

District of Columbia Public Schools FY2016

Agency District of Columbia Public Schools

Mission The mission of DC Public Schools is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career, and life. **A Capital Commitment** - In spring 2012, DCPS launched a five-year strategic plan, A Capital Commitment that set five goals for 2017. Fiscal year 2016 (FY16) is the fourth full year of the plan. The goals are:

1. 1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students in the district.
2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.
3. At least 75% of entering 9th graders will graduate from high school in four years.
4. 90% of students will say they like their school.
5. DCPS will increase its enrollment over five years.

Summary of Services DCPS delivers all services required to provide students with a quality education. These include:

- Operating schools that provide a consistent foundation in academics, strong support for social/emotional needs, and challenging themes and programs;
- Hiring, developing, and rewarding teachers, principals, aides, and other staff;
- Developing and implementing academic programs that provide all students with meaningful options for life;
- Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing;
- Providing schools the administrative and operational support they need to foster student achievement; creating forums for interaction and continued dialogue between DCPS and its community stakeholders.

2016 Objectives

FY16 Objectives

Objective Number	Objective Description
Office of College & Career (1 Objective)	
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.
Office of Family & Public Engagement (1 Objective)	
1	Partner with families and community members who demand better schools
Office of Human Capital (2 Objectives)	
1	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.
2	Provide schools with the central office support they need to foster student achievement.
Office of Innovation & Research (2 Objectives)	
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.
2	Develop and implement research based projects to accelerate student achievement, with a particular focus on closing opportunity and achievement gaps.
Office of Teaching & Learning (3 Objectives)	
1	Implement a rigorous, relevant, college preparatory curriculum in all schools that gives students meaningful options for life.
2	Develop the most highly effective educators in the country.

3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging programs.
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Office of the Chief of Schools (3 Objectives)

1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.
2	Ensure that schools provide support for present and healthy students.
3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging themes and programs.

Office of the Chief Operating Officer (2 Objectives)

1	Provide schools with the central office support they need to foster student achievement
2	Increase enrollment in DCPS

2016 Key Performance Indicators

Measure	Division	Frequency of Reporting	FY 2013	FY 2014	FY 2015	FY 2015 Target	FY 2016 Target
1 - Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work. (4 Measures)							
Percentage of teachers rated Effective or Highly Effective on IMPACT		Annually	75	76	79		81
Retention rate of teachers rated Effective or Highly Effective on IMPACT		Annually	90	90	90		89
Percentage of teachers with value-added data		Annually					0
Number HR constituent cases open 50+ days		Annually					0
1 - Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life. (11 Measures)							
Percentage of students scoring college and career ready (Level 4+) in ELA on PARCC		Annually					0
Percentage of students scoring "College & Career Ready" (Level 4+) in Math on PARCC		Annually					0
ELA achievement gap (% college and career ready) between black and white students		Annually					0
Math achievement gap (% college and career ready) between black and white students		Annually					0
Percentage of SPED students scoring college and career ready (Level 4+) in ELA on PARCC		Annually					0

Percentage of SPED students scoring "College & Career Ready" (Level 4+) in Math on PARCC	Annually						0
Percentage of ELL students scoring college and career ready (Level 4+) in ELA on PARCC	Annually						0
Percentage of HS students taking at least 1 AP exam	Annually						30
Percentage of AP exams passed	Annually						33
Number of students served in non-public placements	Annually						1000
Percentage of 9-11th grade students taking the PSAT/ReadiStep	Annually						80
1 - Partner with families and community members who demand better schools (3 Measures)							
Twitter followers	Annually						40000
Facebook followers	Annually						15000
Instagram follows	Annually						6000
1 - Provide schools with the central office support they need to foster student achievement (2 Measures)							
Student enrollment (Audited)	Annually	45,557	46,393	47,548			48000
Percentage of principals certifying that their schools have the necessary textbooks and instructional materials	Annually						100
3 - Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging programs. (4 Measures)							
In-seat attendance (ISA) rate	Annually						91
Percentage of students scoring college and career ready (Level 4+) in ELA on PARCC at the 40 lowest-performing schools	Annually						0
Percentage of students scoring college and career ready (Level 4+) in Math on PARCC at the 40 lowest-performing schools	Annually						0
4-year graduation rate	Annually	56	58	64			70

2016 Workload Measures

Measure	Frequency of Reporting	FY 2013	FY 2014	FY 2015
No measures found				

2016 Initiatives

Objective Number	Objective Title	Initiative Number	Initiative Title	Initiative Description

Office of College & Career - 1 (6 Initiatives)				
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.1	Increase student access to and success in courses worth college credit.	In SY14-15, DCPS formalized Dual Enrollment Partnership Agreements with three local colleges (Howard University, George Washington University, and University of the District of Columbia – Community College). As a result, every eligible DCPS high school student is able to take UDC-CC courses for dual credit; up to eligible 25 School Without Walls students can take their entire 11th and 12th grade courses at George Washington University for dual credit, and up to 10 eligible McKinley Tech and Banneker High School students can take Howard University courses for dual credit. By June 30, 2016, DCPS will have signed Dual Enrollment Partnership agreements with more local colleges so that all comprehensive high schools have at least one college dual enrollment partner.
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.2	Implement Career Academies that better equip high school students with the skills necessary for college and careers.	In SY14-15, DCPS supported eight Career Academies across seven DCPS high schools (Ballou, Cardozo, Columbia Heights Education Campus, Dunbar, McKinley Tech, Phelps, Wilson). These Academies are focused on one or more of the following industries: Engineering, IT, and Hospitality (associated with three of the Districts highest wage, highest demand career sectors). The academies integrate strong college and industry partnerships, paid internships, work-based learning experiences and rigorous curricula and culminate in industry-recognized certifications. Nationwide, NAF Academy students graduate high school and enroll in and complete colleges at rates higher than their peers; they also earn higher salaries. Already, 119 of DCPS NAF Academy students have completed paid internships in their respected fields of study. In SY15-16, two additional NAF Career Academies – one in IT and one in Engineering-will open at HD Woodson High School.
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.3	Provide middle grades students with exposure to college and career experiences through the DC Meets Washington program.	In SY15-16, DCPS will continue to offer the DC Meets Washington Program, a summer college and career exposure program, for middle grade students. Over the course of the three-week program students meet with local leaders from Engineering, IT, and the Hospitality career sectors, and participated in site visits in which they directly experienced different professional and postsecondary opportunities. By September 30, 2016, DCPS will offer DC Meets Washington to up to 250 DCPS middle grades students.

1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.4	Increase student access to meaningful college tour experiences.	In SY15-16, DCPS will begin to implement a College Tour Program, which will provide each of our seven comprehensive 40/40 high schools (Anacostia, Ballou, Cardozo, Coolidge, Dunbar, Roosevelt, Woodson) funds to support college tours for up to 200 students at each school (1400 students total).
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.5	Provide college going data to high schools.	In SY15-16, DCPS will continue to share with each high school leadership team current school-specific data on college enrollment, persistence, and completion data. The data will help drive discussions about the importance of smart college choices at the school and student-level. This data will also inform schools programming and information-sharing with students and families around the college search process.
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.6	Expand SAT Test Prep Opportunities.	In SY15-16, DCPS will expand SAT Test Prep Offerings for high school students through partnerships with Khan Academy/College Board and Kaplan. All of our high schools will have access to the Khan Academy/College Board self-paced online test prep system. DCPS will be piloting at McKinley Tech an in-school test prep program using the Khan Academy/College Board resource. Banneker and Phelps High Schools will continue to benefit from an in-school Kaplan test prep course funded by an external donor.

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Office of Family & Public Engagement - 1 (2 Initiatives)

1	Partner with families and community members who demand better schools	1.1	Teach mindsets and skills to improve and sustain academically-focused relationships with families.	OFPE will work in conjunction with the Flamboyant Foundation to expand the Family Engagement Partnership, which includes home visits and sustained family engagement professional development for teachers, to schools that have met a set of prerequisites to adopt the program. Schools currently participating include: Bancroft ES, Beers ES, Brookland MS, Burrville ES, CW Harris ES, Eliot-Hine MS, Garrison ES, Hearst ES, Jefferson MS, JO Wilson ES, Kelly Miller MS, Langley EC, Ketcham ES, Kimball ES, Maury ES, Neval Thomas ES, Powell ES, Truesdell EC, Tubman ES, Stanton ES, Truesdell EC, Wheatley EC.
1	Partner with families and community members who demand better schools	1.2	Expand DCPS community outreach and relationship building with stakeholders.	OFPE will provide opportunities for district families and community members to engage with DCPS in authentic ways by listening to them about things that matter to them, engaging & consulting them on policies that impact their child's academic success, using this feedback to inform our policies and initiatives in DCPS, and sharing with them how their feedback has influenced decision making. These efforts will be executed in multiple ways including a 4 - person ward based Community Action Team (CAT), hosting small and large engagement efforts in DCPS, and tracking and monitoring our work so we can be more data driven and adaptive in our efforts as necessary.

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Office of Human Capital - 1 (5 Initiatives)

1	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.	1.1	Rigorously evaluate teacher performance.	DCPS will continue to implement its rigorous teacher evaluation system (IMPACT) which outlines clear expectations for effectiveness and provides opportunities for ongoing feedback and aligned support. IMPACT includes multiple measures of teacher effectiveness including classroom observations conducted by both school leaders and external, content-aligned evaluators, measures of student achievement, and a measure of a teachers commitment to the school community. Final scores and IMPACT ratings will be available on or around the end of the school year (June 30, 2016). DCPS uses information from IMPACT to recognize and retain our best teachers, provide additional support to those who need it, and remove ineffective teachers.
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1	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.	1.2	Recruit and select the best possible teacher talent.	In order to provide DCPS students with high-quality instruction and fill vacancies as they arise, DCPS must recruit and select teachers who demonstrate the potential to be effective in our classrooms. To that end, DCPS will continue to engage in national recruitment efforts including: headhunting teachers with prior experience and a track record of success, attending career fairs at universities around the country, continuing to build the DCPS brand through the JoinDCPS website and an expanded social media presence, and revising the teacher selection process to be as streamlined and rigorous as possible. We will particularly focus on ensuring that we attract diverse teachers and generate sufficient applications to fill our highest-need subject areas.
1	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.	1.3	Retain the best teacher talent.	DCPS has a growing number of effective and highly effective educators. Especially in the context of national teacher shortages, it is imperative that DCPS continues to retain our best teacher talent at high rates. DCPS will recognize highly effective teaching through the annual Standing Ovation event. Additionally, we will provide teachers with an opportunities newsletter twice a month to support teachers continual career growth. Targeted retention emails will be sent to all highly effective teachers in the district, reminding them that the district values them. Furthermore, for teachers who are interested in seeking a position in another school, this year we will be making the transfer process within DCPS more straightforward and accessible, in order to maximize the extent to which we retain teachers in DCPS overall and assist them to find schools that are their best fit. Finally, over the year we will continue to provide principals with reminders about the importance of teacher retention and specific resources they can use to directly recognize and engage irreplaceable teachers in their school.
1	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.	1.4	Recruit and select the best possible school leadership talent.	DCPS will continue to identify and recruit high-potential school leaders for every principal vacancy with a particular emphasis on the targeted 40 schools. Internally, this leadership talent will include high-potential leaders, such as highly-effective assistant principals (APs) and members of the third cohort of the Mary Jane Patterson Fellowship. Externally, DCPS will identify and recruit award-winning school leadership talent from across the country for both principal and AP vacancies. OHC will continue to ensure that high-potential, rising DCPS leaders are preparing for the principalship through the Mary Jane Patterson Fellowship, which will be launching its fourth cohort in January 2016. OHC will continue to review School Leader IMPACT data of recent principal and AP hires to determine if further enhancements to the selection process are warranted to improve the quality of hire.

1	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.	1.5	Retain the best school leader talent.	DCPS will continue to implement an aggressive performance-based salary scale for principals and assistant principals, and a bonus system for all Highly Effective school leaders, including special incentives to serve and continue leading in the 40 targeted schools. DCPS will also continue to target training and support to existing school leaders in a number of ways, including providing Lead Mentors for first-year principals and ensuring every principal is managed and supported by a highly experienced instructional superintendents – who each receive comprehensive training and support in “Blended Coaching” (from experts at the New Teacher Center). In addition, DCPS will provide opportunities for its most effective principals to participate in the Chancellor’s Principal Cabinet and on other system-wide committees.
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Office of Human Capital - 2 (3 Initiatives)				
2	Provide schools with the central office support they need to foster student achievement.	2.1	Provide efficient and customer service-oriented Human Resources.	DCPS will continue to focus on the development of process improvements, including self-service and electronic resources. Many human resources processes have been streamlined and moved to an online platform, providing a user-friendly, expedited way for employees to access the information they need. Electronic processing of the leave of absence application will automate requests for leave and provide critical staff tracking data to schools. DCPS will also begin the first phase of centralizing requests for extra duty pay through an online application which monitors extra duty positions and facilitates the submissions of extra duty payment requests to the Office of the Chief Financial Officer.
2	Provide schools with the central office support they need to foster student achievement.	2.2	Continue to streamline, improve and procure new technology infrastructure to support efficient customer service.	DCPS is focused on improving customer service and making our processes more efficient for employees. DCPS is partnering with OCTO and DCHR to facilitate a smooth transition to PeopleSoft 9.2 by June 30, 2016. Additionally, DCPS will update its own recruitment tool by September 30, 2016 to enable current DCPS employees who wish to transfer schools to do so more efficiently, and to ensure that vacancies opened up by transferring employees are highlighted and pushed to fill as quickly as possible. Finally, DCPS will launch an online recruitment and selection data hub for principals that will provide a school specific overview of key hiring metrics.

2	Provide schools with the central office support they need to foster student achievement.	2.3	Ensure schools have the staff to meet their needs by providing strategic staffing support.	Hiring great people is fundamental to the success of any school. Given that school leaders have various levels of human capital experience and expertise, DCPS will pursue three core strategies to support school leaders in making great hiring decisions: First, DCPS will partner with instructional superintendents to conduct "Talent Strategy Meetings" with individual school leaders to develop a strong human capital plan for this and future school years. Second, DCPS will develop and distribute a toolkit of retention and selection best practices, including many gathered from leaders already within the district. Third, To support school leaders in tracking and reacting quickly to new vacancies during the spring and summer, DCPS will develop a live school roster that can be accessed by a school leader at any time, including real-time data relating to teacher qualifications and in-progress hiring actions.
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Office of Innovation & Research - 1 (2 Initiatives)

1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.1	Open Empowering Males High School	Black and Latino males graduate high school at rates lower than their peers across the district, 55 and 59 percent respectively. Through a partnership with Urban Prep Academies, a highly successful network of all male high schools in Chicago, DCPS will design and open a new high school for males in 2016. This school will be designed to provide targeted and research-based supports to keep male students stay on a path to graduation, college and careers.
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.2	Recruit, train and place 500 adults to mentor 500 males of color students.	By the end of elementary school, far fewer Black and Latino males are reading on grade level than their peers. DCPS is working to close this gap by recruiting 500 volunteers to serve as mentors to males of color throughout the city. Through partnerships with community based organizations with proven track records of success, mentors will volunteer in schools on a weekly basis and help students improve their reading skills.

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Office of Innovation & Research - 2 (1 Initiative)

2	Develop and implement research based projects to accelerate student achievement, with a particular focus on closing opportunity and achievement gaps.	2.1	Support schools in developing innovations that improve academic/social outcomes of males of color.	According to student surveys, black males are least satisfied with their schools. Through "Proving Whats Possible" grants, DCPS will offer schools and school leaders the opportunity to create initiatives targeted at improving outcomes for males of color. Schools will be able to focus their efforts in one of three areas: academic development, family engagement and social-emotional supports. These grants will empower school leaders to decide what promising approaches will work best for their school communities.
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Office of Teaching & Learning - 1 (5 Initiatives)				
1	Implement a rigorous, relevant, college preparatory curriculum in all schools that gives students meaningful options for life.	1.1	Develop core curricular resources aligned to the Common Core State Standards.	DCPS curricular documents for each content area offer guidance on how to prepare students to meet standards. Unit guides, lesson plans, and sample lessons are developed centrally through partnership between teachers and content specialists. By providing the framework and general foundation for instruction, teachers spend less time creating new material on their own, and more time innovating and tailoring instruction to meet the needs of their students. Students are ensured equal access to the same high quality content regardless of where they attend school.
1	Implement a rigorous, relevant, college preparatory curriculum in all schools that gives students meaningful options for life.	1.2	Ensure every student has rigorous learning experiences by implementing Cornerstone lessons.	Cornerstones are powerful lessons taught as part of the DCPS curriculum. Every student in every grade level experiences Cornerstones across each content area (English Language Arts, Math, Science, Art, Music, Physical Education, Health, World Language and Social Studies). Cornerstones make meaningful real-world connections through engaging and rigorous content, taught through proven, high-impact instructional models. By June 30, 2016, over 200 Cornerstones will be experienced by students.
1	Implement a rigorous, relevant, college preparatory curriculum in all schools that gives students meaningful options for life.	1.3	Increase access to advanced programming in our schools.	Differentiated learning approaches ensure all students are able to meet but also exceed and accelerate learning. In SY15-16, DCPS will increase the number of schools utilizing the suite of interventions for advanced and high ability students including Junior Great Books, DCPS Advanced Readers Extensions (DARE), M-Squared/M-Cubed math, Pre-Advanced Placement extensions, the Schoolwide Enrichment Model (SEM), as well as the Summer Enrichment Program for rising middle grade students.

1	Implement a rigorous, relevant, college preparatory curriculum in all schools that gives students meaningful options for life.	1.4	Increase access to Advanced Placement courses and improve instructional quality and rigor.	In SY15-16, DCPS will increase the number of Advanced Placement courses at all high schools from 4 to 6. Targeted professional development will support teachers during the school year as well as over the summer. Additionally, in order to better prepare middle school students for AP courses, DCPS will offer curricular extensions in grades 6-8 as "Pre-Advanced Placement" exposure.
1	Implement a rigorous, relevant, college preparatory curriculum in all schools that gives students meaningful options for life.	1.5	Ensure Higher Quality Instructional and Developmental Support in Early Childhood Education programs.	Young children must be supported in developing a strong foundation for learning. In SY15-16, DCPS will work to provide higher quality instructional and developmental supports for children enrolled in Pre-K and Kindergarten. In fall of 2015, DCPS will convene a Kindergarten Task Force to review the Kindergarten curriculum and better integrate early learning and elementary education programs. DCPS will also enhance instruction through an increased focus on emotionally and culturally responsive teaching practices. In addition, DCPS will work with community partners to expand school-based mental health services for young children in need of increased social-emotional supports to promote increased physical health. Finally, DCPS will inform continuous improvement of instructional practices with the Quality Rating and Improvement System (QRIS) once it is implemented by OSSE.

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Office of Teaching & Learning - 2 (1 Initiative)

2	Develop the most highly effective educators in the country.	2.1	Provide teachers with professional development in core instructional focus areas.	Each content area (e.g. literacy and humanities) hosts system-wide Professional Development days throughout the year with tailored sessions specific to content, grade level, and pedagogy. Many subjects also have unique opportunities for community partnerships, cross-content collaboration, and specialized training from subject-matter experts. Teachers similarly receive professional development and job-embedded coaching on evidence-based practices to support specialized student populations.
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Office of Teaching & Learning - 3 (2 Initiatives)

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3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging programs.	3.1	Increase the percentage of students with disabilities served in general education classes.	DCPS is undertaking a number of strategies to increase the number of students with disabilities served in general education classes. This includes providing guidance and support to ensure that all neighborhood schools are prioritizing inclusive opportunities for students while offering a full continuum of need-based services to students with disabilities. DCPS will maximize exposure to instruction while ensuring related service delivery. DCPS will also focus professional development on co-teaching strategies and universal design for learning so that teachers and staff are equipped to better support students with disabilities inside the general education setting. Finally, DCPS will monitor neighborhood school performance and provide support to schools struggling to meet this goal.
3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging programs.	3.2	Reduce Special Education enrollment to 15%.	DCPS has set a goal to reduce special education enrollment to 15% overall by the end of SY2016-2017. To meet this goal, DCPS will ensure that the percentage of three-to-five-year-old children who are eligible to receive special education services remains at the established benchmark of 9%. Additionally, DCPS is committed to building capacity with external partners to support a sustainable Child Find system by increasing awareness around developmental screenings and expanding the network of partners who will provide these screenings. DCPS will also expand access to services under Section 504, ensuring all students with disabilities receive the supports they need. Lastly, DCPS will develop standardized exit criteria for students receiving special education services.

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Office of the Chief of Schools - 1 (8 Initiatives)

1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.1	Ensure that schools promptly identify struggling students and assign them intervention services.	DCPS is developing greater capacity in each school to identify students with challenges to school success (e.g., behavior, attendance, and math or reading challenges) and provide the appropriate interventions to address those challenges. In SY15-16, DCPS will roll out its first Response to Intervention Database which will consolidate the process for how student data is gathered, viewed, responded to, and tracked. The database will include: attendance, behavior, and academic performance data based on Early Warning Indicators. DCPS is also rolling out the new Response to Intervention (RTI) Implementation Rubric and will be assessing and supporting schools on RTI implementation and progress monitoring of students.
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1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.2	Increase the amount of learning time through the implementation of Extended Day and Extended Year in more schools.	In an effort to enhance student learning and increase academic achievement by providing additional time on task, DCPS is implementing extended learning time at targeted DCPS schools. Extended Day Program is implemented via an extension of the traditional school day, currently 1-2 hours a minimum of four days per week, during which students have the opportunity to engage in more instructional time and teachers are able to impart more information. Ideally, this instruction is delivered by the same content teachers that students learn from during the day and there is no transition, thus maintaining the integrity of the natural extension. Attendance is not optional and is dedicated to increasing instructional time.
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.3	Support incoming freshmen at comprehensive high schools through Ninth Grade Academies.	In SY15-16, DCPS will continue to implement targeted Ninth Grade Academy programs at eight comprehensive high schools across the District to help first-year ninth grade students successfully complete the first year of high school. The Academy model is focused on meeting academic and socio-emotional needs, and is based on best practices, research and successful programs in other urban school districts.
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.4	Ensure the supports for the 40 lowest performing schools are implemented with increased fidelity.	The 40/40 schools are our highest-need category of schools, and as such, require specialized evaluation and support coordinated across central office functions. To that end, the Office of School Turnaround and Performance will apply prior training on strategic planning to analysis of schools' assets and needs. This assessment will drive differentiated allocation of district responses to four major strands of school improvement: (1) instructional leadership; (2) school culture; (3) intervention; and (4) teacher capacity. Each school will receive increased support in at least one of these areas through direct coaching of staff and specialized data reports for school use.

1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.5	Departmentalize elementary schools at the third, fourth and fifth grade levels.	Departmentalization is the practice of dividing the instructional responsibility of teachers according to content area. Under this model, students receive daily instruction from a combination of teachers who specialize in and teach a specific content area. By concentrating on fewer disciplines, teachers are better able to craft rigorous and engaging lessons for students. Teachers who are well-versed in a particular subject are also knowledgeable about key misunderstandings and more equipped to tailor instruction to meet individual student needs. During SY15-16, DCPS will implement a minimum of 80 minute math and literacy instructional blocks and provide content specific, Common Core State Standards-aligned professional development for teachers and administrators in literacy and math.
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.6	Ensure all comprehensive high schools have an engaging variety of high school offerings.	All DCPS secondary students need access to rigorous classes and electives that align with their personal and academic goals. To that end, DCPS has provided funding, guidance and monitoring to ensure that all comprehensive high schools have at least six Advanced Placement courses and at least 20 engaging electives built into their master schedules and available to students across the district. Elective courses are designed to give students access to engaging experiences that align with their interests or career aspirations. Examples of engaging elective courses include Choir, Band, Financial Planning, Yearbook, Student Government, Street Law and Swimming. Also, during SY15-16, all comprehensive high schools will transition to a yearlong schedule, providing students the opportunity to engage in more learning time, allowing teachers more instructional time, and creating consistent schedules across DCPS high schools.
1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.7	Ensure schools with middle grades have rigorous and engaging course offerings and activities.	Middle grades are an important transitional period. Well-adjusted and prepared middle grade students are the key towards a successful ninth grade transition and increase graduation rates. As a continuation of the work started last year, DCPS will provide each and every sixth through eighth grade student access to rigorous course offerings that are a fundamental and important part of the middle grades experience. Students will engage in an extensive selection of art and music classes as well as have the opportunity to enroll in high school level math and world languages.

1	Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.	1.8	Improve student academic and course planning.	During SY15-16, there will be an increased focus on the support services students will receive in course planning, scheduling, and making informed postsecondary decisions. For example, DCPS will refocus school counselor responsibilities on providing more direct services to students. DCPS will also enhance training for counselors on course planning and Naviance, a college and career readiness platform that helps connect academic achievement to post-secondary goals. The course planning process will integrate Naviance to ensure that more students and parents are informed about their academic options and are able to participate fully in the academic planning process.
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Office of the Chief of Schools - 2 (2 Initiatives)

2	Ensure that schools provide support for present and healthy students.	2.1	Implement mandated interventions for truancy with fidelity.	Success in the classroom depends on students attending school every day. DCPS is working to reduce student truancy and increase in-seat attendance by identifying and providing support to students who are missing school. DCPS is providing additional support to schools to find appropriate student incentives and engagement activities that improve attendance. The Director of Attendance and six Attendance Specialists monitor compliance with the truancy protocol on a weekly basis and provide coaching and supports, as needed, to increase compliance.
2	Ensure that schools provide support for present and healthy students.	2.2	Provide school leaders and staff with training and support for increasing in-seat attendance.	DCPS provides quarterly attendance professional development opportunities for school staff. It also collaborates with internal and several external partners to provide professional development for school attendance workers. These offices, programs and agencies include but are not limited to: Attendance Works, DC Action for Children, Child and Family Services, Court Social Services, Justice Grants Administration, and the Office of the Attorney General. Each schools attendance designee will be required to complete an online assessment to show they can competently perform their duties.

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Office of the Chief of Schools - 3 (4 Initiatives)

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3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging themes and programs.	3.1	Implement school climate improvement plans in a targeted group of underperforming schools.	DCPS has launched its first ever School Climate Initiative (SCI), supporting a group of our highest need schools in developing a school climate which promotes high student achievement, a proactive and positive approach to discipline, and an emphasis on supporting the social and emotional needs of students. The foundation of SCI lies in six components outlining the DCPS way towards developing and maintaining a positive school climate. The components include: (1) leadership, (2) educational environment, (3) routines and procedures, (4) student recognition, (5) teaching and learning, (6) and interpersonal relationships. Schools are supported from the central office level in creating an individualized school climate plan and increasing implementation fidelity through weekly site visits focused on building capacity among the staff. Monitoring of the initiative occurs through the use of quarterly walkthroughs, student and staff surveys, and student focus groups.
3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging themes and programs.	3.2	Support school innovations to increase student satisfaction.	DCPS is providing additional support to schools to implement strategies to improve student satisfaction. Through the "Proving Whats Possible" (PWP) for Student Satisfaction initiative, schools are awarded funds based on enrollment and required to submit detailed spend plans that demonstrate how they will use awarded funds to improve student satisfaction. These funds support the districts overall strategic goal of 90% of students reporting that they like their school on the annual stakeholder survey.

3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging themes and programs.	3.3	Improve HIV/STI prevention through enhanced sexual health curriculum and services.	Through a federal grant from the Centers for Disease Control and Prevention, DCPS continues to work with 22 priority schools to implement sexual health curriculum, increase access to sexual health services, and enhance safe and supportive environments for all students, including LGBTQ students. DCPS will provide ongoing professional development to build comfort, confidence, and competence in health educators teaching sexual health education. DCPS also will strengthen its Sexual Health Liaison cohort in 10 priority high schools, preparing school staff to provide sexual health information and condoms, and make referrals for services. In partnership with DCs Department of Health and the Office of the State Superintendent of Education, DCPS will implement HIV and STI screening for high school students and expand student access to services. DCPS will strengthen its LGBTQ Liaison cohort across 22 priority schools, train school staff to implement the new DCPS Transgender and Gender-Nonconforming Policy Guidance, and continue to demonstrate commitment to the LGBTQ school community through Youth Pride and the Capital Pride Parade.
3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging themes and programs.	3.4	Reduce suspensions.	During SY15-16, DCPS will implement Restorative Practices as a tool to address negative behaviors, decrease the number of disciplinary issues and promote positive school climate in the following 5 schools: Stanton, Johnson, Hart, Ballou and Cardozo. DCPS will target this initial cohort of schools to ensure this promising new initiative is implemented effectively but plans to increase the number of participating schools in future years. Schools will target restorative practice approaches to students with lower level disciplinary infractions as an alternative to suspension. Also, in an effort to create a more consistent approach towards discipline, DCPS will adjust how it interprets DCMR Chapter 25, the law guiding student discipline in DC. Moreover, DCPS is developing a three-part classroom management training program for our secondary schools. Increased classroom management will lower the number of referrals that result in suspensions.

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Office of the Chief Operating Officer - 1 (3 Initiatives)

1	Provide schools with the central office support they need to foster student achievement	1.1	Ensure schools are prepared for computer-based assessments by upgrading and aligning hardware, network and IT support.	Over the last several years, DCPS has transitioned to computer-based assessments to measure student learning, including but not limited to PARCC. The DCPS' Technology Initiatives team within the Office of the Chief Operating Officer will support the implementation of these assessments in three distinct ways: devices, network, and technical support. In SY15-16, DCPS will standardize devices with uniform software that enable all devices to be used for assessments district wide. DCPS will also ensure that all schools have the current appropriate student to device ratio for testing. Network: All schools will receive a bandwidth survey to ensure a robust network for test taking. Full infrastructure upgrades will be done at 12 schools or more. Technical Support: 80-100 technicians will be trained and deployed to support PARCC administration.
1	Provide schools with the central office support they need to foster student achievement	1.2	Ensure DCPS has a cost-effective and user-friendly student information system.	A student information system is the management system that a school district uses to store and manage student data, including but not limited to enrollment, attendance, and grades. DCPS started the transition to a new student information system prior to SY14-15 with all elementary schools transitioning from DC STARS to our new system, Aspen. Starting at the beginning of SY15-2016, DCPS education campuses, middle schools, and high schools have also transitioned to Aspen.
1	Provide schools with the central office support they need to foster student achievement	1.3	Ensure students receive the most healthy, delicious, and cost-effective meals possible.	Healthy, delicious food is important for student achievement and overall satisfaction as well as for DCPS to remain compliant with its legal obligations. DCPS also believes it must be good stewards of public funds, paying the lowest cost possible for goods and services. To these ends, DCPS will rebid its food contract and determine a vendor or vendors for SY16-17 by June 30, 2016.
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Office of the Chief Operating Officer - 2 (1 Initiative)

2	Increase enrollment in DCPS	2.1	Increase enrollment in DCPS	As outlined in the Chancellor's A Capital Commitment, increasing enrollment is a top priority for DCPS. The Office of the Chief Operating Officer, in collaboration with several other DCPS offices, will work to implement initiatives and new programs to attract families to DCPS schools. A few examples for SY16-17 include: expanding guaranteed PK to include additional Title I schools; offering dual language programs at Houston ES, MacFarland MS, and Roosevelt HS; and opening an all-male high school in Ward 7.
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