

SY 2017-18 Comprehensive School Plan. Updated 9/29/17

DCPS/ School Vision	Every student feels loved, challenged, and prepared to positively influence society and thrive in life.			
Focus Area	Literacy (DCPS Required)	SEL (DCPS Recommended)	RTI (Cluster Specific)	Math (School Specific)
School- Specific Strategy	<p>The Hochman Method (monthly calendar of strategies used within Literacy-based classrooms)</p> <p>Culture of Literacy—Literacy across content areas, 40 book challenge, close reads in all literacy based subject areas, ensuring students are reading and writing daily, data tracking around RI goals and goal setting, intentional PARCC practice, utilizing PARCC question stems</p> <p>Common planning period for ELA teachers to allow for LEAP seminars and collaborative planning, four times per week.</p>	<p>Daily Advisory Curriculum--currently implementing Developmental Designs, and transitioning to Second Step.</p> <p>School Climate Initiative</p> <p>FISH! Philosophy--organizational philosophy around staff culture, centered around the values of: Play!, Be There, Choose Your Attitude and Make Their Day.</p>	<p>Weekly Kid Talks, by grade-level, to develop intervention plans for students in need</p> <p>After School/Saturday Academy for students needing the most support in both academic and SEL focus areas.</p>	<p>"Math Talk" to build conceptual understanding of math</p> <p>Increasing access to accelerated math courses so that more students can earn credit in Algebra or even Geometry before graduation</p> <p>Math resource room</p> <p>Supplemental math intervention programs: i-Ready, Do the Math Now, ALEKS. (40-lesson challenge)</p> <p>Common planning period for math teachers to allow for LEAP seminars and collaborative planning, four times per week.</p>
Aligned DCPS Strategic Priority & Rationale	<p>ENSURE EXCELLENT SCHOOLS PROMOTE EQUITY</p> <p>Literacy is the cornerstone for success in all courses. We must do all that we can do to ensure that ALL students are progressing towards becoming proficient or advanced readers.</p>	<p>EDUCATE THE WHOLE CHILD ENGAGE FAMILIES EMPOWER OUR PEOPLE</p> <p>Students and staff need to <i>love</i> coming to school, and our parent partners need to feel trustful of their relationship with the school. We must teach students the skills necessary to build self-awareness, self-regulation, responsible decision making, relationship</p>	<p>PROMOTE EQUITY EDUCATE THE WHOLE CHILD</p> <p>30% of students are scoring a at level 1 in Math, 16% of students are scoring at a Level 1 in ELA . These students are disproportionately students of color, FARMs students and/or SPED students. We must place intentional Tier 2 and Tier 3 interventions in place to support these students in a meaningful way.</p>	<p>ENSURE EXCELLENT SCHOOLS</p> <p>We need to ensure that our students leave middle school on a trajectory to be successful in mathematics at the high school level. There are basic, fundamental skills that nearly 30% of are students do not have, as evidenced by our Level 1 PARCC scores. Further, we need to ensure equitable access to Algebra, so that students have an</p>

		skills and social awareness. Additionally, we must equip our staff with the same tools to ensure that they, too, feel empowered to serve our children every day.		opportunity to complete Calculus at the high school level.
Goal(s)	<ul style="list-style-type: none"> ● Increase PARCC ELA performance (Level 4+) ● Increase PARCC ELA performance(Level 3) ● Increase the % of proficient/advanced readers on Reading Inventory ● Decrease our % of below basic readers <i>on Reading Inventory</i> 	<ul style="list-style-type: none"> ● Increase student satisfaction ● Decrease the # of suspension days/100 students 	<ul style="list-style-type: none"> ● Decrease % of below basic readers ● Decrease % of students earning a Level 1 on math ● Decrease the # of suspension days/100 students 	<ul style="list-style-type: none"> ● Increase PARCC Math proficiency ● Decrease % of students earning a Level 1 on math
Owner	<ul style="list-style-type: none"> ● White, APL ● Plaisted, ELA Dept. Chair ● ELA and Social Studies teachers 	<ul style="list-style-type: none"> ● King, Dean of Students ● All staff 	<ul style="list-style-type: none"> ● Turner, AP—Intervention ● Martin, Math IC ● SPED team ● SEAD team 	<ul style="list-style-type: none"> ● Martin, Math IC ● Math Teachers
Action Steps	<ol style="list-style-type: none"> 1. Implement LEAP (Appendix A). 2. Implement Common Core aligned leadership and instruction strategy (Appendix F). 3. Give proactive feedback to teachers on planning practices—text selection and engagement strategies 4. Implement Hochman writing strategies across content areas with a focus on multi-paragraph outlines 5. Monthly tracking of student writing data using google spreadsheet with focus on analyzing student data through LEAP 	<p>Student Climate</p> <ol style="list-style-type: none"> 1. Implement SCI strategy (Appendix B). 2. Restorative Justice Circles to address student discipline 3. Monthly pep assemblies 4. Monthly town halls <p>Staff Climate</p> <ol style="list-style-type: none"> 5. Implement SCI strategy (Appendix B). 6. Bi-weekly staff circles 7. Monthly staff yoga 	<ol style="list-style-type: none"> 1. Implement RTI (Appendix D). 2. Identify students in most need 3. Implement Saturday Academy—academic and mentoring 	<ol style="list-style-type: none"> 1. Implement LEAP (Appendix A). 2. Implement Common Core aligned leadership and instruction strategy (Appendix F). 3. <i>Give proactive feedback to teachers on planning practices—alignment, math practice standards and mathematical discourse.</i> 4. <i>Schedule students for math resource courses, train teacher in appropriate curriculum (Do the Math Now)</i> 5. <i>Design and implement math intervention-40 lesson challenge.</i>
Leading Indicators	<ul style="list-style-type: none"> ● <i>Instructional look-for: Text on desk in 80% of classrooms</i> ● <i>Progress towards 40-book challenge</i> ● <i>Increase in RI proficiency/decrease in</i> 	<ul style="list-style-type: none"> ● <i>School ‘feels’ loving</i> ● <i>Decrease in # of incidents leading to suspension (increase in restorative practices)</i> 	<ul style="list-style-type: none"> ● Increased metrics (ABC’s) for target students ● Involvement in after-school activities, mentoring program 	<ul style="list-style-type: none"> ● Instructional look-for: % of time students are doing math and talking about math with their peers ● increase in i-Ready proficiency/decrease

	<i>below basic performance during MOY</i> <ul style="list-style-type: none">● <i>Increase in ANET proficiency/decrease in below basic performance</i>	<ul style="list-style-type: none">● <i>Feedback from monthly student focus groups</i>		in below basic performance at MOY <ul style="list-style-type: none">● <i>Increase in EdCite proficiency/decrease in below basic performance</i>
Supports Needed from Central Office	<ul style="list-style-type: none">● Hochman training and support● Additional licenses for Lexia especially for general education students scoring below 600L● Continued funding of Newsela	<ul style="list-style-type: none">● Restorative practice training for ALL staff● Second step resources and training● Continued support for SCI implementation (walk-throughs and feedback)	<ul style="list-style-type: none">● Excellence through Equity funding● Information on the best and most successful intervention programming across the city	<ul style="list-style-type: none">● Guidance, resources and training on math interventions● Do The Math Now Training● Computers