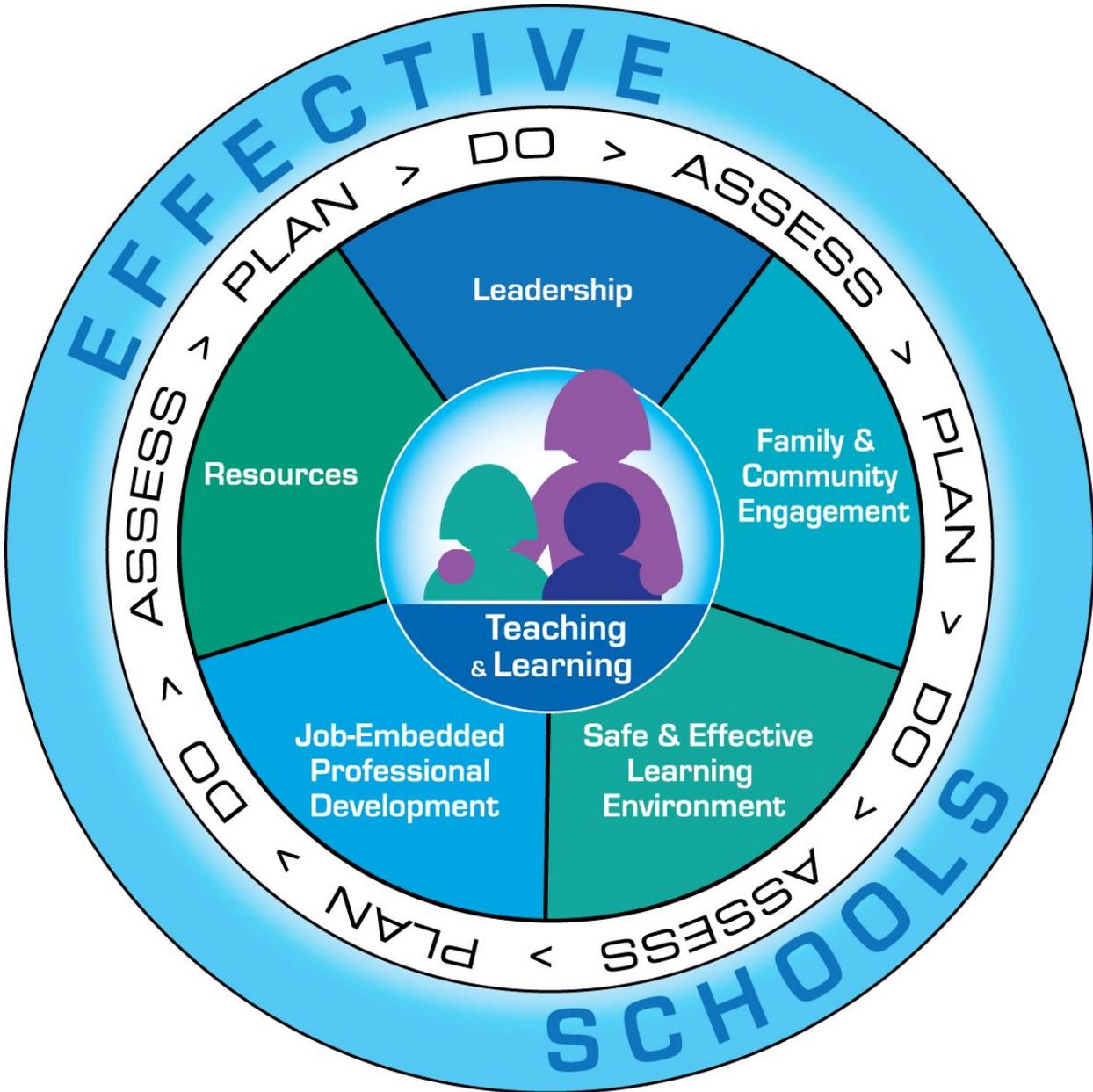


DCPS Effective Schools Framework



DCPS Effective Schools Framework

DCPS is committed to providing *all* students with the caliber of education they deserve. The goal of the DCPS Effective Schools Framework is to ensure that every child, in every classroom, has access to a high-quality and engaging standards-based instructional program, and that all school supports are aligned to support teaching and learning. The elements of the DCPS Effective Schools Framework reflect the foundational elements of district reform efforts. The framework has been developed to ensure alignment with the DCPS Five-Year Strategic Plan and related Performance Plans. In the spirit of our commitment to data-driven inquiry and the “Plan, Do, Assess” model, this framework will be continuously evaluated to examine effectiveness and make modifications as needed.

Elements of Effective Schools

Core Focus

Element 1: Teaching and Learning

All teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.

Element 2: Leadership

All school leaders fully understand their role as high-impact instructional leaders and create a coherent organizational structure to support teaching and learning.

Element 3: Job-Embedded Professional Development

High-quality professional development is job-embedded, aligned to district and local school goals, data-driven, and differentiated. It supports in-depth development of teachers and leadership and is directly linked to the District’s Effective Schools Framework.

Element 4: Resources

Resources (funding, staff, materials, and time) are allocated with a specific focus on instructional improvement and increasing student achievement.

Element 5: Safe and Effective Learning Environment

Policies, procedures, and practices are in place to support a safe environment characterized by high expectations, mutual respect, and a focus on teaching and learning.

Element 6: Family and Community Engagement

Schools make families and community members aware of their important roles in creating effective learners and schools, and invest families and community members in that work.

Data-Driven Decision Making

The use of data is an essential component of the DCPS Effective Schools Framework. Throughout each of the six elements, decision-making will be supported with accurate information about how our students and the school district are performing.

Core Element

Element 1: Teaching and Learning

All teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.

School Expectations

- **High-quality, standards-based instruction** is evident in every classroom.
 - The school has a coherent instructional program in which there is close alignment among content standards, assessments, and instructional strategies.
 - Students are invested in their academic growth and achievement and can articulate their academic performance in relation to standards mastery.
 - Teachers utilize a variety of high impact teaching strategies to effectively engage students.
- **Systematic academic intervention and enrichment** is in place aimed at providing academic supports for both advanced students and those struggling to achieve.
- **A collaborative and authentic data-powered improvement cycle** regularly engages school staff members in using rich sources of quantitative and qualitative data to improve instruction.
- **Positive classroom environment and effective management structures** are created by teachers to purposefully promote and foster effective teaching, learning, and student achievement.
- **Integrated and inclusive classroom settings** effectively serve students with disabilities in their neighborhood schools with their non-disabled peers.

District Expectations

- All district decisions and actions support schools in the attainment of the Teaching and Learning Expectations.
- All Central Office personnel use Teaching and Learning Expectations when developing evaluation tools and evaluating district and school-level personnel.
- School and district office performance tools are aligned to expectations to ensure coherence and clear expectations.
- All Central Office department decisions are rooted in the needs of students relative to high-quality classroom instruction.

Element 2: Leadership

All school leaders fully understand their role as a high-impact instructional leader and create a coherent organizational structure to support teaching and learning.

School Expectations

- Instructional Leadership
 - **A clear instructional vision** demonstrates a school-wide focus on teaching and learning, and staff members understand the vision and are able to consistently articulate it.
 - **Discrete school-wide instructional expectations** are understood by the staff and consistently implemented in every classroom.
 - **On-going learning** is a priority of the school leader and he/she uses professional development to expand the capacity of his/her team and to nurture shared decision-making and problem solving.
 - **Accountability systems** are in place for effective and on-going monitoring, reflection, and evaluation of teaching practice.

- Organizational Leadership
 - **Systems and structures** are in place to ensure smooth daily operations resulting in efficient and effective school management.
 - **Effective management** of the external environment ensures minimal disruptions to teaching and learning.

- Leadership of People
 - **Leadership style** invests all stakeholder groups in building a culture of inclusiveness, collegiality, and collaboration.
 - **The physical presence of the school leader** is strongly felt throughout the school day and characterized by positive and productive interactions with students, staff, and the school community.
 - **Positive interpersonal relationships** foster an environment in which teachers feel supported by the school leader.

District Expectations

- All Central Office personnel use Leadership Expectations when developing evaluation tools and evaluating performance.
- School leaders are supported through the implementation of the Principals Academy.
- Instructional Superintendents and Cluster Office personnel model effective instructional leadership and provide supports as needed to ensure that all school leaders are given the opportunity to lead effectively.

Element 3: Job-Embedded Professional Development

High-quality professional development is job-embedded, aligned to district and local school goals, data-driven, and differentiated. It supports in-depth development of teachers and leadership and is directly linked to the District's Effective Schools Framework.

School Expectations

- **A comprehensive professional development plan** is in place that is aligned to school-wide and district instructional initiatives, reflects best practices in adult learning, promotes reflection, and presents content and pedagogy in a way that impacts teacher practice.
- **A professional learning community** engages in on-going and structured collaboration that targets a school-wide focus on learning and is supported by tools for accountability.
- **Instructional coaching** is provided to ensure the consistent implementation of the school's academic program and to promote high-quality classroom instruction.
- **Differentiated support for individual teachers** is provided to ensure that each teacher has the support they need to meet school and district expectations for effective instruction.

District Expectations

- The Central Office supports school leaders in the implementation of effective, school-based professional development.
- Efficient organizational structures, processes and supports are in place to ensure opportunities for high-quality professional learning.
- The Central Office develops systems for “de-centralizing” professional development functions through the implementation of school-based coaches and school level professional development opportunities.
- District personnel model effective professional development practices throughout the implementation of new initiatives and training opportunities.

Element 4: Resources

Resources (funding, staff, materials, and time) are allocated with a specific focus on instructional improvement and increasing student achievement.

School Expectations

- **Staff, funding, and time** are appropriately allocated and/or utilized to support the work of teaching and learning.
- **A system for budgeting and resource allocation** is designed to identify instructional priorities and align budgeting decisions and resource allocation to those priorities.
- **Data-powered decision-making** is in place to ensure that all funding determinations are directly related to improving student achievement.

District Expectations

- School leaders are provided with adequate funding and support to ensure high-quality instruction and student achievement.
- Central Office supports schools in the development of school budgets, professional development plans, job descriptions, staffing procedures, schedules, and school operations issues.
- Central Office supports procurement functions of schools to allow school leaders to focus on teaching and learning.
- There are systems in place to ensure organizational coherence within the Central Office with the goal of effectively supporting teaching and learning.

Element 5: Safe and Effective Learning Environment

Policies, procedures, and practices are in place to support a safe environment characterized by high expectations, mutual respect, and a focus on teaching and learning.

School Expectations

- **Discipline policies and procedures** are equitable and consistently enforced, and student discipline data is utilized to inform policies.
- **Internal and external school wellness staff** work collaboratively to provide students and their families support services necessary to engage students in school.
- **Instruction and support staff**, in both general education and special education, work collaboratively to support student academic and social/emotional success.
- **Positive classroom culture** is emphasized school-wide and student-adult interactions are positive and respectful.
- **A safe and clean building** is provided for students.

District Expectations

- Comprehensive staffing models are implemented to provide a full range of services to engage students.
- District wide policies and procedures are provided to all school sites and resources are dedicated centrally to support system-wide implementation.
- Central systems are in place to ensure school buildings are in good order and issues are addressed in a timely manner.

Element 6: Family and Community Engagement

Schools make families and community members aware of their important roles in creating effective learners and schools, and invest families and community members in that work.

School Expectations

- **A family and community engagement plan** is in place to ensure that the school works in collaboration with parents, and benefits from the contributions of community members in meeting the school's instructional goals.
- **School-wide activities and programs** allow parents and community members to participate in the life of the school. The school proactively and diligently works to bring in parents and the community, including families who cannot get to school.
- **High quality customer service and access** ensure that students, parents and community members feel welcomed, respected, and valued at the school. Translation is provided as needed, events are scheduled to accommodate families, and excellent student attendance is promoted.
- **Authentic and relevant partnerships** with Community Based Organizations and Faith Based Organizations are developed in order to support the educational program and enhance student achievement.
- **Systematic methods of communication** are present to inform parents about student progress, school events, S.S.T. and I.E.P. meetings, and other important information pertaining to their child's success.

District Expectations

- Accurate school data on parent involvement is collected and drives further planning.
- Central Office ensures that all schools make and implement plans for parent and community engagement.
- With guidance from Parent Advisory Council, Central Office provides opportunities for cross-district dialogue as well as how to learn about effective engagement practices both within DCPS and across the nation.
- Parent and Family resource centers provide direct services to parents and families that result in adult involvement in students' academics.
- Develop authentic, relevant partnerships with Community Based Organizations and Faith Based Organizations that focus on student achievement.
- Create a district-wide calendar for families and community members that demonstrates consistency and continuity.
- Develop tools that make it easy for families and schools to share information, questions, and concerns about students.