



School Name: The SEED PCS of Washington, D.C.

School Year: 2022-2023

Date: September 1, 2022

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 April 2022 through August 2022 to determine the specific programmatic needs at SEED. The primary data sources used for the needs assessment included the following:

- classroom and school observations;
- interviews with teachers and school leaders;
- curriculum and pacing guides;
- PARCC scores;
- interim assessment data (MAP);
- Qualitative Site Review results;
- Advanced Placement exam scores; and
- self-assessment of the school's practices using the SEED network's program model rubrics.

We identified several needs that, if addressed, will lead to improved student outcomes. First, we need to ensure that teachers are properly trained and have academic support systems in place to develop their instructional practice throughout the school year. Namely, teachers need frequent instructional coaching from an experienced and skilled educator.

Second, we found that we needed to shift our curriculum off Edgenuity (our digital curriculum) and move to a textbook-based curriculum. The digital curriculum was necessary during the height of the pandemic when students were frequently learning from home. However, we found that it was difficult to know what students were learning across classrooms. We need to make the curriculum more visible so that school leaders can help guide the overall school program and increase the amount of reading and writing done across the curriculum. A textbook-based curriculum is also more closely aligned with what students will experience in college, and given our college preparatory mission, we believe that students will benefit from this shift.

Third, we found that students are in dire need of social, emotional, and mental health support. While this has always been true, these specific needs were exacerbated during the pandemic. Our students need access to these supports throughout the school day on an individual level so that they can access the educational opportunities presented to them. We also need additional supports to ensure that we can maintain an optimal learning environment for all students.

- *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 need 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 can successfully navigate through coursework even as they manage social, emotional, and mental challenges.

- *How should the identified needs be prioritized to ensure that all students 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 (and intensive) social, emotional, and mental health 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
<b>Textbook-Based, Content-Rich Curriculum</b>	1	Purchase and implement textbook-based curriculum aligned to standards for all courses and ensure teachers implement with fidelity	Percentage of courses where pacing is on-track throughout the year
<b>Effective instructional practice</b>	2	Improve instructional quality and support across classrooms	Percentage of teachers who are rated as “effective” on the Danielson Framework (Domain 3)

<b>Social, emotional, and mental health support for all students</b>	3	Create a comprehensive social and emotional development program to ensure that all students develop the skills needed for academic success.	# of student altercations; percentage of students who improve their social and emotional well-being score on surveys
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**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.

<b>Required Roles</b>	<b>Name</b>	<b>Title</b>
<b>Parents</b>	Trameece Jeffries	Parent
	Angelita Buckman	Parent
<b>School community members</b>	Jasmine Fassett	School Psychologist
<b>LEA Administrators</b>	Brian Rahaman	Head of School
<b>Principal</b>	Demetrius Blue	Principal
<b>Teachers</b>	Kerwin Greenaway	Science Teacher
	Wayne Henderson	ELA Teacher
<b>School leaders</b>	LaMar Bagley	Director of School Culture
	Rashida Holman-Jones	Director of Family and Community Engagement

<b>Additional Roles</b>	<b>Name</b>	<b>Title</b>
<b>Instructional support personnel</b>	Aneka Bruce	Assistant Principal

<b>Other school staff</b>	Marjorie Howard	Grants Manager
<b>Students (Secondary schools)</b>	Simona Weimer	Student (12 <sup>th</sup> Grade)
<b>Technical Assistance Providers</b>	Mildred Washington	OSSE Program Specialist

- *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 some to develop the plan, and all to review the 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 school-wide 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;
- Provide differentiated professional development for teachers;
- Ensure that we follow through and execute intervention plans once they are established; and
- Ensure that we provide Tier I, II, and III social, emotional, and mental health support for students.

### **Component 3 – Comprehensive School-wide Plan Strategies (ESSA Section 1114(b)(7)(A))**

- *What are the strategies chosen for the school-wide program plan?*

**Strategy #1:** Select textbook-based 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 school-wide social and emotional development plan for all students.

**Strategy #6: Create** and implement aspects of a well-rounded education through a comprehensive college access and success program that includes college exposure, college counseling, and financial education.

- *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 improve the instructional core (curriculum, instruction, and student engagement), 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. And the social and emotional plan will ensure that students develop the skills they need to properly manage themselves and their learning throughout the school year.

- *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 plan's strategy around social-emotional support will also strengthen the academic program by reducing the number of disruptions to the learning environment experienced throughout the school day and year.

Shifting from a digital curriculum to a textbook-based curriculum will increase the amount of reading and writing that students do across content areas. This change will also allow school leaders to monitor what students are learning and adjust when needed.

The plan will also improve the amount and quality of learning time by maximizing academic learning time, which is the time students spend doing things that produce learning. For example, time spent transitioning from one learning activity to another is not considered academic learning time. The learning activities that produce the most learning – reading, writing, discussion, and application of skills to novel problems or situations – will be our central focus. We will invest in professional development and instructional coaching to ensure teachers are maximizing academic learning time in their classes.

As stated above, the curriculum will be enriched by shifting to a content-rich textbook for all courses. Students will have an opportunity to read, write, and think critically about content each day. The curriculum will accelerate learning by incorporating literacy across content areas.

- 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 opportunities for students, 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: Select textbook-based curriculum for all courses aligned to District standards and ensure teachers implement with fidelity.**

<b>Strengthens the academic program by:</b>	Ensuring that the curriculum directly aligns with the District’s standards and assessments; ensuring that students are reading, writing, and thinking in all courses; allowing school leaders to monitor curriculum across content areas and grade levels.
<b>Closes the achievement gap by:</b>	Ensuring that all students, including those that are furthest behind, are exposed to content-rich, grade-level texts.

<b>Increases the amount and/or quality of learning time by:</b>	Ensuring that students spend their school time learning pre-determined content and skills that align with District standards.
<b>Provides an enriched and/or accelerated curriculum by:</b>	Ensuring that all courses align with the rigorous standards established by the District; increasing the amount of reading and writing that students do across content areas.
<b>Evidence base:</b>	Research has shown that aligning the written, taught, and tested curriculum improves student achievement (Squires, 2012).
<b>Implementation activities:</b>	(1) Choose a textbook-based curriculum for all courses that is aligned with state standards and assessments; (2) ensure that teachers examine curriculum; (3) create systems to monitor curriculum implementation throughout the school year; (4) identify courses where curriculum is not being implemented and provide support.
<b>Expected outcomes:</b>	Curriculum will be aligned with state standards and assessments and teachers will implement the curriculum with fidelity.

**Strategy Name: 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.**

<b>Strengthens the academic program by:</b>	Reducing the variation between instructional approaches across classrooms and ensuring that all teachers include the key elements of effective instruction in their lessons.
<b>Closes the achievement gap by:</b>	Increasing the amount of effective instruction that students receive across courses.
<b>Increases the amount and/or quality of learning time by:</b>	Improving lesson design and delivery based on research-based principles of effective instruction.
<b>Provides an enriched and/or accelerated curriculum by:</b>	Improving lesson design and delivery.

<b>Evidence base:</b>	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.
<b>Implementation activities:</b>	(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 implementation of the instructional framework.
<b>Expected outcomes:</b>	All teachers will consistently deliver effective lessons.

<b>Strategy Name: Utilize curriculum-based assessments in all courses to monitor student learning.</b>	
Strengthens the academic program by:	Ensuring that teachers know the extent to which 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.
<b>Evidence base:</b>	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 <i>curriculum</i> assessments (as opposed to standardized 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.

<b>Strategy Name: Student Interventions and Support</b>	
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 <i>Understanding How We Learn</i> 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.

<b>Strategy Name: Create a school-wide social and emotional development plan</b>	
Strengthens the academic program by:	Ensuring that all students have the social and emotional skills they need to achieve success both in and out of the classroom.
Closes the achievement gap by:	Developing the social and emotional competencies that often separate academically successful students from their less successful peers.
Increases the amount and/or quality of learning time by:	Reducing the amount of time that teachers spend on behavior management and increasing the amount of time spent on instruction.
Provides an enriched and/or accelerated curriculum by:	Integrating social and emotional skill development into academic courses.
Evidence base:	A 2008 study by the Collaborative for Academic, Social, and Emotional Learning (CASEL) found that SEL programming improved students' test scores by an average of 11 to 17 percentage points.

Implementation activities:	(1) Identify the specific social and emotional competencies that will serve as our program goals; (2) design programs, both curricular and co-curricular, to build social and emotional skills in all students; (3) adopt a social and emotional assessment to measure changes over time; and (4) implement and evaluate SEL programs.
Expected outcomes:	Students will develop stronger social and emotional competencies and will be better able to manage their own learning throughout the school year. The end result will be higher performance in terms of course pass rates and test scores.

**Strategy Name: Create and implement a college access and success program to ensure a well-rounded education for all students.**

Strengthens the academic program by:	Ensuring that the entire school program is designed to prepare students for success in college, which increases the rigor and expectations of the program.
Closes the achievement gap by:	Providing all students with a college preparatory program, including rigorous coursework and support with the college application process.
Increases the amount and/or quality of learning time by:	Providing all students with additional college exposure programming and college application guidance and support.
Provides an enriched and/or accelerated curriculum by:	Expanding the traditional instructional program to include college exposure, college counseling, and financial education.
Evidence base:	Cho and Serrano (2020) found that higher levels of college self-efficacy were correlated with higher performance in college. Our college access and success program is designed to develop college self-efficacy through persistent college exposure opportunities, frequent college advising, and financial education throughout the high school experience.
Implementation activities:	(1) Design a comprehensive college access and success program that includes college exposure for all grade levels, college counseling, and financial education; (2) implement the college access and success program; and (3) evaluate the impact of the college access and success program on student outcomes.

Expected outcomes:

Students will develop deep knowledge about the college process, will matriculate to college immediately after high school, and will graduate from college more often than the general student population.

#### **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 current events 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 Algebra and Geometry to ensure those students are mastering the material. We will also provide reading intervention and support to students who are furthest behind. 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: Create** a School-Wide Social and Emotional Program

We will evaluate the impact of our social and emotional program on student performance in two ways. First, we will adopt and use a social and emotional assessment that allows us to measure changes to students’ social and emotional competencies from the beginning to the end of the school year. Second, we will use course pass rates and test scores to determine whether student performance improves from the previous school year.

**Strategy #6: Create** and Implement a College Access and Success Program

We will evaluate the college access and success program by measuring the number of students who are admitted to at least two 4-year colleges and enroll in college immediately after high school.

- *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, interim 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), a social and emotional assessment, college enrollment data, and PARCC assessments.

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

We will use MAP assessments, PARCC assessments, 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 hope to achieve the 70<sup>th</sup> percentile in *growth* on the MAP assessment. Finally, we aim to ensure that more than 90 percent of our 9<sup>th</sup> grade students are on-track for graduation by the end of the school year.

Strategy	Data Type	Success Metric	Implementation	Results to Assess
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Factors 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; MAP scores	% of identified students who participate in interventions; course passage rate; average growth percentile on MAP	Root causes of student performance problems; participation rate	Student course performance (e.g. course grades, unit test scores)

**Strategy:** Create a social and emotional program

**Data Type:** Social and emotional assessment

**Success Metric:** % of students who have a higher overall rating on the social and emotional assessment

**Implementation Factors to Assess:** rating on the school’s SEL rubric; percentage of students who engage in each SEL program

**Results to Assess:** % of students who rate higher on SEL assessment at end of school year; rating on school’s SEL rubric; participation rate in SEL programs

**Strategy: Create** and implement a college access and success program.

**Data Type:** College enrollment data

**Success Metric:** % of students admitted to at least two 4-year colleges; % of students who immediately enroll in a 4-year college after high school

**Implementation Factors to Assess:** rating on the school’s college readiness program rubric

**Results to Assess: overall** rating on the college readiness program rubric, which focuses on program quality and implementation

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

<b>Check As Applicable</b>	<b>Consolidated Funds</b>
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: 21 <sup>st</sup> Century Schools
	IDEA
	Other, please specify