

School Name: Eastern HS
Principal: Sah Brown
Instructional Supt: David Pinder

DRAFT

SY2018-19 Comprehensive School Plan

DCPS Vision	Every student feels loved, challenged, and prepared to positively influence society and thrive in life.			
School Vision/ Mission	Eastern High School will be the highest performing comprehensive high school in DCPS by 2020. Eastern High School provides engaging, college preparatory coursework and extracurricular learning experiences that ensure all students graduate with the content knowledge, character and confidence to serve as innovative, inclusive global leaders.			
Focus Area	Literacy	Math	Social Emotional Learning (SEL) & Attendance	Graduation & Post Secondary Planning
Aligned DCPS Strategic Goal(s)	<ul style="list-style-type: none"> Promote Equity 	<ul style="list-style-type: none"> Promote Equity 	<ul style="list-style-type: none"> Promote Equity Educate the Whole Child Engage Families 	<ul style="list-style-type: none"> Promote Equity Educate the Whole Child
Rationale	RI data shows that students who participated in the EOY RI assessment only had .3 years of growth. Yearly comparison data shows that students reading comprehension grew 2% from SY 16-17 to SY 17-18. PARCC data shows a 2.5% decrease in students scoring at a level 4 and level 5, with only 17.5% of students reaching proficiency.	PARCC data shows a 1% increase in students scoring at a level 4, with only 2% of students reaching proficiency.	EOY In-Seat Attendance Data reflects a 4% decrease. Latino students has lowest ISA rate of all subgroups (45.7%).	As of 4/30, 31% of SPED students ages 16 - 22 have completed a RSA application. Data provided by the office of College & Career programs shows a 15%-point increase in FAFSA completions from SY 16-17 to SY 17-18.
School Goal(s)	<ul style="list-style-type: none"> 27% (50 out of 187) of students at Eastern HS will test at level 4 and level 5 on the SY 2018-2019 PARCC English II assessment. 100% of students at Eastern HS reading below grade-level at beginning of year will have 1.5+ years of reading growth at end of year. 100% of students at Eastern HS reading at or above grade-level at beginning of year will have 1.0+ years of reading growth at end of year. 100% of teachers will implement all (5 out of 5) identified literacy strategies throughout the school year. 	<ul style="list-style-type: none"> 12% of students at Eastern HS will test at level 4 and level 5 on the SY 2018-2019 PARCC Geometry assessment. Teachers will implement literacy strategies before, during, and after a text/unit with fidelity in order to drive RI data and assist with schoolwide literacy goals. <ul style="list-style-type: none"> Before: Frayer Plus and Concept Mapping During: Talking to the Text After: Accountable Talk and PEELS Teachers will require students to persevere through problem solving and explain their reasoning through writing tasks. 100% of students who take at least two of the MAP assessments (BOY, MOY, EOY) will meet growth goals set forward through goal setting worksheets in MAP. 	<ul style="list-style-type: none"> Students will increase the % of positive responses around self efficacy as measured by the Panorama survey through adopting a Growth Mindset in academics. S-E Q.5 Increase by 10% S-E Q.4 Increase by 5% S-E Q.2 Increases by 4% Growth Mindset will be fostered through intentional Teacher Feedback and Student Reflection: <ul style="list-style-type: none"> Feedback <ul style="list-style-type: none"> Teachers provide quality timely feedback to students Teachers strategically prompt students to provide feedback to peers Students reflect on feedback Teachers will use common language to build student efficacy such as purposeful praise, positive framing, warm strict, normalize error Reflection <ul style="list-style-type: none"> Students reflect on teacher feedback and academic struggles Teachers provide time for student reflection built into lessons Summative assessments contain uniform reflection questions to monitor student levels of self efficacy <p>Attendance: EHS Attendance CSP goals are rooted in the logic that purposeful, deliberate and, meaningful interventions and engagement can only be achieved when the school is collecting and curating accurate data. EHS will improve the use of actionable data through the following steps: Step #1</p> <ul style="list-style-type: none"> 100% Daily Teacher Attendance Entry 100% of student excuse notes entered within 48 hours Operate all school based systems that impact student attendance with fidelity. <ul style="list-style-type: none"> ISS, IEP\504 meetings, Social Worker visits, Counselor Meetings, Nurse Visits, Community Support Worker Meetings, Main Office Visits <p>Step #2 EHS will use a data protocol to analyze and sort data filtering it from wide spectrum (school wide) to narrow (student level) in</p>	<ul style="list-style-type: none"> 41% of SPED students ages 16-22 will complete a RSA application. 65% of seniors will complete a FAFSA application. (90% of eligible seniors) 80% of seniors apply to 1+ SMART college choice

			order to implement and progress monitor interventions and/or engagement actions. The attendance team will meet twice per week to review data, progress monitor interventions, and assign new tasks and targets. Compliance goal will be realized as a result of this process. EHS will have a 80% SST completion rate and a 70% Court Referral rate by EOY.	
Focus Area Topics	Reading	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p>	<p>SEL:Self Efficacy</p> <p>Attendance: Using Actionable Data</p>	<p>Graduation 1: Increase FAFSA completion rate</p> <p>Graduation 2: Increase the percentage of SPED students ages 16 - 22 who complete the RSA application to be connected to adult transition services. RSA provides financial and accommodation supports to students with disabilities who pursuit post-secondary education and employment.</p>
School-Specific Practices/ Strategy	<p>Please review the following resources to help you determine your school-specific practice:</p> <ul style="list-style-type: none"> • LEAP Core Instructional Practices • Instructional Practice Guides • Secondary Literacy Handbook • Frayer Plus model • Concept Mapping • Talking to the Text • Accountable Talk • PEELS writing strategy 	<p>Please review the following resources to help you determine your school-specific practice:</p> <ul style="list-style-type: none"> • NCTM Website • NCTM's Effective Mathematics Teaching Practices • LEAP Core Instructional Practices 	<p>Please review the following resources to help you determine your school-specific practice:</p> <p>SEL Resources:</p> <ul style="list-style-type: none"> • SEL Components in a SEAD Learning Environment • SEL resources folder <p>Attendance Resources:</p> <ul style="list-style-type: none"> • Attendance Bank of Strategies • Attendance Works Strategies • Attendance Works Toolkit Summary • Create PBIS program • Establish Attendance Committee 	<p>Please review the following resources to help you determine your school-specific practice:</p> <p>Graduation Resources:</p> <ul style="list-style-type: none"> • Graduation resources folder <p>Postsecondary Resources:</p> <ul style="list-style-type: none"> • College and Career Progress Card in SPDI • Postsecondary resource folder
Owner	<ul style="list-style-type: none"> • Samantha Fils-Aimé, Literacy AP 	<ul style="list-style-type: none"> • Vincent Testa, Math Instructional Coach 	<ul style="list-style-type: none"> • Benjamin Davis, Assistant Principal 	<ul style="list-style-type: none"> • Ronald Cureton, Assistant Principal
Action Steps	<p>How will you implement and monitor these practices at your school?</p> <ol style="list-style-type: none"> 1. Administer the RI assessment three times per year (BOY, MOY, EOY). 2. Train members of the ILT on literacy strategies. 3. ILT trains each department on literacy strategies. 4. ILT reviews and provides feedback on unit plans on a regular basis. 5. Scheduled walkthroughs with ILT. 6. ILT plans professional development to address patterns of need. 7. ILT conducts LASW protocol during meetings. 	<ol style="list-style-type: none"> 1. Administer the BOY, MOY, and EOY MAP assessments. 2. Instructional Coach reviews each term standards calendar and ensures there are data analysis days included. 3. 100% of Algebra I and Geometry teacher's re-teach key concepts based on formative data. 4. Math department conducts LASW protocol during meetings. 	<p>How will you implement and monitor these practices at your school?</p> <ol style="list-style-type: none"> 1. Establish monthly incentives tied to PRIDE core values 2. Train staff on PBIS expectations matrix 3. Review attendance, behavior and course performance data monthly 4. Enter attendance daily 5. Provide interventions for chronically absent students 6. Create reflection templates 7. Counselors ask self-efficacy questions during student grade/transcript conferences. 	<p>How will you implement and monitor these practices at your school?</p> <ol style="list-style-type: none"> 1. All CES and ILS teachers will complete RSA during annual IEP meeting. 2. College & Career Coordinator will host an array of workshops for students and families geared towards college application submission and FAFSA completion <ol style="list-style-type: none"> a. Common Black College Application Drive b. FAFSA Completion Workshop c. Common Application Completion Drive d. Financial Aid Night for underclass families 3. CCC will partner with in building community partners to increase post-secondary pathways exposure <ol style="list-style-type: none"> a. College Tours b. On-site Admissions Representative visits c. Off-Site career exploration field trips d. Facilitation of school year internships (Career Bridge Scholars Program & Urban Alliance) <p>Increase school-wide use and understanding of post-secondary planning resource, NAVIANCE.</p> <ol style="list-style-type: none"> a. Provide NAVIANCE training to 12th grade team b. Engage / communicate with families using NAVIANCE c. Normalize NAVIANCE use among grades 9-11; Pathways Survey and Pathways Lesson Completion d. House critical post-secondary planning related action tasks within NAVIANCE
Leading Indicators	<ul style="list-style-type: none"> • Evidence of growth on MOY Reading Inventory data • Growth in student average and/or pass rate on ANet interim assessment data • Pass rates on mock PARCC exam administered in March/April • Evidence of teacher implementation of literacy strategies through walkthrough data and feedback 	<ul style="list-style-type: none"> • Evidence of growth on MAP assessments. • Evidence of students using accountable talk and explaining their reasoning in math class while explaining and critiquing the reasoning of others 	<ul style="list-style-type: none"> • Self efficacy reflection questions in summative assessments <ul style="list-style-type: none"> ○ S-E 5 - How confident are you that you will be able to remember what you learned in this unit next year? ○ S-E 4 - How confident are you that you were able to answer these questions correctly? ○ S-E 2 - How confident are you that you understand the complicated ideas taught in this unit ○ Liken Scale how challenging was this assessment 1-10 • Panorama Survey <ul style="list-style-type: none"> ○ S-E Q.5 ○ S-E Q.4 	<ul style="list-style-type: none"> • RSA applications will be completed by March. • FAFSA application report updated and monitored monthly. • CCC will report progress towards goals monthly <ul style="list-style-type: none"> ○ Provision of monthly report to administration. • Review, discuss and strategize data provided monthly from OCCP. <ul style="list-style-type: none"> ○ Data points provided are reflective of CCC scope and sequence in addition to School-wide college and career goals. ○ Host college and career roundtable including senior team and relevant stakeholders.

o S-E Q.2

Appendix: Support Request Form

This form will be completed with Central Office support teams during the CSP Technical Assistance (TA) session(s) in June or July. We will prioritize supports, services, and resources based on school need and capacity, to ensure we are accelerating progress for students furthest from opportunity. **We recommend that you do NOT complete this section prior to the TA sessions** as additional information about available support models and capacity will be shared at that time.

Focus Area	Literacy	Math	Social Emotional Learning (SEL) & Attendance	Graduation & Postsecondary Planning
School's Request for Central Office Support	•	•	•	•
Central Office Support Available for School	•	•	•	•
Final Central Office Support Provided to School	•	•	•	•