seek to make Moten the hub of the community through offering families’ partnerships and opportunities to extend learning, such as high-impact tutoring. Realizing that consistent student attendance is a key to success, we are re-vamping our attendance team systems to focus on a case-management approach. We are seeking to build teacher capacity to implement routine attendance systems and interventions and are investing in a Counselor and our continued Connected Schools Model to support this work.

While re-enrollment has been trending positively, Moten wants to continue this growth. Re-enrollment is a critical goal to meet so that we build relationships with our students and families, which we can leverage to support healthy attendance habits. Growth in re-enrollment also promotes continuity in instruction. This helps us to know our students and their academic needs, and in turn, we can develop long-range intervention and acceleration plans that can be executed over the course of multiple school years. Ensuring stability in student enrollment will also ensure that the school-based budget is maintained so that staffing remains consistent over the course of the improvement plan. This will ensure that students have access to stable, academic and social-emotional instruction with teachers and staff whom they have built relationships with.

#### *Scope/Sequence of Improvement*

In January 2023, Moten was redesignated as a CSI school. During SY 22-23 (Year 1 of current designation cycle), Moten continued to execute upon the improvement strategies identified in the FY22 amended SIP, which included implementation of the Connected Schools Model, RELAY professional development and the Weekly Data Meeting Model and corresponding re-teach opportunities and needs-based small-group instruction and implementing MTSS and strong Tier 1 core instruction using district approved curriculum. Following the designation, Moten began a Needs Assessment process in the Spring of Year 1 to identify priority needs and root causes. Later in the Spring of Year 1, Moten evaluated the prior CSI strategies and interventions and determined what would be added, adjusted, or removed for Year 2 of the two-year improvement cycle.

To support Moten’s growth to realizing this vision, the Moten leadership team, in collaboration with internal and external stakeholders conducted a thorough Needs Assessment and identified 3 key priorities—one of which focuses on improving attendance, and two others which focus on improving student academic achievement. In alignment with those needs, Moten has established goals around improving PARCC performance in Math and ELA, decreasing Chronic Absenteeism, increasing re-enrollment, and improving the instructional quality of the Pre-K program. Subsequent sections of this plan will further detail the plan’s goals and elaborate upon the strategies the school has identified to address the priority needs and their associated root causes.

It is believed that the goals, strategies, and evidence-based practices included in this plan will help support Moten as it seeks to achieve the vision of providing intentional instruction while simultaneously increasing family advocacy and integrating arts experiences.

#### **Needs Assessment Process**

Moten'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 student focus group was held using a structured protocol and data was compiled into key themes. A parent engagement event was held to share information regarding the CSI designation and to provide parents and the external community an opportunity to share their input regarding school improvement strategies. The DCPS Continuous Improvement team organized and ensured that all components of the Needs Assessment process occurred to satisfy the requirements for internal and external engagement.

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

- There are high numbers of students that are chronically absent.
- Students are not effectively writing about what they read to demonstrate complex reasoning.
- There are too many students who are two or more grade levels behind in Math.

The following week, the Moten team worked with the same AIR facilitators to develop this school improvement plan, which articulates Moten's vision and goals, the school's theories of action about people, instruction, and structures, and specific strategies for achieving Moten'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, Moten'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 Moten'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 Moten and the School Improvement Plan strategies will address the root causes of Moten'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 Manager, 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 a meeting conducted by the school on May 15, 2023, at which time parents were provided information regarding the CSI redesignation and provided an opportunity to provide feedback and input regarding the school's performance and priorities.

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

Strategies outlined below will be integrated into Moten'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:

<b>Goal 1:</b>	Increase PARCC 4+ achievement in ELA from the 21-22 baseline of 5.19% to 23% by the end of Year 2 (annual increase of at least 9%).				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC ELA Meet or Exceeds Expectations	Percentage of Students attaining Level 4 or 5 on PARCC ELA.	PARCC ELA	5.19%	14.19%	23%
<b>Goal 2:</b>	Increase PARCC 4+ achievement in Math from the 21-22 baseline of 3% to 27% by the end of Year 2 (annual increase of 12%).				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC Math Meet or Exceeds Expectations	Percentage of Students attaining Level 4 or 5 on PARCC Math.	PARCC Math	3%	15%	27%
<b>Goal 3:</b>	Decrease Chronic Absenteeism rate from the 21-22 baseline of 53% to 40% by the end of Year 2 (annual decrease of 6.5%).				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Chronic Absenteeism	Annual Chronic Absenteeism Rate	DDAC Aspen	53%	46.5%	40%
<b>Goal 4:</b>	Increase re-enrollment from the 21-22 baseline of 69.91% to 84.91% by the end of Year 2 (annual increase of 7.5%).				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Re-enrollment	Annual Re-enrollment rate	DDAC Aspen	69.91%	77.41%	84.91%
<b>Goal 5:</b>	Increase Pre-K CLASS Instruction scores from the SY 21-22 baseline of 2.48 (out of 5) to 3.25 by the end of Year 2 (annual increase of .385).				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Pre-K CLASS Instruction	Pre-K Class Instructional Domain	CLASS	2.48	2.87	3.25

## 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**

At Moten, our theory of action around people is that if we build staff members' capacity, confidence, and ownership to plan effectively and deliver rigorous data-driven instruction and interventions (academic and social-emotional), our students will achieve rigorous academic and attendance gains. Our strategies to develop people, based on our theory of action, will focus on professional development and new expectations/roles for staff that challenge staff to become capable & confident leaders.

### **Key Needs (from Needs Assessment Process)**

During the root cause analysis process, Moten staff connected top school needs to a lack of staff ownership, confidence, and capacity. For example, school participants attributed the high numbers of students that are chronically absent (top need 1) to a lack of clear and consistent communication with students and families- staff assume from the current structure of handling attendance that it is someone else's responsibility and capacity to oversee whether their students attend and therefore learn. Also,

school participants attributed students lack of proficiency in writing and their struggle to reason with or about text (need 2) to teachers lack of understanding or clear vision of what mastery and vertical progression within and across grades looks like in English language arts (ELA) and Math (need 3).

### **Strategies to Develop People**

To ensure **Effective Leadership** over the next two years, including the principal and the building leadership teams, we will provide in-house professional development norming sessions around data use, starting with data dive sessions over the summer. Moten utilizes several teams to oversee systematic improvement at the school, such as the instructional leadership team (ILT), academic leadership team (ALT), MTSS team, family engagement team, culture team, attendance team, and more. At Moten, we want to ensure that these teams are data-driven in their approach. We also want to ensure that information flows openly between teams, as the work is interconnected. We are re-committing to regular ALT meetings (monthly or biweekly) in which staff who lead academic and non-academic workstreams come together, examine data, determine trends, and develop aligned responses to challenges raised.

The case management approach is described in the Structures section of the SIP To further support teachers with attendance, we will be adding a Counselor position, who will be able to help teachers with developing classroom systems for attendance (such as incentives and community building). The Counselor will also support school-wide tracking of attendance by reporting on the daily attendance rates of different classrooms. Additionally, members of the Attendance team will act as case managers for each grade level and will be able to support teachers with the development of MTSS Attendance plans and be able to support monitoring the success of the attendance interventions.

To build a **pipeline of leadership**, we will assign teachers specific responsibilities with high expectations for managing student outcomes. For example, Moten will no longer have the attendance team manage all students' attendance. Instead, the attendance leadership team members will oversee cohorts of teachers. Each teacher will be empowered and expected to be the first point of contact. Teachers will make early intervention on attendance such as calling and record their attempted interventions in a tracker. Attendance team members (which will now include Administration) will monitor teachers' attendance contacts and interventions, and provide coaching, resources, and supports when needed. This case management model is modeled after "Check and Connect", a strategy with strong ESSA evidence. Also, under this modified model, we will continue to encourage teachers to engage in parent-teacher home visits (an ESSA tier 3 strategy for improving attendance) with the support of Connected Schools partners and the Connected Schools Manager.

To promote **teacher retention and support**, Moten will continue to implement the Learning Together to Advance our Practice (LEAP) model of job-embedded professional development alongside all other DCPS schools. Under this model, teachers are supported by dedicated LEAP content leaders and receive differentiated professional development and coaching related to their demonstrated areas of need. Moten will prioritize the co-planning portion of the LEAP model so that teachers develop confidence while working with LEAP content leaders to build up their own capacity to be experts in DCPS Common Core curriculum and evidence-based teaching practices. School-based LEAP coaches will be supported in their professional growth and development by the school's Instructional Superintendent and DCPS central office ELA and Math content managers. We believe that by affirming teachers' capacity to take

ownership over student outcomes during professional development, we will encourage teachers to stay at Moten.

Prioritizing co-planning will not come at the expense of other parts of LEAP, which we expect to implement with high fidelity: observations, one on one meetings with teachers, opportunities to practice instruction, modeling, and feedback. Teachers will start instruction with a clear scope and sequence and vision of mastery that coaches can respond directly to with tailored and in-depth support. This clear vision of mastery will utilize the backwards planning approach, focused on rigorous tasks and texts, which will ensure that teachers are planning and instructing from a base of rigor that will support increased student achievement on measures such as PARCC.

A key element of the LEAP model is that teachers receive ongoing, job-embedded professional development. This ensures that teachers receive pedagogical and content-based professional development to continually increase their effectiveness as educators. Additionally, LEAP provides forums for educators to routinely collaborate, thus breaking down siloes among grade levels or departments. LEAP is a structure that establishes the enabling conditions to create effective and efficacious educators, which will increase the likelihood that highly effective teachers remain at the school. INSIGHT survey data from Moten indicated that teachers have a continued desire to receive professional development and have positive relationships with the LEAP Instructional Coaches.

Moten has hired a CLASS Scoring trained teacher leader to serve as a coach to our ECE team, including our Montessori teacher. She will run weekly data and bi-weekly planning meetings around CLASS components. This will run in tandem with the district provided LEAP coaching from central office. We are also investing in professional development for all of Moten ECE teachers to have the opportunity in being trained as CLASS scorers, so that they understand the benchmarks more.

To further support school improvement and academic achievement, we will leverage staffing and shift from an intervention model (detailed in the previous School Improvement Plan) to a co-teaching model. This will be supported by hiring co-teachers in grades 3-5 to support Tier 1 instruction via needs-based, small-group, parallel teaching. We believe that this is responsive 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). Ensuring all students have access to rigorous, high-quality Tier 1 instruction will promote educational equity and is an enabling condition to higher student performance.

### **Connection to Instruction and Structures**

By empowering staff to take ownership of student outcomes through co-planning with coaches, Moten is also supporting its staff in developing the confidence and capacity to backwards plan instruction using rigorous tasks and texts and increasing the efficiency of the observation feedback cycle by centering the process on the impact of what was planned.

By empowering staff to take ownership of student outcomes through data literacy, Moten is also supporting the use of more systematic data collection and the ability and sustainability of staff to determine the efficacy of planning during data review.

The hiring of co-teachers will support Moten's instructional vision of prioritizing rigorous Tier 1 instruction. Our Connected Schools Manager will continue to manage partnerships within the

Connected Schools model. All of these strategies are critical to the success of Moten’s plan and especially to the school’s achievement and attendance 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

At Moten, our theory of action around instruction is that if teachers consistently and frequently provide students with opportunities to productively struggle, students will achieve rigorous academic gains. We believe that teachers can design instruction and interventions to promote productive struggle in both Math and ELA by backwards planning using rigorous tasks and texts.

### Key Needs (from Needs Assessment Process)

In school year 2021-2022, very few students achieved a four or greater on the PARCC: 5.19% of students ELA and 3% of students in Math. By engaging all students with challenging tasks and texts, all students will have the opportunity to improve academic achievement (Goals 1 & 2), including students who are two or more grade levels behind in Math (identified as one of Moten's top three needs), not proficient in writing, and/or struggle to reason with or about text.

### Strategies to Develop Instruction

In alignment with district initiatives, Moten will implement weekly planning meetings. During planning meetings, teachers will backwards map based on power standards, and make specific predictions of the struggle students will have with content and plan aligned whole-group and needs-based, small-group instruction. Moten will continue to utilize Weekly Data Meetings (WDMs) to review results of ANET, IReady, DIBELS, PARCC aligned interim assessments, and school-developed exit tickets. Information gained from WDMs will guide the development of re-teach lessons teachers will use to meet students' individualized instructional needs. WDMs and Planning Meetings will ensure that teachers backwards plan from rigorous tasks and texts and that teachers remain data-driven and responsive to students unique learning needs. WDMs have long been a part of Moten's improvement strategy, so it is anticipated that the school will be able to build upon the previous capacity that has been developed to

implement the new Weekly Planning Meeting structure. As the school looks to scale up this practice, it is anticipated that new teachers may need some additional support. The Instructional Coaches will be able to coach and develop any new teachers on the relevant protocols for WDMs and Weekly Planning Meetings. Both activities, in tandem, will ensure that rigorous, differentiated, high-quality instruction is provided to all students via whole group and in needs-based small groups. This approach is aligned to Priority Needs 2 and 3, and SIP Goals 1 and 2.

A major component of the previous Moten School Improvement Plan included pull-out interventionist model based on students' formative data. While this model did result in gains in some formative assessments (DIBELS, iReady), current data indicates that there are still significant numbers of students who are well below grade-level in their performance. The team has attributed this data trend to the need to ensure that all students have access to high-quality, rigorous Tier 1 instruction. Over the course of the next two years, Moten will shift to a needs-based, small group, parallel teaching model that keeps students in the classroom so that students can access all Tier 1 curriculum and learning experiences. This approach will be sustained by the hiring of co-teachers in grades 3-5. Co-teachers will engage alongside colleagues in WDMs and Planning Meetings so that instruction remains aligned.

Co-teaching is not a new model or approach at Moten. A key strategy in the previous SIP was to have Intervention teaches use an inclusion model and provide Tier 2 and Tier 3 academic interventions in the Tier 1, core classroom environment. Having participated in this model over the past five years, Moten teachers are accustomed to working alongside co-teachers using approaches such as parallel instruction or needs-based small group instruction. As a result of the needs assessment, the school has decided to shift the approach from "Intervention" co-teaching to co-teaching focused on Tier 1 instruction. Therefore, systems and teacher capacity previously built will be leveraged to make this shift. Co-teachers will continue to engage in parallel teaching and needs-based small groups within the core classroom environment, which is not an adjustment for Moten staff. The adjustment occurs regarding the content they will focus on—the newly hired co-teacher will focus on supporting Tier 1 instruction, not on providing Tier 2 and Tier 3 academic interventions. Additionally, Weekly Data Meetings (WDM) have been a part of Moten's systems and structures for over six years via RELAY partnerships. As a result, existing coaches, Administrators, and teachers are well-versed in model and can use "train the trainer" approaches in supporting any new staff member who may not have familiarity with these structures. Additionally, DCPS is engaging in a district wide WDM implementation, so if the new staff member need access to additional PD, they would have the ability to do so alongside teachers from the rest of the district.

At the same time, Moten will continue to ensure that every student receives 45 minutes of daily high-impact tutoring overseen by Moten's high-impact tutoring manager. High Impact Tutoring (HIT) 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. We will leverage Orton Gillingham to provide High Impact Tutoring to our ECE students in developmentally appropriate foundational Reading skills. We will also leverage the building Blocks Curriculum to focus on the creation and effectiveness of Science and Math Centers in the pre-K space. Classroom Walkthroughs focused on CLASS indicators, Haggerty Data, Transparent Classroom (Montessori) and Building Blocks checkpoints will be used for progress monitoring in the ECE classrooms.

To ensure that teachers have access to a writing curriculum and that students develop writing skills to help them demonstrate reasoning around complex texts, Moten will provide teachers access to trainings for The Writing Revolution's "No More Points" model and begin piloting full implementation of this method for grades four and five. The Writing Revolution includes sentence-combining practices, a Tier 1 evidence-based practice, according to What Works Clearinghouse, that positively impacts writing ability. Once capacity is developed in Grades 4 and 5, the school will be able to leverage teachers who are skilled in the methodology to support implementation in other grade levels.

### **Connection to People and Structures**

Moten leadership (Administration and Coaches) have received significant training and professional development in the RELAY WDM model. School leaders will be able to take the knowledge they have gained through this model and apply it to the new Weekly Planning Meeting structures. The new co-teachers will play a significant role in ensuring that teachers are able to implement high-quality, rigorous Tier 1 instruction. The addition of the co-teachers using Investment in Schools funding will support ongoing efforts to provide data-driven, needs-based small group instruction. Moten's Connected Schools Manager will ensure that student and family needs outside of school are addressed so that attendance improves, and students can increasingly engage in high-quality instructional experiences.

Weekly Data Meetings and Weekly Planning meetings are two key structures that will be leveraged to implement and monitor rigorous, high-quality Tier 1 instruction. Additionally, expansion of the Academic Leadership Team and regularly scheduled meetings will ensure that non-instructional staff members remain aware of students' academic progress and key instructional staff remain aware of the non-instructional factors impacting student academic attainment. The shift of the Attendance Team to a teacher/classroom-based case management model will improve upon the existing Attendance Team structure so that communication flows more openly, teacher ownership of attendance improves, and teachers are supported by Attendance team leaders in implementing and monitoring student-specific attendance interventions and corresponding attendance plans.



## 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

Moten's theory of action around structures is that if we build systematic approaches to rich, ongoing, data-driven feedback around high-leverage practices, then all teachers, staff, and external partners will be empowered to continuously increase their adoption of and fidelity to high-leverage practices. As a result, all students across all classrooms and throughout the school year will be exposed to high-leverage practices that engender rigorous academic and social-emotional gains.

### Key Needs (from Needs Assessment Process)

The Needs Assessment and root cause analysis identified that improving the chronic absenteeism rate is a priority concern, and that a root cause of high rates of chronic absenteeism is grounded in how the Attendance team is structured to promote greater ownership and accountability around attendance. Additionally, the needs assessment indicated that two major instructional needs exist: improving students' ability to write and demonstrate reasoning around complex texts through writing, and decreasing the number of students who are 2 or more grade levels below in Math. The team identified root causes behind the academic concerns grounded in the need to have structures in which teachers can receive on-going, job-embedded professional development and opportunities to analyze student performance and backwards plan using rigorous texts and tasks.

### Strategies to Develop Structures

Moten will scale up and expand upon the existing structure of the Attendance team. Up to this point, the Attendance team has consisted of non-instructional staff members who utilize a student-based case management approach. While this has helped to examine the non-academic factors impacting attendance, it has resulted communication breakdowns between other teams, leadership, and teachers in the school. As improving chronic absenteeism has been identified as a priority need and is Goal 3 in the plan, the team will re-structure to include Administration and the case-management approach will be shifted so that Attendance team managers are responsible for a caseload of teachers or classrooms (versus students). This will allow for expanded opportunities for team members to support teachers with attendance interventions and data collection. This structure will also enhance teacher ownership and support an overall school mindset on improving attendance. Additionally, the attendance team will meet with external partners supporting attendance to create a specific action plan regarding division of

labor, role expectations, and communication. The goal of this restructuring is to ensure that all external providers directly support school improvement goals and can work with in-school services to coordinate a comprehensive approach to school improvement.

As discussed in the Instruction section, Weekly Data Meetings will continue to be a key structure that the school scales up and enhances to incorporate a corresponding Planning meeting. Both structures will work in tandem to ensure that teachers, the newly added co-teachers, and Instructional coaches are using rigorous texts and tasks to drive planning, and that data is utilized to develop reteach opportunities and small-group, needs-based instructional opportunities. This will address Moten's two needs around students needing to develop skills in Writing to demonstrate reasoning about complex texts, and the need to decrease the number of students who are performing two or more grade levels below in Math and will support work in Goals 1 and 2.

The weekly planning meeting is an extension of the weekly data meeting. Time is protected in the schedule during common planning periods weekly for teachers to engage in data meeting protocols with departmental peers. With WDMs being well instituted into the school's systems and structures (the school has been engaging in WDM's prior to the 2018 SIP), teachers, staff, and administrators have developed the capacity to understand student data. The Weekly Planning Meeting is the second half of the WDM. Now that the capacity to understand data has been developed, the school will focus more on the aspect of planning using student data, which includes not only planning in response to data in the form of reteaching, but also using student data to actively plan lessons and units that proactively backload content in response to student gaps, or compact curriculum where strengths exist. This will allow students access to more focused, rigorous, needs-based instruction. The Weekly Planning Meeting is not a new structure that requires a shift in how the school utilizes time. Rather, the WPM represents the second generation of the WDM model, and existing protected common planning time will be utilized.

Additionally, LEAP will work in tandem with WDMs/WPMs and remain a key structure by which teachers engage in professional development. 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.

EdConnective is an additional coaching resource that will be provided to Moten 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 can review videos teachers submit and

provide feedback to improve practice. Online instructional coaches can 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.

To support Goals 2 and 3 and to respond to priority needs of developing skills in Writing to demonstrate reasoning about complex texts, and the need to decrease the number of students who are performing two or more grade levels below in Math, Moten will continue to utilize the LEAP professional development model to ensure teachers are provided with the support and development they need in order to deliver high-quality, rigorous instruction. To enhance LEAP, Moten leadership will ensure that observation-feedback cycles are occurring regularly, and observation grounded in clear instructional look-fors. The team will utilize a data collection structure, such as an Excel tracker, to ensure that walkthroughs occur, feedback is delivered, and next steps are clear.

To improve communication and cohesion across improvement efforts, Moten will focus on reinvigorating the Academic Leadership Team (ALT). During the last few school years, Moten has focused more on an Instructional Leadership Team (ILT) format consisting of Instructional Coaches and Administration. Expanding this structure to include additional non-academic staff will ensure that an increasing number of staff members are aware of school goals and priorities, understand which metrics are being monitored and how the school is progressing towards goals, and an increasing number of staff members are engaged in discussions on strategies to improve the school. Additionally, during all-staff meetings, school leaders will remind staff of the formal goals of each school team before those teams report on their efforts, share the latest attendance results, and celebrate the accomplishments.

### **Connection to People and Instruction**

The Connected Schools Manager serves as a conduit between the ALT, the Attendance Team, and Moten Administration. This will ensure that work remains monitored and focused on the attendance SIP goal. The co-teachers hired under Investment in Schools funding will engage in the Weekly Data and Weekly Planning meetings, as well as LEAP and other professional development opportunities. This will ensure that instruction remains cohesive, data-driven, and rigorous. Weekly Data and Planning meetings will also provide opportunities for teachers to align and refine practices to support overall efforts to improve Tier 1 instruction and support work in Goals 1 and 2. Decisions around partners and focus areas for High-Impact Tutoring will also be driven by the data that will be explored in the Weekly Data Meetings and the Moten's revamped ALT.

The newly hired co-teacher will engage in WDMs/WPMs and LEAP with existing instructional staff. The co-teacher will be deployed based on the results of BOY diagnostic data, starting with the area in which there is the greatest need based on student data. As staff routinely examine formative data throughout the year in the WDM/WPM, the co-teacher may be deployed to a different grade or subject area depending on shifts in student data.

## 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

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 Moten 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 Moten staff remain focused on our key priorities, understand their role in the work, and know how the school is progressing.

The school-based ALT will meet at least monthly to review leading indicators and progress monitoring metrics related to the OSSE SIP goals. Additionally, the Principal and/or other Moten 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.

### External Routines

Moten will continue leverage events conducted in partnership with the Connected Schools model to continue 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 strategy. Moten 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 Moten team and engage in thought partnership around any adjustments to strategies that may be necessary in light of 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, Moten 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 general public on the DCPS website, and to any parents or external stakeholders when requested.

Moten 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 Moten 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**

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: Akela Dogbe

Approver Title: Principal

Signature:   
Akela Dogbe (Sep 19, 2023 09:00 EDT)

LEA Approval

Approver Name: Drewana Bey

Approver Title: Deputy Chancellor

Signature:   
Drewana Bey (Sep 20, 2023 13:42 EDT)

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature: 