School Name: SEED PCS

School Year: 2021-2022

Date: September 16, 2021

Select One: ☐ Initial Plan   ☒ Updated Plan

Component 1 – Results of the Comprehensive Needs Assessment *(ESSA Section 1114(b)(6)*

- *What conclusions were drawn from the comprehensive needs assessment?*

A needs assessment was conducted from September 2020 through June 2021 to determine the specific programmatic needs at SEED. The primary data sources used for the needs assessment included classroom observations; interviews with teachers and school leaders; review of curriculum and pacing guides; review of student outcomes; and a self-assessment of the school's practices using the SEED network's program model rubrics.

There are five key findings that can be drawn from the needs assessment. First, we found that most teachers were not implementing the standard instructional model that was adopted by the LEA at the beginning of the 2020-2021 school year. However, the failure to implement the model was caused primarily by the lack of training and support provided to teachers throughout the year. Second, we found that the curriculum in many courses was either not implemented with fidelity or was not properly paced to ensure that the content standards were covered. Third, we found that there was a lack of systems to support student success throughout the school year. For example, the intervention program was not implemented until halfway through the school year, and soon after it launched, the pandemic shut the school down and effectively ended the intervention program. The fourth finding was that the school did not use curriculum-based assessments across courses to measure student learning throughout the year. Finally, we found a general lack of coherence across the school program, including between curriculum, instruction, assessments, interventions, professional development, and teacher teams.

- *What are the identified needs of the students most at risk of failure and the school as a whole?*

The students who are most at risk of failure are in need of a high-quality school-wide program that includes an aligned, content-rich, and relevant curriculum; effective instruction across all classes; and layers of support to ensure that they are able to successfully navigate through coursework, especially during the remote learning period.

- *How should the identified needs be prioritized to ensure that all students will achieve academic success?*

The highest priority need is to create a school program that guarantees all students have access to content-rich, engaging curriculum; effective instruction; and personalized support throughout the year.

- *How will the school and LEA know if the identified needs have been met and the program is succeeding?*

We will know if the identified needs have been met and the program is succeeding by observing patterns in student outcomes. The ultimate goal is for students to learn and to succeed in school, so we will monitor a variety of assessments – including curriculum-based assessments, interim assessments, and PARCC assessments – to evaluate the effectiveness of our program. We will also monitor student engagement measures such as attendance and course performance (i.e. grades) since these leading measures can often predict future outcomes.

Need Identified	Prioritization	Goal to Address the Need	Success Metric
Curriculum aligned to standards	1	Choose curriculum aligned to standards for all courses and ensure teachers implement with fidelity	Percentage of courses where the written and taught curriculum are aligned
Effective instructional practice	2	Identify a school-wide instructional framework and support teachers with implementation throughout the school year	Percentage of teachers who are rated as "effective" on the instructional model rubric
Curriculum-based assessments	3	Choose curriculum with embedded assessments; use the assessments to measure student learning; plan instruction based on assessment results	Percentage of courses using curriculum-based assessments to measure student learning
Targeted interventions to support students who struggle to master course content	4	Develop and implement targeted interventions to help students master course content	Percentage of students passing all courses

Create a coherent instructional program	5	Create instructional program coherence by aligning school sub-systems (e.g. professional development, teacher evaluation, teacher teams, student life program) with the instructional goals	Percentage of school sub-systems that are re-designed to align with and support the instructional goals

Component 2 –Comprehensive Schoolwide Program Planning Team *ESEA section 1114(b)(2)*

List the name and title of each stakeholder who participated in developing this plan.

Required Roles	Name	Title
Parents	Eric Vinson	Parent
	Angelina Buckman	Parent
School community members	Quincy Jones	Program Director (BUILD)
LEA Administrators	Brian Rahaman	Head of School
Principal	Curtis Durham	Principal
Teachers	Davon Lee	Math Teacher
	Yelva Jones	ELA Teacher
School leaders	LaMar Bagley	Director of Student Life
	Sherita Wallace	Director of Student Support Services

Instructional support personnel	Christopher Rooks	Assistant Principal
Other school staff	Michelle Williams	Family Engagement Specialist
	Marjorie Howard	Grant Manager
Students (Secondary schools)		
Technical Assistance Providers		

- *What was the process for involving stakeholders and collecting their input?*

  The first step in our stakeholder engagement plan was to identify stakeholders. Once the stakeholders were identified, we invited them to review the school-wide plan and provide feedback. To improve our ability to synthesize the feedback, we created a Google survey and asked the stakeholders to respond directly to the survey. We then analyzed the results and incorporated the feedback into the final plan.

- *How were their contributions used to develop the schoolwide plan?*

  The following features of the school-wide plan were added as a result of stakeholder feedback:

  - Utilize effective teachers as coaches and peer mentors (coherent school program);
  - Provide differentiated professional development for teachers (coherent school program);
  - Engage students as peer tutors (interventions);
  - Ensure that we follow through and execute intervention plans once they are established, especially by ensuring that the intervention program is properly staffed (interventions); and
  - Ensure that we provide personalized student interventions rather than a one-size-fits-all intervention approach (interventions).

Component 3 – Comprehensive Schoolwide Plan Strategies *(ESSA Section 1114(b)(7)(A)*

- *What are the strategies chosen for the schoolwide program plan?*

  Strategy #1: Select curriculum for all courses aligned to District standards and ensure teachers implement with fidelity.

  Strategy #2: Adopt a school-wide instructional framework and ensure that professional development and professional learning communities support the ongoing implementation and improvement of the instructional model.

  Strategy #3: Utilize curriculum-based assessments in all courses to monitor student learning.

  Strategy #4: Develop and implement a student intervention system that includes regular monitoring of student learning outcomes (e.g. course performance); early identification of specific student needs; development and implementation of targeted interventions for specific students; and ongoing evaluation of the intervention strategies to ensure effectiveness.

Strategy #5: Create a coherent school program where all sub-systems (e.g. professional development, teacher teams, teacher evaluation, student interventions) work together to support the instructional goals.

- *How will these strategies provide opportunities for all children to meet the District's academic standards?*

  These strategies are collectively designed to ensure that all students meet the District's academic standards. The strategies constitute the instructional core, which are the main drivers of what students learn and how well they learn in school. The intervention strategy is particularly important to provide students with the personalized support they need to meet the District's standards.

- *How do the plan's strategies strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum?*

  The plan's strategies will strengthen the academic program of the school by improving the quality of curriculum and instruction, which are the primary drivers of what students learn in school. The strategies will increase the amount of personalized learning time students receive because they will participate in a targeted intervention period that is built into the school schedule. In addition to more time for personalized learning, the strategies will also strengthen the quality of learning time by creating standard instructional practices throughout the school and using school sub-systems (e.g. professional development) to improve the core instructional program. The strategies will also ensure that we have a guaranteed and viable curriculum that is relevant and engaging for students.

- *What is the evidence of the effectiveness of the chosen strategies?*

  Our instructional program is built around the core principles of direct instruction. Our instructional model includes clear learning goals, teachers modeling the learning goal (as well as the steps), teachers carefully designing guided practice, teachers checking for understanding throughout the lesson, and teachers providing effective feedback to ensure students know exactly what to do to advance their learning.

  Research has shown that these strategies are effective for improving student learning outcomes. For example, in *The Academic Achievement Challenge* (2000), Jean Chall reviews 100 years of research that compares student-centered, discovery learning with traditional teacher-centered learning to determine which approach resulted in better student achievement outcomes. She found that direct instruction – where teachers explicitly teach students content through explanation and modeling, carefully design guided practice for students, check for understanding, and provide feedback – almost always produced better outcomes. More recent research has

confirmed these findings. John Hattie, who synthesized over 800 empirical studies, which he detailed in a 2009 book called *Visible Learning*, found that direct instruction has an effect size of 0.59, which is much higher than the average effect size of 0.40.

The other strategies outlined in the program plan are supported by research as well. For example, in a 2010 book titled *Organizing Schools for Improvement*, Anthony Bryk and his colleagues share their findings relating to school improvement outcomes based on their analysis of hundreds of Chicago public schools over a seven-year period. The researchers found that the schools with certain essential elements were most likely to improve student achievement. One of the most important elements was a strong instructional guidance system, which includes a coherent curriculum aligned to standards, rigorous learning tasks, and well-designed instruction that supports the curricular goals. These elements are the primary focus of our program strategy.

Strategy Name: Curriculum Alignment and Implementation	
Strengthens the academic program by:	Ensuring that the curriculum directly aligns with the District's standards and assessments.
Closes the achievement gap by:	Ensuring that all students, including those that are furthest behind, are exposed to grade-level content.
Increases the amount and/or quality of learning time by:	Ensuring that students spend their school time learning pre-determined content and skills that align with District standards.
Provides an enriched and/or accelerated curriculum by:	Ensuring that all courses align with the rigorous standards established by the District.
Evidence base:	Research has shown that aligning the written, taught, and tested curriculum improves student achievement (Squires, 2012).
Implementation activities:	(1) Choose a curriculum for all courses that is aligned with state standards and assessments; (2) ensure that teachers examine curriculum; (3) create a process to monitor curriculum implementation throughout the school year; (4) identify courses where curriculum is not being implemented and intervene.
Expected outcomes:	Curriculum will be aligned with state standards and assessments and teachers will implement the curriculum with fidelity.

Strategy Name: School-Wide Instructional Framework	
Strengthens the academic program by:	Reducing the variation between instructional approaches across classrooms and ensuring that all teachers include the key elements of effective instruction in their lessons.
Closes the achievement gap by:	Increasing the amount of effective instruction that students receive across courses.
Increases the amount and/or quality of learning time by:	Improving lesson design and delivery based on research-based principles of effective instruction.
Provides an enriched and/or accelerated curriculum by:	Improving lesson design and delivery.
Evidence base:	Research has shown that effective instruction is the single most important factor in determining what students learn in school (Hightower et al., 2011). Research by John Hattie (2009) has shown that effective instruction includes clear learning goals, teacher modeling, guided practice for students, checks for understanding, and effective feedback. Our instructional framework is designed around these core practices.
Implementation activities:	(1) Identify an instructional framework; (2) train teachers to understand and use the instructional framework; (3) align instructional guidance systems (e.g. evaluation, professional development, teacher teams) with the instructional framework; and (4) regularly observe instruction and provide feedback to help teachers improve their use of the instructional framework.
Expected outcomes:	All teachers will consistently deliver effective lessons.

Strategy Name: Curriculum-Based Assessments	
Strengthens the academic program by:	Ensuring that teachers know how well students are learning the curriculum.
Closes the achievement gap by:	Pinpointing the specific learning needs of each individual student to inform instruction.
Increases the amount and/or quality of learning time by:	Allowing teachers to target the specific learning needs for each student.
Provides an enriched and/or accelerated curriculum by:	Providing teachers with specific information about how well students are learning the curriculum, which will be used to improve curriculum and instruction.
Evidence base:	Heather Hill, a Harvard professor, reviewed evidence on whether analyzing assessment data improves student learning. Out of the 23 studies that she reviewed, only two studies showed a positive impact on student learning, and both combined data analysis with specific efforts to improve content knowledge and instruction. This suggests that instructional planning based on curriculum assessments is more likely to improve student learning and achievement compared to traditional interim assessments.
Implementation activities:	(1) Ensure that all courses have curriculum-based assessments; (2) ensure that all teachers utilize the curriculum-based assessments to measure student learning; and (3) ensure that all teachers use the curriculum-based assessment data to understand what students know and to plan instruction.
Expected outcomes:	All teachers will utilize curriculum-based assessments to measure student learning and to inform instruction.

Strategy Name: Student Interventions and Support	
Strengthens the academic program by:	Ensuring that all students master the curriculum.
Closes the achievement gap by:	Providing students with personalized interventions based on their unique learning needs.
Increases the amount and/or quality of learning time by:	Providing students with additional personalized instruction to advance their learning.
Provides an enriched and/or accelerated curriculum by:	Keeping students on-pace with the learning expectations in each course, which allows teachers to accelerate teaching and learning.
Evidence base:	The interventions that we use will be personalized for students and will be grounded in evidence from the learning sciences. Most notably, we will design interventions based on the following evidence-based strategies: retrieval practice, spaced practice, concrete examples, dual coding, and elaboration. These five strategies are supported by extensive research, some of which is described in the book *Understanding How We Learn* by Weinstein, Sumeracki, and Caviglioli (2019).
Implementation activities:	(1) Create a school schedule that includes time for interventions; (2) create a data review process to identify students who need intervention or support; (3) develop systems to provide ongoing support to students; (4) monitor student data on a bi-weekly schedule; (5) identify students who need intervention or support; (6) identify the specific needs of each student; and (7) design, implement, and monitor interventions.
Expected outcomes:	Students will receive the individual support they need to master course content and pass their classes.

Strategy Name: Create coherence among all school sub-systems	
Strengthens the academic program by:	Ensuring that all school systems are working toward the same academic goals.
Closes the achievement gap by:	Focusing the school's resources on a small number of essential goals related to student learning and achievement.
Increases the amount and/or quality of learning time by:	Ensuring that the school's various systems are leveraged to improve the quality of instruction.
Provides an enriched and/or accelerated curriculum by:	Ensuring that students master course content so that teachers can teach their entire curriculum by the end of the school year.
Evidence base:	Instructional program coherence is associated with higher student achievement and better school performance outcomes. Anthony Bryk and his colleagues from the University of Chicago Consortium on School Research conducted a study on hundreds of schools in Chicago and found that instructional program coherence was an essential component of the school improvement process (Bryk et al, 2010).
Implementation activities:	(1) Identify instructional goals; (2) identify the school sub-systems that need to be aligned with the goals; (3) design the systems in such a way that they support the instructional goals; and (4) monitor implementation of the systems and make improvements.
Expected outcomes:	The quality of curriculum and instruction will be better than last school year because the various school systems will be designed specifically to support those two essential elements. Students will achieve better learning outcomes (e.g. course performance, assessments) as a result of the increased program coherence.

Component 4: Evaluation *(ESEA Section 1114(b)(3)*

- *What will the evaluation process be to monitor the implementation of, and results achieved by the schoolwide program plan?*

  We will evaluate each strategy separately. The evaluation approach for each strategy is provided below:

  Strategy #1: Curriculum Alignment

  We will conduct a curriculum audit. During the audit, we will analyze the curriculum to ensure that it aligns with the standards and the assessments. If we find gaps between the curriculum and standards or assessments, we will develop a plan to fill the gaps. We will also identify specific ways to increase the relevance of the curriculum, such as adding election coverage to the curriculum in all grade levels.

  Strategy #2: School-Wide Instructional Framework and Support Systems

  We will observe all classroom teachers' multiple times throughout the school year to assess their implementation of the school's instructional framework. We will utilize instructional coaching, teacher teams, and the professional development program to help teachers improve their implementation of the instructional model throughout the year.

  Strategy #3: Curriculum-Based Assessment

  We will ensure that all courses include curriculum-based assessments and that teachers are using the assessments to measure student learning and to inform instruction. We will analyze curriculum-based assessment data during professional development days and during professional learning communities to identify patterns across the school.

  Strategy #4: Design, Implement, and Monitor Student Interventions

  We will identify specific interventions for students based on their course progress and performance and then evaluate the impact of the interventions on student learning outcomes. For example, we will provide high-dosage tutoring to students taking Geometry to ensure those students are mastering the material. We will compare student performance both before and after the intervention to evaluate the impact on student learning. We will also compare the performance of students receiving tutoring to students who do not receive tutoring to determine whether the intervention is working. Each intervention will have its own evaluation plan.

Strategy #5: Improve Instructional Program Coherence

We will evaluate instructional program coherence by examining our curriculum, instruction, professional development program, teacher team meetings, student life program, and teacher evaluation process to ensure that each system is focused on supporting students in mastering the curriculum. We will identify specific ways in which each system supports our instructional goals, and we will adjust any system or process that is not supporting them. Evaluation activities will include collection and analysis of meeting agendas; observation of programs; and analysis of teacher evaluation forms, among others.

- *What student performance data will be used in the evaluation?*

  We will use several types of student performance data in our evaluation, including curriculum-based assessments, course passage rates, school-wide course progress (i.e. the percentage of courses that are on pace with where they should be throughout the year), and PARCC assessments.

- *What criteria or metrics will be used to determine if the schoolwide program has been effective in increasing student achievement, particularly for the students the furthest from achieving District of Columbia academic standards?*

  We will use the PARCC assessment and course passage rates to determine whether the school-wide program has been effective. We aim to improve the percentage of students who score proficient or advanced on the PARCC assessment by at least 10 percent in both ELA and math. We also aim to ensure that more than 90 percent of our 9th grade students are on-track for graduation by the end of the school year.

Strategy	Data Type	Success Metric	Implementation Factors to Assess	Results to Assess
Align curriculum with standards and assessments	Lesson plans; unit plans; & curriculum maps	% of courses with a curriculum that is fully aligned with District standards and assessments	Alignment between written and taught curriculum; pacing of instruction	Percentage of curriculum that was taught by end of year; student performance on curriculum assessments
Implement school-wide instructional Framework	Classroom observations	% of teachers who are "effective" on the instructional framework rubric	Alignment of PLCs and PD with the instructional framework; support for teachers who are not effective	Percentage of teachers who are effective on the instructional framework rubric by end of year

Utilize curriculum-based assessments	Curriculum-based assessment data	% of students mastering unit tests at 80% or higher	Student progress in courses; pacing of instruction	Percentage of students who master unit tests at 80% or higher
Implement interventions for struggling students	Intervention implementation rate; course grades	% of identified students who participate in interventions; course passage rate	Root causes of student performance problems; participation rate	Student course performance (e.g. course grades, unit test scores)
Improve instructional program coherence	Meeting agendas; observation notes; curriculum materials	% of time used to support instructional goals	Identify specific instructional goals that can be used to anchor the design of school sub-systems; determine which specific school systems need to align with goals	Instructional quality; student performance on curriculum-based assessments; student performance on PARCC assessments

If consolidating funds, indicate the federal grant allocations to be consolidated to support the schoolwide program plan in the school.

Check As Applicable	Consolidated Funds
X	Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
	Title III, Part A: English Language Acquisition, Language Enhancement, & Academic Achievement
X	Title IV, Part A: Student Support and Academic Enrichment Grants
	Title IV, Part B: 21st Century Schools
	IDEA
X	Other, please specify Title I, Part A: Improving Basic Programs