District of Columbia Public Schools FY2017

Agency District of Columbia Public Schools Agency Code GA0 Fiscal Year 2017

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

- 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.

2017 Strategic Objectives

Objective Number	Strategic 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.
2	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.
3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, support for present and healthy students, and a variety of challenging programs.
4	Provide schools with the central office support they need to foster student achievement.
5	Partner with families and community members to improve outcomes for students.
6	Create and maintain a highly efficient, transparent and responsive District government.**

2017 Key Performance Indicators

Measure	New Measure/ Benchmark Year	Frequency of Reporting	Add Data Fields (if applicable)	FY 2014 Actual	FY 2015 Target	FY 2015 Actual	FY 2016 Target	FY 2016 Actual	FY 2017 Target
1 - Ensure that every circumstance, for suc	DCPS school	ol provides ege, career,	a world-cla and life.(ss education 9 Measures	on that prepar s)	es all of our s	students, rega	rdless of bacl	kground o
Percentage of HS students taking at least 1 AP exam		Annually		24%	26%	24%	30%	24%	33%
Percentage of AP exams passed		Annually		32%	35%	33%	33%	34%	35%
Percentage of students scoring college and career ready (Level 4+) in ELA on PARCC	~	Annually		Not available	Not available	24.9%	Not available	New Measure	30.5%
Percentage of students scoring college and career ready (Level 4+) in Math on PARCC	~	Annually		Not available	Not available	20.9%	Not available	New Measure	28.9%
ELA achievement gap (% college and career ready) between black and white students	~	Annually		Not available	Not available	64.9%	Not available	New Measure	53.9%
Math achievement gap (% college and career ready) between black and white students	~	Annually		Not available	Not available	56.9%	Not available	New Measure	53.6%
Percentage of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	•	Annually		Not available	Not available	3.4%	Not available	New Measure	5.4%
Percentage of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	~	Annually		Not available	Not available	2.8%	Not available	New Measure	6.8%
Percentage of English Langauge Learners students scoring college and career ready (Level 4+) in ELA on PARCC	•	Annually		Not available	Not available	11.6%	Not available	New Measure	16.6%

2 - Develop and retain work. (3 Measures)	the most	highly effective	and highly compens	sated educato	rs in the cour	itry, and reco	gnize and rev	vard their
Percentage of teachers rated Effective or Highly Effective on IMPACT		Annually	Not available	Not available	Not available	Not available	80	90
Retention rate of teachers rated Effective or Highly Effective on IMPACT		Annually	90%	88%	91%	90%	92%	90%
Number of HR constituent cases open 50+ days		Annually	Not available	2	2	2	2	2
3 - Ensure that schools and healthy students, a					ort for social	emotional ne	eds, support	for present
In-seat attendance (ISA) rate		Annually	89%	89%	90%	91%	89.7%	92%
Percentage students scoring college and career ready (Level 4+) in ELA on PARCC at the 40 lowest-performing schools	~	Annually	Not available	Not available	5.8%	Not available	New Measure	8.6%
Percentage students scoring college and career ready (Level 4+) in Math on PARCC at the 40 lowest- performing schools	~	Annually	Not available	Not available	5.9%	Not available	New Measure	9.3%
4-year graduation rate		Annually	58%	60%	64%	70%	69%	75%
Percent of students who say they like their school	~	Annually	80%	Not available	83%	86%	New Measure	90%
4 - Provide schools wit	h the cen	tral office suppo	t they need to foste	er student ach	ievement. (2	2 Measures)		
Audited Student enrollment		Annually	46393	47592	47548	48000	48439	50000
Percentage of principals certifying that their schools have the necessary textbooks and instructional materials		Annually	Not available	100%	100%	100%	100%	100%
5 - Partner with familie	s and co	mmunity membe	rs to improve outco	mes for stude	ents. (5 Meas	ures)		
Percentage of students in a Family Engagement Partnership (FEP) school who recieve a home visit	~	Annually	Not available	Not available	Not available	Not available	New Measure	75%
Percentage of Adopt-a- School (AAS) schools report satisfaction with their AAS partner	~	Annually	Not available	Not available	Not available	Not available	New Measure	80%
Number of Twitter followers	~	Annually	Not available	Not available	Not available	Not available	New Measure	40000
Number of Facebook followers	~	Annually	Not available	Not available	Not available	Not available	New Measure	15000
Number of Instagram followers	~	Annually	Not available	Not available	Not available	Not available	New Measure	6000
6 - Create and maintain	n a highly	efficient, transp	arent and responsi	ve District gov	/ernment.**	(9 Measures))	
Contracts/Procurement- Expendable Budget spent on Certified	•		Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcomir October 2017
Business Enterprises								

Budget- Local funds unspent	₹		Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017
Budget- Federal Funds returned	~		Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017
Customer Service- Meeting Service Level Agreements	~		Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017
Human Resources- Vacancy Rate	<u>~</u>		Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017
Human Resources- Employee District residency	~		Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017
Human Resources- Employee Onboard Time	~		Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017
Performance Management- Employee Performance Plan Completion	•		Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017	Forthcoming October 2017

2017 Operations

Operations Header	Operations Title	Operations Description	Type of Operation
		school provides a world-class education that prepares all of our students, regardless of backgr college, career, and life. (2 Activities)	ound or
OFFICE OF TEACHING AND LEARNING	Office of Teaching and Learning	Provides rich and engaging curriculum, deepens and strengthens content knowledge for teachers, selects and supports appropriate assessments, and puts in place specialized programmatic supports, interventions and enrichments to meet all student needs.	Daily Service
OFFICE OF COLLEGE & CAREER	Office of College & Career	Responsible for designing, implementing, and supporting college and career preparedness through programming, partnerships, resources, and high-quality career education programs. These programs will support every student's access to exciting, engaging, and rigorous educational options that will prepare them to pursue and succeed in college and high-wage, high-demand career opportunities.	Daily Service
2 - Develop and work. (2 Activ		ost highly effective and highly compensated educators in the country, and recognize and rew	ard their
OFFICE OF INSTRUCTIONAL PRACTICE	Office of Instructional Practice	Ensures outstanding instruction for every DCPS student by providing game-changing support for our teachers and principals.	Daily Service
OFFICE OF TALENT AND CULTURE	Office of Talent & Culture	Operates with a high-quality, customer-service mindset; scouts talent, near and far, to bring the best educators to our DCPS team; and creates protocols and systems to support, develop and retain great people.	Daily Service
		ide a consistent foundation in academics, strong support for social emotional needs, support f s, and a variety of challenging programs. (1 Activity)	or
OFFICE OF THE CHIEF OF SCHOOLS	Office of the Chief of Schools	Works to serve as a critical link between schools and central office by creating coherent, equitable structures and inspiring outstanding leadership; works to ensure that all students are rigorously prepared for success in college, career, and life.	Daily Service
4 - Provide sch	ools with the	central office support they need to foster student achievement. (2 Activities)	
OFFICE OF THE CHIEF OPERATING OFFICER	Office of the Chief Operating Officer	Ensures DCPS has the operational resources and infrastructure it needs to ensure students can learn, teachers can teach, and school leaders can lead.	Daily Service
OFFICE OF GENERAL COUNSEL	Office of General Counsel	Provides client-focused legal advice and counsel to DCPS stakeholders.	Daily Service
5 - Partner wit	h families and	community members to improve outcomes for students. (1 Activity)	
OFFICE OF FAMILY & PUBLIC ENGAGEMENT	Office of Family & Public Engagement	Works to accelerate the rate of achievement in DC Public Schools by investing families and the greater DC community in student and school success; leads DCPS's work to engage families, the community, and our partners in students' learning, the improvement of our schools, and DCPS's planning and decision-making.	Daily Service

Measure	New Measure/ Benchmark Year	Add Historical and Target Data (FY17)	Numerator Title	Units	Frequency of Reporting	FY 2014	FY 2015	FY 2016 Actual	
4 - Office of the Chief Operating Officer (2 Measures)									
Percentage of students qualified for free and reduced lunch			Number of Students Who Qualify for Free or Reduced Lunch	Students	Annually	76	76	77%	
Number of Title 1 Schools			Number of Title 1 Schools	Title 1 Schools	Annually	80	82	85	
5 - Office of Family & Public Engagement (1 Measure)									
Number of general community meetings and engagements with key DCPS stakeholders completed by the Community Action Team	•		Number of Meetings and Engagements	Number of Meetings and Engagements	Annually	Not available	Not available	New Measure	

2017 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
OFFICE OF CO	LLEGE & CAREER (6 Strategic initiative-operation links)	
Increase student access to and success in courses worth college credit	In SY2015-2016, DCPS had formalized Dual Enrollment Partnership Agreements with five local colleges (Georgetown University, Catholic University, Howard University, George Washington University, and University of the District of Columbia – Community College). We have exceeded the goal we set for ourselves that by June 30th, all comprehensive DCPS high schools would have at least one college dual enrollment partner. This year, each comprehensive high school has at least three dual enrollment college partners: Georgetown University, UDC-CC, and at least one other college. By June 30, 2017, we aim to have increased the proportion of DCPS students completing dual enrollment programs by ten percentage points.	09-30-2017
Implement Career Academies that better equip high school students with the skills necessary for college and careers	In SY2015-2016, DCPS established two new NAF Career Academies at HD Woodson High School (IT & Engineering), which will enroll its first class of students in SY2016-2017. In total in SY2015-2016, DCPS had 10 operating NAF Career Academies across 8 high schools (Ballou, Cardozo, Columbia Heights Education Campus, Dunbar, McKinley Tech, Phelps, Wilson, Woodson). These Academies are focused on one or more of the following industries: Engineering, IT, and Hospitality (associated with three of the District's 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. This year, 250 DCPS NAF Academy students have completed paid internships in their respected fields of study; an additional 290 students in additional Career Education Programs participated in paid summer internships. In SY2016-2017, DCPS aims to begin a year of planning for a Health Science Career Academy at Coolidge High School that will open in SY2017-2018	09-30-2017
Provide middle grades students with exposure to college and career experiences	Through College & Career Clubs, DCPS is offering middle grades students the opportunity to lead one another, via peer to peer instruction and mentoring, through a college and career exposure curriculum, guest speaker, and college and career field trip model. Nationwide, students who have participated in College & Career Clubs were found to have higher short and long-term academic aspirations, improved attendance rates, and decreased behavior issues. In SY2015-2016, we offered College & Career Clubs at three middle grade schools: Browne EC, Hart MS, and Eliot-Hine, and over 350 students participated in the program. By June 30, 2017, our goal is to offer College & Career Clubs at a minimum of seven middle grade schools, and serve at least 600 students.	09-30-2017
Increase student access to meaningful college tour experiences	In SY2015-2016, DCPS implemented a College Tour Program, which provided funds for college tours to each of our seven comprehensive 40/40 high schools (Anacostia, Ballou, Cardozo, Coolidge, Dunbar, Roosevelt, Woodson) and middle grade schools participating in the College & Career Clubs Program. This year, 1,243 students took at least one college tour. In SY2016-2017, we aim to have 25% more students taking at least one college tour.	09-30-2017
Provide college going data to high schools	SY2016-2017, 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. In SY2016-2017, there will be a focus on providing direct supports to school-based staff on utilizing the data to inform schools' programming and information-sharing with students and families around the college search process.	09-30-2017
Expand SAT Test Prep Opportunities	DCPS offers high schools SAT Test Prep Offerings for high school students through partnerships with Khan Academy/College Board and private test prep providers, including Kaplan, Princeton Review, Transcend Academy, & Bell Curves. As of last year, all of our high schools had access to the Khan Academy/College Board self-paced online test prep system, and 9 high schools (Anacostia, Ballou, Banneker, Cardozo, Coolidge, Eastern, Ellington, Phelps, & Woodson) had test prep programs from private providers (funded by OSSE or private donors). In SY2016-2017, DCPS aims to expand its private test prep offerings to 16 schools (adding Ballou STAY, Columbia Heights Education Campus, McKinley Technology, Roosevelt, Roosevelt STAY, and Wilson high schools), and also add free online test prep to all 11th and 12th grade students through Naviance and Edguinuity online platforms.	09-30-2017
OFFICE OF FA	MILY & PUBLIC ENGAGEMENT (3 Strategic initiative-operation links)	
Teach mindsets and skills to improve and sustain academically- focused relationships with families	Since SY2011-2012, DCPS has worked with the Flamboyan Foundation to transform the ways in which teachers and families collaborate with one another – in particular through home visits and whole-class family meetings focused on academic performance and strategies for home support (Academic Parent Teacher Teams). DCPS is continuing to provide professional development through the Family Engagement Partnership (FEP) for teachers on home visits and academic parent teacher teams in schools that have met a set of prerequisites to adopt the program. In SY2016-2017 the partnerships has grown from 22 schools to 31 schools and schools will be using a Leadership Actions Trajectory rubric to assess where they are in the family engagement work.	09-30-2017

Expand DCPS community outreach and relationship building with stakeholders	DCPS will provide opportunities for district families and community members to engage 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 citywide engagement efforts in DCPS, expanding technical support for cross-collaborative central office engagement, and tracking and monitoring our work so we can be more data driven and adaptive in our efforts as necessary. In SY2016-2017, school-level support by the CAT will include providing detailed "Community-at-a-Glance" information sheets and additional supports and guidance around parent organizations (PTO, PTAs and LSATs).	09-30-201
Develop meaningful partnerships at the school level that support student success	DCPS will provide opportunities for corporate and community organizations to partner with schools to support student success for a minimum of one academic year through the Adopt-a-School Program. Partnerships formed through this program are expected to host at least three school-based engagements and one donation effort over the course of one school year. During this collaboration, partners and schools will work together to determine how to best connect partner resources and interests with the school's unique needs. This relationship is a joint effort led by the school and partner, and supported by the DCPS School Partnerships Division (SPD) and is in its second year of implementation. The SPD will provide guidance, tools, and on-going partnership support throughout the year to ensure the collaboration is a success for all.	09-30-201
OFFICE OF IN	STRUCTIONAL PRACTICE (2 Strategic initiative-operation links)	
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 school leaders, measures of student achievement, and a measure of a teacher's commitment to the school community. For SY2016-2017, DCPS has developed a new, shorter rubric that better aligns with the content expectations of the Common Core Era, the DCPS Essential Practices. IMPACT also now includes Student Surveys of Practice as a new component for general education teachers in third grade and higher. Student surveys of instructional practices are research-based tools that capture and value the unique perspectives of our most important stakeholders our students. In addition, the survey results will provide teachers of students in Grades 3 and above with specific, actionable feedback they may use to inform their instruction. Lastly, value-added is returning for general education teachers of ELA and math in fourth through tenth grade. Final scores and IMPACT ratings will be available after the end of the school year. DCPS uses information from IMPACT to recognize and retain our best teachers, provide additional support to those who need it, and remove ineffective teachers.	09-30-201
Develop the best possible teacher talent through Learning Together to Advance our Practice (LEAP)	At school, the single most important factor for student success is teacher quality. That's why DCPS has focused so much of its attention over the past several years on ensuring that every classroom is filled with a top-notch teacher. To take the next leap forward, DCPS is making an unprecedented investment in teacher development though a new program called LEAP (LEarning together to Advance our Practice). At its core, LEAP is about helping teachers become truly expert at teaching the DCPS Common Core-aligned curriculum – so that every student across the city experiences rich, engaging, and challenging instruction every day. To do this, teachers will engage in a weekly cycle of development in small content-specific professional learning communities (LEAP Teams) at their schools. These teams will be led by content experts (LEAP Leaders) at their schools. LEAP is built around the concepts of collaboration, practice, a Common-Core aligned adult curriculum, and having the right LEAP leaders and training in place for teachers.	09-30-201
OFFICE OF TA	LENT AND CULTURE (6 Strategic initiative-operation links)	
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. The changes for SY2016-2017 will align our selection process with the Essential Practices rubric, the new, shorter rubric that better aligns with the content expectations of the Common Core Era. We will particularly focus on ensuring that we attract diverse teachers and generate sufficient applications to fill our highest-need subject areas.	09-30-201
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, 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. We will also host programs like our Chancellor's Teachers' Cabinet and Teachers Central to Leadership (TCTL) to provide teachers with leadership opportunities and to deepen connections between the school-based and the Central Office so that top teachers can provide feedback about their experiences. 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. Lastly, we are working to retain our teachers by providing meaningful professional development on a weekly basis in small content-specific professional learning communities (LEAP Teams) at their schools. These teams will be led by content experts (LEAP Leaders) at their schools.	09-30-201
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 instructional leadership. This is a continuing initiative. Internally, this talent will include high-potential leaders, such as highly-effective assistant principals (APs) and members of the fourth 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. OTC, in collaboration with OIP, 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 fifth cohort in January 2016. OTC 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. This year the district's focus on instructional leadership is expanding in support of the LEAP initiative and the increased role that school leaders have played in guiding instruction in recent years.	09-30-201

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 Principal Partners 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). This year, we are aligning the Principal Partners so that they support new principals in their own cluster and we have also added in monthly Professional Learning Communities for first year principals led by Principal Partners. In addition, DCPS will provide opportunities for principal representatives to participate in the Chancellor's Principal Cabinet and on other system-wide committees. Finally, the quarterly Leadership Academies this year will assign each principal to a Problem of Practice group, where central office leaders will strategize alongside principals to improve an issue or structure for the 2017-2018 school year. Topics include Addressing the Achievement Gap, Special Education Supports, and Budget and School Planning.	09-30-2017
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. The online leave of absence application automates requests for leave, provides information related to leave programs, and provides critical staff tracking data to schools. To date, more than 600 employees have used the online tool to submit completed requests for leaves of absence. DCPS has also started to centralize 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. Finally, DCPS has implemented a new internal, online tool that tracks the submission and request of retroactive payments, allowing us to communicate to employees where their requests are in the workflow.	09-30-2017
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 timely, strong hiring decisions for SY2017-2018. First, 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 school personnel and budget information. Second, DCPS will continue to partner with instructional superintendents to conduct "Talent Strategy Meetings" with individual school leaders to develop a strong human capital plan for to retain high-performing staff members and plan to make early hiring decisions for anticipated vacancies. Finally, DCPS will further streamline and automate the hiring process so that a high volume of school-based hires are able to be processed quickly and efficiently, before they are lost to charters and neighboring school districts.	09-30-2017
OFFICE OF TE	ACHING AND LEARNING (6 Strategic initiative-operation links)	
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. In SY2016-2017, DCPS is introducing new curriculum in key areas, including a new mathematics curriculum for all schools. Students are ensured equal access to the same high quality content regardless of where they attend school.	09-30-2017
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. In SY2016-2017, we have strengthened and extended our Cornerstones to include better access for students with special needs and a focus creating a culture of excellence in the classroom. The second grade bike Cornerstone also now includes an advocacy component, with students creating posters or advertisements; this aligns with the Safer, Stronger DC Priority Area. Connections to the real world have been extended to include cutting edge tools and compelling contexts; for example, mathematical modeling using a 3-D printer, blogging, and applying academics to social and geopolitical contexts, from city-wide access to healthy food to Iranian nuclear inspections.	09-30-2017
Increase access to advanced programming in DCPS schools.	Differentiated learning approaches ensure all students are able to meet but also exceed and accelerate learning. In SY2016-2017, DCPS will increase the number of schools to 70 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.	09-30-2017
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 SY2016-2017, DCPS will work to provide higher quality instructional and developmental supports for children enrolled in Pre-K and Kindergarten. As part of our ongoing Cornerstone work to ensure every student has rigorous learning experiences, DCPS will implement the first preschool Cornerstone lesson, focused on health and wellness. DCPS will also enhance instruction through continuing to focus on emotionally and culturally responsive teaching practices. In addition, DCPS will expand a pilot program on "Teaching Young Boys of Color" from three to six schools. In addition, DCPS has created a Direct Services Team, consisting of seven full-time mental health clinicians, who will be providing school-based mental health support for young children and their families. Finally, DCPS will implement the Quality Rating and Improvement System (QRIS) to measure instructional practices at all DCPS early childhood programs in SY2016-2017.	09-30-2017
Increase the percentage of students with disabilities served in general education classes	DCPS is creating new opportunities that will ensure the number of students with disabilities served in general education classes continues to increase. New opportunities include: an inaugural, school-based leadership program known as ASPIRE. This program develops special education leadership on the school level and emphasized the role of inclusive instruction and compliance. Another new opportunity is content specific, professional development opportunities in ELA and math via the LEAP program. Both inclusion and select full-time program teachers will participate in this new model of professional learning to ensure that students are prepared to learn in the least restrictive environment. Further, related service providers will be trained in specific inclusive strategies. We are also improving existing systems to increase student inclusion including revising the inclusion matrix for IEP teams to determine IEP hours based on content; updating inclusion matrix guidance for secondary schools, early childhood settings and English language learner populations, and improving partnerships with our successful non-public schools to return students to their least restrictive environments.	09-30-2017

Improve Advanced Placement performance by providing AP- like instructional experiences in the courses prior to Advanced Placement	Beginning in SY2016-2017 DCPS will launch a Pre-Advanced Placement series of curricular extensions consisting of additional texts and assignments for students in Honors English 1-3, referred to as to as Pre-AP English 9-11. As part of our three-year plan, this Pre-AP work is designed to better prepare students, at as early an age as sixth grade, to be able to access core courses in English, math, science, and social studies which contain enhanced instructional expectations that are designed to better prepare the student for the rigor and challenge of an AP class later in her/his academic career. For SY2016-2017 schools can choose to implement these Pre-AP curricular/assessment extensions either within their currently existing Honors English courses or as part of their non-Honors, core English 9-11 classes for students who are interested in and would benefit from a more challenging academic experience in their English classes.	09-30-201
OFFICE OF TH	E CHIEF OF SCHOOLS (13 Strategic initiative-operation links)	
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 SY2016-2017, DCPS will implement a Response to Intervention Database which will consolidate the process for how student data is gathered, viewed, responded to, and tracked to ultimately help to ensure students who are struggling receive timely and aligned interventions. In addition, the database will facilitate school staff in monitoring the progress of students receiving interventions and knowing when they should continue or change course. Lastly, having all schools tracking this work in one database will facilitate the identification of both positive and negative trends in effectiveness of interventions. 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.	09-30-201
Support incoming freshmen at comprehensive high schools through Ninth Grade Academies	In SY2016-2017, DCPS will continue to implement targeted Ninth Grade Academy programs at nine comprehensive high schools (Ron Brown College Prep HS was added in SY2016-2017) across the District to help first-year ninth grade students successfully complete the first year of high school and develop proficiencies necessary for success in tenth grade and beyond. The Academy model meets academic and socio-emotional needs with close progress monitoring and rapid response to intervene with students who fall off track, and is based on best practices, research and successful programs in other urban school districts.	09-30-201
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. In addition to the engaging and rigorous course offerings, each school with middle grade students is expected to provide opportunities for field trips and excursions as well as to offer an array of clubs, with an emphasis on high performing clubs such as robotics, engineering, junior achievement, chess, debate, and student government.	09-30-2017
Increase the amount of learning time through the implementation of Extended Year and Extended Day in DCPS schools	DCPS is implementing extended learning time at targeted DCPS schools to reduce summer learning loss and improve student achievement. DCPS will implement an Extended Year at 11 DCPS schools; this program will extend the year by 20 days in these schools, which is the equivalent of an extra year of learning by the time students in these programs reach the 8th grade. In addition, DCPS will continue the Extended Day Program in targeted schools. During the extra 1-2 hours a minimum per day, 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.	09-30-2017
Ensure the supports for our 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 School Turnaround and Performance Division will conduct strategic analysis of schools' assets and needs. These mid-year and end-of-year reviews 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 one of the following: twice annual Priority/Focus consultative visits from district staff, twenty days of extended year programming, or inclusion in a cluster of schools with ongoing support from an Instructional Superintendent with dedicated support staff from multiple offices. The Turnaround and Performance Division will generate data reports for school use and for the purpose of tracking progress.	09-30-2017
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 in SY2016-2017 all comprehensive high schools offer at least eight Advanced Placement courses up from six 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, all comprehensive high schools will maintain 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.	09-30-2017
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.	09-30-2017

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 external partners to provide professional development for school-based 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 school's attendance designee will be required to complete an online assessment to show they can competently perform their duties.	09-30-2017
Expand the school climate initiative to more DCPS schools	Last year, DCPS 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. In SY2016-2017, DCPS will double the number of schools participating in this initiative. The SCI focuses on improving six components of climate: (1) leadership, (2) educational environment, (3) routines and procedures, (4) student recognition, (5) teaching and learning, (6) and interpersonal relationships. DCPS supports schools 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.	09-30-2017
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-person trainings highlighting available sexual health resources on and off school campuses, skills-based trainings on proper condom usage and other barrier methods as prevention strategies, coordinated bi-monthly phone calls with other liaisons, and in-person technical assistance from DCPS are offered throughout the school year to ensure the Sexual Health Liaison cohort is supported and meeting the needs of each school. In partnership with DC's 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.	09-30-2017
Reduce suspensions by implementing alternative approaches to disciplinary issues	DCPS encourages school officials to implement re-direction, mediation, parent involvement, counseling, or other appropriate alternatives to suspension when responding to student behavior issues, particularly when responding to non-violent negative behaviors. DCPS will continue to implement Restorative Practices as a tool to address negative behaviors, decrease the number of disciplinary issues and promote positive school climate in a targeted group of schools. During SY2016-2017, DCPS is expanding the Restorative Justice Initiative to include a total of 20 schools. These schools will receive training and technical support throughout SY2016-2017 focused on creating a welcoming school culture and climate building on a foundation of preventing and restoring negative behaviors. Additionally, these schools will implement the restorative practices in all aspects of their day to day operations including staff collaborative times.	09-30-2017
Increase promotion and post-secondary readiness for over-aged and under-credited students through Pathways programming	In SY2016-2017, DCPS will introduce school-based Pathways Coordinators in comprehensive and alternative high schools who will monitor, support and connect over-age and under-credited students to successful pathways. In addition, the four alternative schools will undergo a redesign to focus on project-based and competency-based learning. Finally, the student placement protocol will be revised to ensure students who are falling behind academically have a clear pathway to the school that will best meet their needs.	09-30-2017
Ensure that at least 1,000 males of color students receive tailored, academic and personal supports	These supports include mentoring, character development opportunities, internships and specialized classes. Over 250 students have been matched with mentors through partner organizations. In addition, the Empowering Males of Color Innovation grants to 16 schools have funded character development programs, excursions, and community building experiences and ethnic/cultural courses of study at individual schools. Student matches to programs will depend on individual student needs, and programmatic "fit" for the school. This work will be reinforced as DCPS school leaders and teachers implement instructional rubrics that assess the creation of an inclusive learning environment.	09-30-2017
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Ensure schools are prepared for computer-based assessments and learning 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. DCPS will ensure that all schools have the current appropriate devices and student to device ratio, network bandwidth and technical support for testing. In addition to ensuring students and schools have the support needed for online assessments, we have expanded our scope in school year 2016-2017 to developing plans to ensure schools are better equipped to support blended learning through which students receive a portion of their instruction on a computer. In some cases, blended learning requires lower student to computer ratios, upgraded networks, and increased infrastructure support beyond what is needed for assessments. The focus for SY2016-2017 will be determining best how to do so and beginning to put these supports in place.	09-30-2017
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. That is why DCPS selected new vendors to provide food services in DCPS starting in SY2016-2017. We will monitor these vendors closely to ensure they are meeting their contractual obligations, including but not limited to developing and implementing student satisfaction plans, developing healthy and varied menus, and providing excellent customer service. We know students are more interested in eating healthy food when they know where it comes from and have watched and helped it grow. As part of this objective, we will continue to work with the Office of the State Superintendent to support our school gardens.	09-30-2017

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 SY2016-2017 include: Launch MacFarland MS in SY16-17: MacFarland will reopen with community support as a dual-language program with coursework in both Spanish and English in SY16-17; support Ron Brown College Prep HS; Launch a global studies program at Roosevelt in SY16-17. Roosevelt will be re-launching with a global-studies program that includes a dual-language program (where students receive instruction in English and Spanish) and an international academy for students who have recently immigrated to the United States; IB program at Eliot-Hine MS; Ensure success of Brookland MS. Brookland opened in SY15-16 with a global curriculum in a newly modernized building for 300+ students.; Dual language at Houston ES; NAF Career Academies at Anacostia and Woodson; and, new AP courses and electives across high schools. DCPS is also in the planning stages for launching online student enrollment for school year 2017-2018. Much of the planning and implementation for this launch will occur during the current school year.	09-30-2017
Launch Ron Brown College Preparatory High School	Black and Latino males graduate high school at rates lower than their peers across the district, 55 and 59 percent respectively. In SY2016-2017, DCPS will design and open a new high school for males. 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.	09-30-2017

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