




INVESTMENT IN SCHOOLS

School Improvement Plan Template

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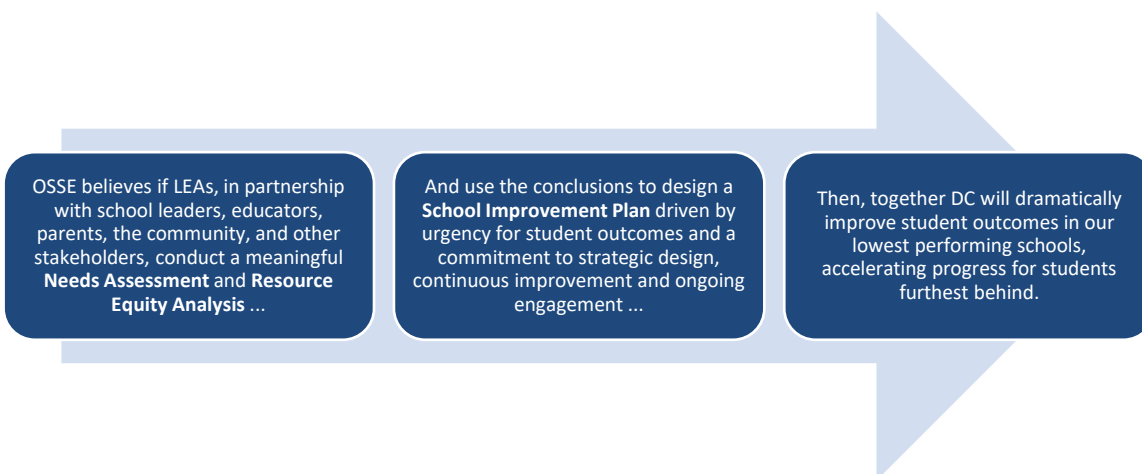
 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

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:** Roosevelt STAY

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

Date of Plan Update:

School Plan Template

Overall Vision & Goals

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

The narrative must include:

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

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

School Level Vision and Goals

The shared vision of Roosevelt STAY (RSTAY) is to create an inclusive and empowering learning environment where every student's needs are met, ensuring high course completion rates and meaningful engagement for all. By integrating Trauma-Informed Practices and leveraging student feedback, we aim to continuously improve our curriculum, foster a supportive community, and maximize student success at RSTAY.

Our SIP vision is deeply rooted in the commitment to equity and inclusion. We understand that our students come to our school with diverse backgrounds, abilities, and challenges. Our commitment to equity means that we recognize and acknowledge these differences, but we also believe that every student deserves an equitable opportunity to succeed academically and personally.

- **Diverse Student Body:** Our school serves a richly diverse student population, encompassing a wide range of ethnicities, languages, socioeconomic backgrounds, and learning styles. We celebrate this diversity and consider it a strength of our community.

- **Addressing Disparities:** We are fully aware that disparities exist among our students in terms of access to educational resources, academic achievement, and social-emotional well-being. Some students may face more significant barriers to success due to factors such as language proficiency, socioeconomic status, or previous educational experiences.
- **Leveling the Playing Field:** Our commitment to equity means that we are dedicated to leveling the playing field for all students. We believe that every student, regardless of their background or challenges, should have access to a high-quality education and the necessary support to reach their full potential.

Our SIP vision is informed by a thorough analysis of our school's data, including academic achievement, attendance, and social-emotional well-being. Through this analysis, we have identified several critical areas of need that require attention and improvement:

- **English Learners (EL) Support:** We recognize that our English Language Learners (ELs) face unique challenges in achieving academic success due to language barriers. To address this need, our SIP outlines strategies to enhance EL support programs, including targeted language instruction, and professional development for teachers to effectively support ELs.
- **Promotion and Graduation Rates:** We have identified a need to improve our promotion and graduation rates. Some students may face obstacles that hinder their progress through grade levels or graduation. Our SIP includes strategies for providing additional academic support, intervention programs, and mentoring to ensure students stay on track toward graduation.
- **Attendance:** Chronic absenteeism has been identified as a significant issue affecting student success. To address this concern, we are implementing strategies such as attendance incentives, parent engagement initiatives, and support services to reduce absenteeism and improve students' overall attendance.
- **Course Completion:** Some students may struggle to complete courses successfully due to various reasons, including academic challenges and social-emotional issues. Our SIP includes strategies to provide additional academic and emotional support, tutoring services, and personalized learning plans to help students successfully complete their coursework.

To support RSTAY's growth to realize this vision, the RSTAY leadership team, in collaboration with internal and external stakeholders, conducted a thorough Needs Assessment and identified 3 key priorities— trauma-informed practices, course completion (with a focus on EL/SWD), and student involvement in the school's decision-making process. In alignment with those needs, RSTAY has established goals around improving ACCESS performance for ELs and increasing in-seat attendance rates, 9th-grade promotion, and course completion rates for all students. 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 RSTAY as it seeks to achieve the vision of developing academically and socially engaged graduates.

In our efforts to address Need 1 (Trauma Informed Practices), RSTAY identified the following goals to initiate progress in this area: ACCESS performance, In-Seat Attendance, 9th Grade Promotion, and Course Completion. Through the needs assessment and reflective conversations, the school team concluded

that trauma is a significant barrier to students succeeding emotionally and academically. By implementing trauma-informed practices, such as trauma-informed pedagogy, the school will create an environment students want to attend and put into place the required supports that allow successful engagement with course content. For Need 3 (Student Involvement in Decision-Making Process), RSTAY identified the same goals listed above. By leveraging student voice in academic and cultural decisions at the school, RSTAY can transform the learning environment based on the expertise of faculty and staff and the insight of students, who are the direct beneficiaries of school-based decisions. The inclusion of students in the decision-making process will correlate to improved student outcomes as they co-create a rigorous and engaging learning environment with the school's administration.

ACCESS is a standardized assessment, which means it follows consistent procedures and scoring criteria across different schools and districts. This standardization ensures that EL proficiency is measured accurately, allowing for valid and reliable comparisons between students and schools. The ACCESS assessment is aligned with the English Language Proficiency (ELP) standards, which outline the language skills and knowledge that ELs need to acquire at different proficiency levels. This alignment ensures that the assessment measures what is considered essential for English language development. Not all our students designated as ELs take PARCC, either because they are newer to the country, or are not enrolled in coursework that PARCC assesses. Where available, the PARCC will be used to analyze the results of the assessments for ELs to identify trends and areas where further improvements in instruction and support are needed. This data along with ACCESS will inform instructional decisions.

While RSTAY identified a need to prioritize support for their students with disabilities, the school has decided to monitor outcomes and improvements through regular progress monitoring in lieu of establishing a SWD-based goal in the SIP. As the school implements the strategies identified in this plan, RSTAY will track performance indicators and outcomes of their SWD population to ensure strategies are benefiting all student populations. As data is collected throughout the year, the school will make shifts in the work and implement differentiated actions as necessary. The goals outlined in the SIP are aligned with the accountability framework metrics. The school needs to improve upon these areas to exit the status designation. The school leadership and external stakeholders, in partnership with the central office, determined it was best to keep the plan goals focused on the metrics that have the biggest impact on the status designation and monitor other needs, such as those of SWDs, through the DCPS Comprehensive School Plan and its routine progress monitoring mechanisms.

Students come to Roosevelt STAY with varying needs and credit accumulation. Some students have been interrupted from education for years before they arrive at the school and can come with varied numbers of credits earned. Even if students earned credits with RSTAY at an appropriate pace, some may not matriculate by the end of the year by virtue of the number of credits they enrolled with. RSTAY also has rolling enrollment, with students entering the school at various points during the year. It is highly possible to have a student registered as a 9th grader and enroll at the school in January, which would leave less than half a year for the student to be promoted to 10th-12th grade.

Needs Assessment Process

RSTAY'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 Office of Data Systems and Strategy compiled data across numerous indicators over three years and shared it with the school leaders. DCPS conducted Principal interviews using a structured protocol. An instructional staff survey was administered by INSIGHT to learn more about the school's strengths and areas for growth. A total of 35 staff of 43 staff (81% response rate) surveyed completed the survey. A student focus group was held using a structured protocol and data was compiled into key themes. The DCPS Continuous Improvement team organized and ensured that all components of the Needs Assessment process occurred to satisfy the requirements for internal and external engagement.

The school team worked with the Continuous Improvement (CI) and Data and Performance Team to examine all the data collected and prioritize the school's top three areas of need. The CI Team led the RSTAY 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 the RSTAY team identified the following top three needs:

- The school must build the knowledge and systems to implement Trauma Informed Practices across campus.
- The school will focus on increasing teachers' use of effective Tier I practices during lessons that create a rigorous, relevant, and engaging learning environment.
- The school will focus on building out the structures to solicit and respond to student feedback and create pathways for student engagement with the administration.

The following week, after completing the needs assessment, the RSTAY team worked with the same facilitators to develop this School Improvement Plan, which articulates RSTAY's vision and goals, the school's theories of action about people, instruction, and structures, and specific strategies for achieving RSTAY'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, RSTAY'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 RSTAY's performance challenges are related to funding deficiencies. The RSTAY School Improvement Plan strategies will address the root causes of RSTAY's top three priorities identified by the school team.

Stakeholder Engagement

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

(Administration, Instructional Coaches, and Dean/Restorative Justice Coordinator) and the DCPS facilitator during the Needs Assessment and School Improvement Planning sessions. Teachers, paraprofessionals, and other staff members engaged in the INSIGHT survey. Students were provided opportunities to engage via the aforementioned student focus groups and the Panorama survey. Parents were provided opportunities to engage via the Panorama Survey.

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:	At least 60% of ELs will attain level 3 on their composite proficiency on ACCESS by the end of Year 2.				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
ACCESS	ACCESS	ACCESS	50%	55%	60%
Goal 2:	Increase ISA from the 21-22 baseline of 50% to 60% by the end of Year 2 (an annual increase of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
In-Seat Attendance	In-Seat Attendance	DDAC Aspen OSSE Data Validation	50%	55%	60%
Goal 3:	Increase the 9 th -grade promotion rate from the SY21-22 baseline (29 students) by 10% by the end of Year 2 (an annual increase of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
4/5 Year ACGR	Promotion Data	DDAC	29	30	32
Goal 4:	Increase the number of courses completed from the SY21-22 baseline (384 courses-18.21 %) by 10% by the end of Year 2 (an annual increase of at least 5%)				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
4/5 Year ACGR	Course Completion	DDAC	384	403	422

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 three 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

RSTAY's believes that if we build systems of coaching and professional development for all staff that are based on trauma-informed pedagogy and practices for designing lessons embedded with strong Tier 1 instruction, and we set clear and consistent expectations for coaching, then we can strengthen staffs' ability to improve student outcomes.

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

All three of the key needs the RSTAY team identified through the needs assessment process relate to people and align with the theory of action that the school team defined. Coaching and professional development will be grounded in teachers designing rigorous and relevant lessons and setting clear and consistent expectations for instruction. By building systems for coaching and professional development that are aligned to trauma-informed pedagogy, school leaders will be able to intentionally improve the learning environment for students experiencing academic or social trauma which impacts their

educational and personal well-being. The school's improved systems for coaching and professional development will be mechanisms for consistently communicating the expectation that RSTAY is a school where all students are challenged, regularly engage in rigorous content, and are supported through a whole-child lens.

When teachers receive high-quality, consistent coaching and professional development to ensure that students are consistently engaged and challenged, then student achievement (Goals 3 and 4), attendance (Goal 2), and the performance of specialized groups (Goal 1) will improve.

Strategies to Develop People

To ensure effective coaching and teaching over the next two years, the leadership team will establish a normed vision of what coaching and instruction at RSTAY will look like. This will mean setting an exemplar of an RSTAY classroom and clarifying how adults and students conduct themselves from lesson open to close. Coaches will have clear expectations of how teachers are identified for coaching, the coaching process, and how coaching effectiveness will be monitored and discussed during leadership team meetings.

School leaders will ensure the growth of teacher capacity and skill by continuing to provide meaningful professional development and differentiated support based on teachers' individual needs. Teacher support will be provided based on individual knowledge and skill so that teachers are developed based on their zone of proximal development. Coaching and professional development efforts will be supported by the expertise and resources of the DCPS Cluster Support team. Teachers will receive professional development and coaching on any new instructional strategies to be used, including any of the high-leverage practices (practices that research has demonstrated can impact student achievement and be used across different content areas and grade levels) adopted by school leaders.

RSTAY will continue several actions that have provided positive returns on invested time and personnel. First, RSTAY will continue its "Stallion Academy," which is a professional development series that focuses on building teacher capacity for teachers new to RSTAY and/or new to the teaching profession. These will be led by instructional leaders who will refresh material and coaching experiences for next year based on end-of-year data. The school will also continue its coaching systems, though additional material will be incorporated to develop teacher knowledge and skills to effectively educate the growing number of ELs and SWDs enrolling at RSTAY.

Stallion Academy is a professional development space that provides new Roosevelt STAY educators with a framework to effectively participate in instructional and operational school initiatives, as well as foster a warm welcoming environment for the school community. Educators in the academy are supported through group collaboration and one-on-one mentoring. The academy also includes whole-group monthly check-in meetings with all new educators. During these meetings, teachers are made aware of tools such as Summit Learning (the curriculum platform for RSTAY), Canvas, and other educational technology resources to support their instructional facilitation. They also take part in team building and cultural learning experiences to support their knowledge of the school's culture. Teachers are paired with a veteran RSTAY teacher who mentors and supports them throughout the year. The goal of the academy is for new staff to feel included and supported throughout their first year at Roosevelt STAY. Progress monitoring of the academy's effectiveness will occur through the use of bi-monthly surveys.

School leaders will help build a learning environment designed to address student trauma by partnering with the DCPS Becoming pilot program. During the school year 2023-24, RSTAY will receive tailored support, coaching, and training using the DCPS Becoming suite of tools to apply a whole-child-centered, antiracist lens to the daily practices within the school. Coordinated by the Principal, RSTAY's team will set goals, progress monitor practices, and develop change management muscles. RSTAY's Principal and leadership team will have regular coaching and planning sessions designed to suit school-specific needs and make progress on goals established by the DCPS central office Becoming Team.

For SY 2023-2024, RSTAY will implement a DCPS Becoming Pilot program, which incorporates elements of restorative justice. Throughout the year, the school will partner with the DCPS Becoming Team from the central office to provide at least four professional development touchpoints. Training seminars will focus on building staff competencies in implementing quality social and emotional learning opportunities for students. Students will participate in the pilot through listening sessions designed to inform pilot implementation and improvement. They will also benefit from school actions and programs being made in alignment with the pilot's desired outcomes. The Becoming Pilot is a new strategy within DCPS and it is expected that its implementation at RSTAY will adjust as program data is collected and analyzed during periodic meetings with school leadership and district support.

RSTAY has identified that student trauma presents a considerable challenge for teachers to effectively engage students and a barrier for students to succeed academically and socially at school. Trauma can have a negative effect on students' cognitive skills, behavior, and engagement. The school's work to implement trauma-informed practices will result in positive student behavior that keeps students engaged in the learning experience. It also provides a supporting environment where students will want to continue attending and improve their access to academic success.

School leaders will help educators who need support to improve by differentiating professional development based on teacher needs and experience and through observation using DCPS' LEAP model. An independent review of the DCPS LEAP model by Learning Forward found that the model aligns to the key tenets of similar evidence-based professional learning practices that incorporate teacher reflective practice and on-going job-embedded professional development, which have been shown to result in positive changes in teaching practice and improvements in student learning outcomes when implemented at the district or state level, thus meeting the Tier 3 ESSA Evidence standard. Additionally, LEAP professional development modules are tied to the DCPS Essential Practices, a set of teacher behaviors actions linked to improved student outcomes. Several studies have suggested that this observation and feedback system grounded in the Essential Practices has been effective in improving student outcomes and teacher performance. Researchers from the University of Virginia have found that the DCPS system generates "meaningful gains in student outcomes, particularly in the most disadvantaged students", thus meeting the Tier 3 ESSA evidence standard. School leaders will also use an instructional walkthrough model to provide teachers with real-time, actionable feedback on their instruction and use "SchoolMint Grow" to provide regular feedback touchpoints with teachers.

Connections to Instruction and Structures

By focusing on providing targeted coaching and professional development that address both teacher needs and levels of experience, the strategies described in this section (People) will support the strategies planned and described in the Instruction section, which focuses on needs of unique groups of

learners. RSTAY will ensure that student and family needs outside of school are brought into leadership team meetings so that actions can be taken to improve attendance (structures) and students can increasingly engage in high-quality instructional experiences. Building the capacity of leaders and staff is critical to the success of this plan, especially in relation to the RSTAY academic and cultural 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

RSTAY believes that if teachers consistently use pedagogy that grounds lessons in the needs of individual students and deliver rigorous and engaging lessons, then students will be more actively engaged and receive a quality education, and produce improved outcomes.

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

Through the needs assessment process, the RSTAY school team identified one of the school's top needs as building a culture of rigorous and engaging content within course lessons that minimizes moments that lead to student frustration and disengagement. The school's theory of action around instruction, which focuses on ensuring that teachers have structured strategies to develop and deliver rigorous and engaging instruction, aligns well with this need. If students are consistently engaged and challenged, then student achievement (Goals 3 and 4), attendance (Goal 2), and the performance of specialized groups (Goal 1) will improve.

Strategies to Develop Instruction

To ensure rigorous, engaging instruction across all classrooms and content areas, school leaders will provide teachers with more support for lesson planning, with a key focus on including trauma-informed practices, engaging student tasks, and minimizing moments of frustration that would lead students to disengage. School coaches will include counselors in coaching moments to provide teachers with models on how to address students' emotional trauma during lessons (that typically results in high levels of student stress and frustration). Counselors will also provide professional development to teachers, with coaches monitoring the application of learned practices. This will be in tandem with coaches guiding teachers to intentionally plan for engaging, hands-on activities that move students from being participants in a lesson to engaging with material first-hand. Teachers will include moments for students

to pause and reflect on their tasks, thus building perseverance and self-checks that are critical in real-life situations.

Students will work in small groups with teachers. Language support will be provided in all core content areas through our co-teaching model. Students will be assessed regularly to gauge their progress and instruction will be adjusted according to the data.

Students with disabilities are provided with a special educator support team member in all core classes who is qualified to interpret and implement the student's IEP accommodations within the classroom. Elective teachers are provided with students' IEPs and regularly meet with the Director of Specialized Instruction for consultative meetings that provide coaching to implement IEPs in the classroom.

Students are given opportunities to work in small groups. Their projects are broken into smaller steps, they are given probing questions and sentence starters, and provided with visual aids to assist in the learning process. Students with disabilities are also provided with direct instruction in a small group or one-on-one setting. Information is presented in a variety of ways and students are given choices in the way they present their content knowledge.

RSTAY will continue to have teachers include Social and Emotional Learning (SEL) openers in their lessons. The school saw a positive return in student engagement and self-efficacy when lessons started with an SEL Opener. Also, prior to these openers, students will walk into classrooms where teachers have clear indicators of student tasks along with coding on instructional boards that indicate where students are in their progress toward course completion. The school has found that students become frustrated when they enter classrooms where they do not know what is expected of them daily.

RSTAY will provide students with free tutoring through High Impact Tutoring (HIT). HIT is a research-based strategy for accelerating student learning that is a core part of the District's recovery strategy to address Pandemic-related learning loss. HIT is an evidence-based practice for supporting students who need additional academic support. What Works Clearinghouse rates targeted tutoring as an ESSA Tier 3 intervention with promising evidence for improving ELA and math achievement.

The school will also offer a virtual academy. The mission of the Opportunity Academy Virtual Learning Program is to guarantee that students reach their full potential through rigorous and joyful learning experiences in a flexible, innovative, and nurturing virtual environment. Designed to provide an alternative pathway to success, the OA Virtual Learning Program supports disconnected and disengaged students with access to an educational program that utilizes current technology to cater to the needs of 21st-century learners and circumvents many of the barriers to in-person attendance that these students face.

RSTAY will use regular LEAP meetings to ensure staff has the capacity to implement instructional approaches focused on rigor and engaging content. The school will use these meetings for targeted and differentiated professional development that acknowledges variation in readiness and experience across the staff. RSTAY will also utilize LEAP meetings as a mechanism for communicating expectations for instruction, including specific strategies for engaging students and ensuring rigor. Regular and systematic communication with teachers during LEAP meetings will help school leaders to scale and sustain effective instructional practices over time. School leaders will also utilize weekly instructional leadership meetings and bi-weekly academic leadership team (ALT) meetings to share best practices and

navigate continued challenges to implement consistently rigorous instruction. RSTAY staff will also use weekly data meetings within LEAP to explore effective instructional practices. Setting instructional expectations and providing support for implementing specific strategies aligns well with the school's theory of action around people, which focuses on building better systems for coaching and professional development.

By providing students with trauma-informed pedagogy and engaging tasks, the school will create a learning environment where students do not face the negative academic and social triggers that they experienced in a traditional school. Students enrolled at RSTAY come with the trauma of being academically and/or socially unsuccessful at their previous school, which would lead to apathy towards attending school on a regular basis. Putting into place instructional practices to reduce the impact of this trauma will result in improved attendance. The DCPS Becoming Pilot will provide teachers with access to professional development to improve their skills in being trauma-sensitive educators. LEAP seminar content will continue to focus on providing teachers spaces where they can collaboratively plan learning experiences that integrate core curriculum and standards with trauma-informed instructional strategies with the support of the Instructional Coaches and school leadership.

Connections to People and Structures

RSTAY's commitment to providing teachers with clear and consistent guidance on how to implement rigorous and engaging instruction (as part of the school's approach to Instruction) connects closely to the strategies for providing targeted coaching and professional development, as described in the People section. At the same time, the instructional focus above (trauma-informed pedagogy, building students' skills in a frustration-free environment) will be what grounds the content for team meetings described in the Structures section (e.g., ALT, LEAP). Improving instructional practices to ensure rigorous and engaging content for all students is critical to the success of this plan, especially in relation to academic achievement and attendance 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

RSTAY believes if the school develops systems for lesson review, engages students in lesson development, and standardizes what an RSTAY learning experience looks like, then the school can systematically support success for students.

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

During the needs assessment process, RSTAY staff identified the need to clearly define what an RSTAY educational experience is. The school's theory of action around structures aligns well with this need, given its focus on developing, communicating, implementing, and monitoring key school systems, including a system for making the experience of learning at RSTAY student-focused. If the school invests in creating a student-centered learning environment and students spend more time in school, then student achievement (Goals 3 and 4), attendance (Goal 2), and the performance of specialized groups (Goal 1) will improve.

Strategies to Develop Structures

To ensure that all staff understand RSTAY's schoolwide trauma-informed practice (TIP) initiative, and how it relates to effective instruction, school leaders will create structures to develop a TIP vision with input from the various school leadership and DCPS central content teams. With a clear vision, the school can undertake the initiative with a shared desired outcome in mind and work towards achieving it. Where this vision is being achieved, the school will scale out practices so that the whole school will benefit from bright spots within the campus.

RSTAY also plans to engage students for feedback on school plans and decision points. RSTAY is a "last stop" for many students who enroll due to their previous schools not being able to provide the necessary interventions and supports to keep them on track. By creating spaces for students to engage with school leaders and instructors regarding how RSTAY conducts the learning experience, they will have a say in how their school operates and have shared ownership in its work.

Both TIP and engaging students in RSTAY's decision-making process will have an effect on student attendance. As noted in instruction, students come to the school with academic and social traumas that impact their ability to succeed academically and prompt stressors that inhibit student willingness to

attend classes. With a TIP vision established, the school will implement whole-child practices that create a nurturing learning environment where students can feel safe emotionally and feel they can achieve academically. Seeing their voices leveraged in how the school operates will create shared ownership in the success of RSTAY, one in which their presence is rewarded by their insight in being included in the continuous improvement process of the school.

RSTAY will continue its Curriculum Development Institute (CDI), though RSTAY will work to have this occur more frequently (compared to its monthly occurrence during the 22-23 SY). Through this program, administrators, coaches, and teachers work to improve the curriculum of RSTAY. Based on the success of the program to improve the ELA learning experience for students with specialized needs (such as ELs), the school will expand to reflect and revise the science and math curriculum. While the school's curriculum utilizes the Summit platform (which has its own set of standards and expectations), CDI will work to incorporate the DCPS curriculum into Summit to minimize disruptions that occur when enrollment at RSTAY includes students from other DCPS campuses. The school will also continue its refinement of course pacing guides for faculty and students. RSTAY curriculum is competency-based, and a pacing guide will provide guidance to students on what is considered "on track" in concern to course completion.

The next step in the curriculum design process with faculty is to create objective calendars (e.g., pacing guides) for each course project so that language objectives can be easily incorporated, and teachers or the teaching team can develop resources that are objectively aligned for EL students in their classes. The EL team is reviewing the high school ACCESS assessment to ensure that there is a myriad of experiences throughout classes that mirror the assessment and align content in the various math/science/ELA/social studies classes so students feel prepared; this will help with increasing scores on the WIDA in February-March.

RSTAY will continue to use its Multitiered Systems of Support (MTSS) team. Team leaders and coaches will focus on making sure teachers know what kinds of interventions and supports are available to students and can implement those interventions, when appropriate. School leaders will also incorporate systems for monitoring interventions to learn more about which interventions are most effective. This includes weekly coaching touchpoints that coaches have with paired teachers. Weekly data meetings will continue and be integral to administrative decision points, coaching touchpoints, and reflections for teach and reteach plans.

The MTSS team will also collaborate with the attendance counselors to identify students in need of additional support to get them on track toward reducing their risk of chronic absenteeism. After identifying students in need of higher-tiered support by analyzing ISA and CA rates, counselors will develop plans, implement tiered actions of support, and monitor student attendance progress.

Connections to People and Instruction

By focusing on establishing systems that staff understand and are held accountable to, the strategies described in this section (Structures) will naturally support the strategies planned and described in both the People and Instruction sections in terms of building capacity and improving instruction. Weekly data meeting structures will also provide space for teachers and instructional support staff to reflect on student outcomes, drive lesson plan development, and reteach plans to ensure students are mastering content standards. With the implementation of MTSS, RSTAY will have a platform to monitor student

outcomes across multiple areas (academics, behavior, attendance, etc.), identify students requiring advanced tiers of support, and track improvement progress. This will improve the school's ability to support in-class instruction with supplemental support and provide a data-rich information system for teachers to inform their own lessons and practices.

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 (Weekly Data Meetings-WDM). Additionally, this data will be reviewed by administration, coaches, and non-academic staff leaders during the monthly Academic Leadership Team. The ALT format will also allow the RSTAY 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. The top three priorities and the progress in implementing strategies to address them will be reviewed in monthly staff meetings. This will ensure that all RSTAY staff remain focused on our key priorities, understand their role in the work, and know how the school is progressing.

To ensure that the school is on track to make progress with the attendance goal, RSTAY will not only measure the direct output measures (ISA and CA rates) but also students' perception through the Panorama LCP (Loved, Challenged, Prepared) index. Inputs will also be measured, such as teacher participation in the DCPS Becoming professional development, and teacher implementation of trauma-informed instructional practices gained through Becoming staff development and planned with coach support in LEAP.

External Routines

RSTAY will continue to leverage events to continue to engage around key school priorities and progress towards goals with parents and community members, such as LSAT meetings. Additionally, the Attendance team members will routinely meet with partners to set goals and refine strategy. RSTAY will engage in three formal reviews (BOY, MOY, and EOY) of their annual DPCS Comprehensive School Plan (which encapsulates the multi-year SIP Goals and strategies) with the Instructional Superintendent, the

school-based leadership team, and members of the Cluster Support Team, which includes DCPS content managers for Attendance, ELA, Math, Data & Strategy, Continuous Improvement, MTSS, Special Education, and Restorative Justice. Members of this team will review data against goals and targets with the RSTAY team and engage in thought partnership around any adjustments to strategies that may be necessary based on data trends. The Continuous Improvement team will also have regular, monthly check-ins with the school to monitor SIP/CSP progress and alert central support with the new or persistent needs shared during these check-ins. DCPS central office content leads will also provide one-on-one coaching for school-based instructional coaches and other staff members as warranted by data and the needs of individual staff members. Additionally, RSTAY 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 that is made available in the CSP Snapshot. These are made available to all members of the public on the DCPS website, and to any parents or external stakeholders when requested.

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

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

[Approvals](#)

School Approval

Approver Name: **DeWayne Little**

Approver Title: **Principal**

Signature: *D. Little*

LEA Approval

Approver Name: **Drewana Bey**

Approver Title: **Deputy Chancellor**

Signature: *Drewana Bey*
Drewana Bey (Oct 27, 2023 15:31 EDT)

OSSE Approval

Approver Name: **Danielle Branson**

Approver Title: **Deputy Superintendent of Academics and Schools**

Signature: *DB*
Danielle Branson (Oct 29, 2023 23:28 EDT)











Roosevelt STAY_SIP_OSSE FINAL and APPROVED

Final Audit Report

2023-10-30

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