



ESEA 2024 Schoolwide Plan

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I. Comprehensive Needs Assessment

Capital City conducted a comprehensive needs assessment in SY2023-24 that involved the following:

- Reviewing data from statewide and internal assessments including:
 - NWEA MAP Growth for ELA, Math, and Science
 - NWEA MAP Fluency (K-4)
 - Reading Inventory (5-12)
 - Teaching Strategies GOLD (Pre-K)
 - DC CAPE ELA and Math
 - College readiness data (9th Grade on Track, AP Exam Results, College Acceptance, College Persistence, Graduation Rates)
 - WIDA Access 2.0 (English Learners)
- Student Attendance
- Collecting feedback through staff and family surveys
- Discussions with campus Instructional Leadership Teams (ILTs) that include teachers representatives from each grade level and department

We saw a drop in scores for most campuses on the 2024 CAPE compared to the 2023 PARCC. Our Lower School did see growth in ELA and our HS in math from 2023 to 2024. At the LEA level, the percentage of students scoring 3+ in ELA was 40.1%, compared to 45.8% in 2023; the percentage scoring 4+ was 18.7%, compared to 21.3% in 2023. In math, the percentage scoring 3+ was 28.7%, compared to 35.3% in 2023; the percentage scoring 4+ was 9%, which was the same percentage in 2023. We remain behind the overall DC percentages, which were 54.5% and 33.7% in ELA 3+ and 4+, respectively; 43.5% and 22.5% in Math 3+ and 4+, respectively.

We recognize the urgency of our pandemic recovery and take seriously our responsibility to equip students with the skills, both academic and social-emotional, that they will need to be successful in college and careers. The results underscore the priorities of our schoolwide and strategic plan, and we are heartened to see that the Lower School saw increases in ELA from last year.

While most schools saw stagnant growth, in the Lower School, scores improved over 2023 in ELA for 3+ and 4+, but declined in Math for both 3+ and 4+. Overall, 40% scored 3+ and 18% scored 4+ in ELA; 37% scored 3+ and 13% scored 4+ in Math. However, we continue to lag behind both the charter sector and the district in ELA and math. 23% of DC charter peers were proficient in ELA and 21% in math; across the district, 32% were proficient in ELA, and 28% in Math.

In Middle School, scores declined from 2023. Overall, we had 43.5% score 3+ and 21% score 4+ in ELA. This represents a decrease of 6.7 percentage points in 3+ and 2.9 percentage points in 4+ from 2023. 30.8% scored 3+ and 10.2% scored 4+ in Math; down 5.1 percentage points in 3+ and 1.3 percentage points in 4+. We continue to lag behind both the charter sector and the

district. 33% of DC Charter peers were proficient in ELA; 19% in math. Across DC, 36% were proficient in ELA; 22% in Math.

In High School, we saw a decline in ELA after a year of growth. Overall, we had 34.3% score 3+ and 14.5% score 4+ in ELA. This represents a decrease of 6.8 percentage points in 3+ over 2023 and a decrease of 3.1 percentage points in 4+. In Math, 19.6% scored 3+, a decrease of 6.9 percentage points from 2023. HS students improved in 4+ in Math from 2023 to 3.3% from 1.9%. Math performance, across the LEA, is an area in need of strong improvement, as well as across the District (only 11.4% proficient in 2023). As with Middle and Lower Schools, we continue to lag behind both the charter sector and the district in ELA. 27% of DC Charter peers were proficient in ELA, while across the district 33% met expectations. In Math, 8% were proficient in Math in Charters, and 11% across the district.

Schoolwide Program Planning Team

Capital City has a strong culture of collaboration and stakeholder engagement. Capital City is the first public charter school in the District founded by parents and teachers. That strong involvement of parents and teachers persists today. In recent years, Capital City has had several stakeholder groups that have been involved in creating and revising the schoolwide plan. Each campus has an Instructional Leadership Team (ILT) composed of teachers from each grade level and department. These teams provide important input into priorities and planning. Currently, the Senior Leadership Team (SLT) collects input from these teams and uses it along with academic and non-academic data, and staff, parent, and student surveys to create drafts of schoolwide plans that are then presented for feedback.

The process has been rich and robust and resulted in strong plans in the past. The SY24-25 schoolwide program planning team included representatives from all stakeholder groups mentioned above to develop, review, and revise plans. Teams will continue to check-in about implementation regularly.

We also communicate our schoolwide plan to all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Information is shared through our school newsletter and sessions our Head of School hosts with staff and families. There are opportunities for both feedback and questions – at meetings, through email, and with anonymous surveys.

In addition to involving stakeholders on planning teams, Capital City regularly surveys our parents and staff and uses feedback to inform planning. We ask stakeholders what they would like to see prioritized and what they see as challenges that need addressing. Results of surveys are reported to stakeholders along with the ways that their feedback influenced decision-making. This closing of the feedback loop is an important piece of our school culture and has led to strong survey participation.

II. The Schoolwide Plan

Our Schoolwide Plan draws from our three-year strategic plan and our EL Education annual work plan that addresses how we will reach our strategic plan goals through intentional planning and targets this year. Our strategic plan focuses on six areas: student wellness (social and emotional learning); math achievement; supporting strong literacy; accelerating learning for all students, especially special populations; cohesive culture; and equity. The strategies identified for each of these goals are outlined below.

1. *Promote student social-emotional wellness and engagement*

- Strategy 1: Capital City will proactively build strong classroom and school communities that emphasize and integrate restorative justice practices. This strategy focuses on utilizing culturally responsive regulation and co-regulation strategies, consistent reflection on implicit biases to promote equitable discipline practices, and consistent awareness and implementation of culturally responsive positive behavioral norms
- Strategy 2: Assess capacity and approach to ensure adequate mental health and behavioral support for students. Through this strategy, teachers and staff will be able to identify students in crisis or with mental health needs. Students needing small group or 1:1 counseling support receive that support within 1 month of referral, if not sooner. Teachers and staff will be able to provide instruction through a social-emotional learning lens, with awareness of their student population and their needs.

2. *Increasing Math Achievement*

- Strategy 1: Develop a clear and cohesive PK-12 framework that outlines approaches and expectations so that stakeholders can clearly define and articulate the components of the PK-12 Mathematics program. This framework will include vertically aligned structures, routines, models, and vocabulary that honors the trajectory of student mathematical learning. All mathematics teachers will continuously build their capacity through interdisciplinary learning and have clear structures for such.
- Strategy 2: Engage families intentionally in math learning. Through this strategy, families will be aware of school programs and support for their students to get help when needed, as well as how to explore advanced math learning opportunities outside of the classroom. They will have access to after school help, tutoring, enrichment programs, and practice apps to support their student's continued progress in math classes. Families will know whom to approach when they have questions and feel confident in asking for help for their student. They will know where their student is in terms of their math progress and how that relates to grade-level benchmarks. Finally, they will know how to help student's advocate for themselves while at school.

3. *Ensure strong literacy skills, including a focus on writing*

- Strategy 1: Implement EL Education curriculum K-8 with fidelity so that teachers can adapt for individual student needs. The EL Education ELA K-8 curriculum is a research-based curriculum designed to cover the entirety of the Literacy Common Core Standards while also providing opportunities to focus on science and social studies standards. Teachers' knowledge of the curriculum grows their expertise allowing them to support the individual needs of each student. When this curriculum is implemented with fidelity, it provides all students with the tools they need to become critical thinkers to build a more ethical world.
- Strategy 2: Establish consistent, developmentally-appropriate, targeted literacy interventions for students who need additional support. Students who are still building their grade-level literacy skill sets require additional support to meet grade-level expectations. We will outline clear systems and responsibilities for our teachers and related service providers to deliver consistent, data-based literacy interventions to these students. Teachers will regularly monitor student progress as a result of these interventions to determine if additional scaffolds are needed or if sufficient growth was made for students to phase out of receiving interventions.
- Strategy 3: Support writing across the curriculum (in support of student agency). This strategy focuses on examining the state of writing instruction in the humanities and how to make those skills transferable to S.T.E.M. disciplines. This strategy also looks at developing a shared language and understanding of writing to foster collaboration between grade bands and contents.

4. *Ensure that all students, especially those in special populations, are accelerating their learning through differentiated support*

- Strategy 1: Maximize co-teaching and co-planning structures to increase impact. A significant investment has been made to ensure all core classes are co-taught by a general education teacher (content expert) and inclusion teacher (specially designed instruction expert). This strategy seeks to strengthen the co-teaching and co-planning structures that already exist in order to improve student learning across the school.
- Strategy 2: Implement UDL practices PK-12 with fidelity. Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. (Cast.org) Capital City PCS teachers will plan for and provide UDL principles to support the learning needs of all students.
- Strategy 3: This strategy focuses on increasing the frequency of equitable, authentic and complex student talk and literacy activities in early childhood classrooms through the development and consistent use of rubrics, observation and reflection tools; PD experiences; and coaching plan tools that provide feedback and support to students and teachers across the LEA.

5. *Build a strong, cohesive workplace culture across the LEA*

- Strategy 1: Build an organizational culture of crew. Activities will be focused in four areas: Building strong teams and cross-team collaboration; developing and implementing systems for feedback; improving clarity and transparency on roles, responsibilities, and decision-making; and fostering community and joy.
- Strategy 2: Create operational processes that are efficient and effective and allow staff to thrive in their roles. This strategy aims to create and document processes that allow all staff to work more efficiently and effectively in service of student success.

6. *Create an equitable, inclusive environment for students, staff and families*

- Strategy 1: Rethink content and structure of staff-wide equity work. We seek to redesign the work to ensure the greatest impact possible to achieve our goal of equity and academic justice for our most marginalized students.
- Strategy 2: Strengthen family engagement through cross-cultural dialogue groups, liberatory design, coaching for leadership, and training for staff.
- Strategy 3: Ensure that curriculum and instruction are culturally relevant. Through this strategy, students will receive instruction and assessments that challenge, engage, and empower them. Families will receive authentic communication and collaboration with their child's teachers and teachers will engage in personal and professional learning experiences to feel confident in their ability to carry out culturally-responsive planning, teaching, and assessments.

We are confident that implementing the strategies outlined above will strengthen our instructional program and improve outcomes for all students and especially those at risk. Key elements of the goals and strategies outlined above include:

- The use of research-based strategies and methods,
- Training and support for teachers,
- Targeted intervention for students,
- Ongoing assessment of student progress, and
- Home-school collaboration.

Our EL Education work plan was created in partnership with our EL Education School Designer and our campus principals. It focuses on the four core EL Education elements:

- Mastery of Knowledge & Skills - unpack curriculum at a deep level across grades and content across all campuses
- Character - implement strong culture and structure of Crew across all campuses
- High Quality Work - focus on student discourse across all campuses
- Leadership - foster culture of staff crew to build strong sense of belonging and lead evidence-based strategic improvement.

Our EL Education work plan was shared with all staff during August professional development in order for staff to ask questions and connect their own practice to our work plan and larger school goals. Each of the four areas for improvement in our work plan have faculty learning

targets. This work plan will guide professional development trainings this year, and the faculty learning targets will be used for coaching cycles to ensure teachers know in which areas they need to improve their practices.

EVALUATION

We conduct on-going evaluation of student progress according to our LEA internal assessment plan, which includes the following assessment tools:

- NWEA MAP Growth
 - English language arts; Grades K - 12
 - Math; Grades K - 8, Algebra 1, Geometry, Algebra 2
 - Science; Grades 5 - 8, High School Biology
- NWEA MAP Reading Fluency: Dyslexia Screener w/ foundational skills, Grades K - 2
- Teaching Strategies GOLD: English language arts, Math, Science, English language proficiency; Pre-Kindergarten
- School-created, on-demand writing assessments: English language arts; Grades 5 - 12
- Curriculum-aligned/School-created unit assessments: English language arts, Math, Science; Grades K - 12

Students in Grade 3-8, and select High School courses, are tested on the statewide ELA and math assessments at the end of the school year. Annually, we go through a comprehensive process of reviewing assessment results to determine areas of strength and need, and determine resources to address LEA-wide trends. We utilize our benchmark assessments to determine progress throughout the year, as well as ongoing need for support. We look at results in a variety of ways, including student groups as well as grade-, campus-, and LEA-level.

For English Learners, we look at disaggregated performance on benchmark and statewide assessments, as well as performance on the WIDA ACCESS for ELLs 2.0 and progress monitoring of language goals.

For students with disabilities we look at disaggregated performance on benchmark and statewide assessments. We also look at performance on college readiness metrics including 9th grade on-track, participation in advanced classes, PSAT/SAT performance, and high school graduation. All students with disabilities are also evaluated on progress towards IEP goals and data is tracked and shared using the [Education Modified](#) platform.

TRANSITION SUPPORT: PREK

We conduct early education screenings for students in PK focused on assessing expressive and receptive language skills and physical, emotional, and cognitive development. Screenings allow us to plan for and best meet the needs of each student and determine where additional assessment and support is needed. To the extent possible, screeners are conducted in the child's first language. Given that Capital City serves a high population of English learners,

students who speak another language at home are assessed with a language screener when they enter PK.

Capital City has an early childhood inclusion teacher who works closely with classroom teachers to support PK transition and early identification of students with special needs.

TRANSITION SUPPORT: MIDDLE SCHOOL

To prepare elementary students for the transition to Middle School, we provide a three-day summer program called Eagle Camp in which rising 5th graders and new rising 6th and 7th graders learn about Middle School expectations. They participate in mini-crews, meet their peers and some of their teachers, and engage in team-building activities. This camp helps ensure new MS students know where to go on the first day and already know some of the teachers and students with whom they'll spend the year. This helps ease transition jitters for students. In 5th grade, we also provide a standardized crew curriculum for the first weeks of school that help support strong school culture and student social and emotional wellness as students acclimate themselves to our MS program. Crew involves daily activities with the same group of students and crew leader (school staff) that help build community, connection, and understanding within the crew.

TRANSITION SUPPORT: COLLEGE AND CAREERS

Capital City also prioritizes preparing students for college and careers. This begins in the early grades by introducing careers through learning expeditions, the use of field experts as visiting educators, a college readiness curriculum, and introducing students to colleges and universities. High school orientation kicks off the high school process and includes visits to colleges, discussions with alumni, and career exploration.

Our high school uses an advisory model with small advisory groups of 10-12 students that meet daily with an advisor. The advisory curriculum focuses on college and career exploration and the skills needed for success in college and careers.

Capital City has an open honors program where any high school student can elect to take a course with honors by completing additional assignments and work that meet a high standard. Capital City offers many AP courses including *AP Literature*, *AP Language and Composition*, *AP Statistics*, *AP Calculus*, *AP Art & Design*, *AP U.S. Government & Politics*, *AP U.S. History*, *AP Spanish*, and *AP Physics*. Capital City also partners with local universities so that students may take dual-enrollment courses for college credit.

Our college counseling team consists of a Director of College Counseling, a College Counselor/Alumni Coordinator and College Counseling Associate who support students in applying and preparing for college. The team conducts individual meetings with families and leads workshops for parents/guardians to support them with the financial aid and college application process.

Our Transition Coordinator provides additional support for our students with disabilities. The Transition Coordinator offers a course in college readiness for students with disabilities, supports career exploration, and provides 1:1 support with the application process.

Capital City has an Internship Coordinator who works to match students with experiences designed to further explore career opportunities.

INTERVENTIONS & COUNSELING

Teachers regularly review formative assessment data to identify students who need additional support. Using our multi-tiered system of support (MTSS) and the principles of UDL, teachers first provide support within the classroom setting. For students who need more assistance, instructional specialists provide small group support during scheduled intensive blocks.

The Multi-Tiered System of Support (MTSS) is an organizational framework designed to help identify students' academic, behavioral, and social-emotional strengths and challenges and provide increasingly targeted interventions for students based on their needs. It is a collaborative, evidence-based approach to differentiating instruction and intervention across academics, attendance, social-emotional learning, and behavior for all students. MTSS helps unify practices across the LEA, so students get the same access to support no matter the school or classroom or teacher they have access to.

Both academic and behavioral interventions are provided through the tiered approach. Tier one interventions are the most inclusive and are generally offered to an entire class through our UDL model. Tier two interventions are typically offered through small group support by a classroom teacher or specialist. Tier three interventions are individual or group-based but are more intensive and tailored to individual student needs. If a student isn't making progress or regressing, the team will continue the selected intervention and refer the student to the Director of Student Services (DSS) for evaluation to rule out the presence of a disability. Interventions continue throughout the evaluation process.

Each campus has a Capital City counselor who provides counseling services to students. In addition, through a partnership with Mary's Center, each campus also has a second clinician to provide additional mental health support. We also have an SEL Specialist at each campus. The SEL Specialist seeks to deepen our positive school climate and culture by building the capacity of staff and students to understand and demonstrate the five core competencies of social-emotional learning: Self Awareness, Self- Management, Social Awareness, Relationship Skills, and Responsible Decision Making. We have also partnered with Open Seat to provide virtual counseling for our High School students, which has shortened waiting times for students to access counseling services.

Capital City partners with several mentoring programs to provide additional support to our students. Programs like Spark the Journey and Teen Trendsetters provide mentoring, college readiness, and literacy support.

III. Parent Involvement

Capital City has a parent leadership team of parents/guardians from each campus that meets regularly with our Director of Family Engagement & Admissions. This group seeks to include any parents who want to participate, and there is no election process. Our Director of Family Engagement & Admissions works with parent leads to develop agendas for these meetings. Agenda items are generated both from school leaders and parents. This parent team supports the development of schoolwide plans and parent surveys and the review of school policies. The parent team co-hosts meetings with school leaders to share information with families. Meetings are interactive allowing for questions and feedback. Anonymous surveys provide additional opportunities for involvement and input. Three parents also sit on our Board of Trustees.

COMMUNICATION

Capital City takes the following steps to communicate with and engage families:

- **Weekly newsletter:** Capital City has a weekly newsletter that is our primary method of communicating information to families. We regularly include program updates, information about events, and information about upcoming assessments.
- **School Website:** Our website provides up-to-date program information and most recent school performance results on external metrics.
- **Family Conferences:** We hold family conferences four times per year in November, February, April (only for students not meeting expectations), and June. We host an Open House in August for all families to meet their teacher, see their students' classroom, and prepare for the first day of school. Conferences include a student-led component where students present their work and learning to their parents. Interpretation is provided as needed for all conferences.
- **Access to Online Gradebook and Learning Management Systems:** Families have access to our online gradebook (Jumprope) to view their child's grades and any missing assignments. Information about how to log on to this system is provided at Back-to-School Night and family conferences. Additionally parents receive notifications through our Learning Management Systems so that they can check-in with their children about assignments.
- **Back-to-School Nights:** Our annual campus Back-to-School Nights are an important way that we orient parents to our program, introduce them to key personnel and program contacts, and share schoolwide priorities. These take place in September of each school year.
- **Parent Workshops/PSA Meetings:** In partnership with our Parent School Association (PSA), we hold parent meetings combined with workshops on topics that parents have requested. In the past we have hosted workshops on supporting literacy, internet safety, math instruction, summer learning activities, and more.
- **Annual State of the School Presentation:** Annually, the Head of School hosts a community meeting to share results on state assessments and discuss progress on strategic priorities, goals for the upcoming school year, and our Head of School's vision for Capital City - S.O.U.L. The vision of SOUL is to ensure that Capital City is systematically

anti-racist, focused on outcomes, united as a community, and focused on building leadership opportunities for students and staff. Sessions are interactive with opportunities for questions and feedback from families. This meeting will be held in January. The SY24-25 meeting will include information on our strategic plan progress, schoolwide data, and new academic and SEL structures for this school year.

- **Parent Surveys/Pulse Checks:** Capital City regularly surveys parents and uses feedback to inform planning. Results of surveys and the ways that feedback influences planning and decision-making are shared with families. This closing of the feedback loop has helped to make this a strong part of our school culture and has led to strong participation in surveys.

PARENT INVOLVEMENT TO IMPROVE ACHIEVEMENT

Language access has been critical to increasing parent engagement at our school since more than half of our families are Spanish speaking. Capital City has taken steps in recent years to improve the quality and consistency of language access support. We now have a language access team that our Director of Language Access leads. The Director of Language Access establishes and communicates procedures to ensure all written materials are translated and meetings and conferences include interpretation. With the increased quality and consistency of interpretation and translations, we have seen an increase in parent participation. We will focus on continuing to improve and consistently provide language access.

We are providing differentiated workshops for families aimed at supporting them in using technology, understanding the content and curriculum, and learning strategies for teaching their children at home. We are also providing workshops to support parents in understanding and supporting the social emotional learning of their children.

Capital City also mails results of State Assessments and interim assessments to families accompanied by a cover letter explaining how to interpret the results and whom to contact with questions. Results are further explained at family conferences. Results are also used as data points in student meetings.

In addition to assessment results, families receive detailed progress reports in February and in June. English Learners and Students with Disabilities receive quarterly progress reports.

IV. Professional Development

PROFESSIONAL DEVELOPMENT & COLLABORATION

Capital City takes the professional development of teachers and support teachers very seriously and provides training and support through the following structures/systems:

- **New Teacher Orientation and New Teacher Seminar:** New teachers to Capital City receive seven full days of training before all teachers return and then participate in a bi-weekly new teacher collaborative. The goals are to ensure all teachers new to Capital

City have the information, skills, and support to implement our instructional model. Assistant teachers are included in this professional development.

- **Lead Learner 2 Professional Development (inhouse/external):** Each teacher and support teacher at Capital City sets a lead learner(L2) goal focused on how they want to grow their practice to achieve better outcomes for students. They then select and/or are connected with in-house professional development sessions, books and articles, external professional development options, and collaborative peers to help them meet their L2 goals.
- **High Quality In-House Professional Development Related to School-wide Goals:** Capital City Instructional Coaches, specialists, administrators, and teacher leaders work together to plan regular professional development sessions for staff focused on school-wide goals. There is time allotted in the weekly schedule for teacher PD and teachers attend ten days in the summer before the students arrive for professional development and planning.
- **Academic Consult Time:** Grade-level teaching teams have weekly consults with a focus that rotates weekly. Consult topics include: ELL support, Students with Disabilities, instructional practices, and reviewing data and planning for instruction. All sessions are aimed at supporting teacher learning and problem-solving.
- **Ongoing Instructional Coaching:** Each of our campuses has an instructional coach that offers ongoing coaching cycles for teachers. Instructional specialists with expertise in literacy, mathematics, English Learners, and serving students with disabilities also provide ongoing observation, feedback, and coaching.

Teacher voice is critical to our program and our planning. Each campus has an Instructional Leadership Team (ILT) composed of teacher representatives from each grade/department that meets bi-weekly with the Principal and Instructional Coach to set priorities, plan for professional development, and problem solve challenges.

Teachers regularly review data in team meetings and during consult time with administrators to analyze and plan for instruction and program improvements.

All teachers at Capital City are part of a collaborative team. Teams have dedicated time to meet weekly with opportunities for sharing, mentoring, and peer coaching.

DATA-DRIVEN INSTRUCTION

This year, we hired a Chief Academic Officer to lead our curriculum and instructional work, ensuring that it aligns with the core of EL Education and prepares all students for academic achievement and success. As part of her team, our Director of School Quality provides annual and ongoing training and support to teachers in accessing and using benchmark assessment data. Our School Quality team also creates data rosters and dashboards so that data points are easily accessible to teachers and administrators. Through monthly consults, teaching teams review data with their administrators to analyze and plan for individual intervention and program improvements. Even more frequently, data is reviewed in team meetings with teachers offering collaborative support to their peers.

PARAPROFESSIONALS & SUPPORT TEACHERS

We use paraprofessionals or support teachers in a few capacities. In our Lower School program, there is an associate teacher in each PK and Kindergarten classroom. These associate teachers receive extensive training to be able to lead small instructional groups in ELA and math and to support the social emotional learning of students.

We also use paraprofessionals as dedicated aides to support students with disabilities. Dedicated aides are trained to offer one-on-one support and provide specific supports that their students need.

RECRUITMENT & RETENTION

Working in collaboration with teachers we developed a recruitment and retention plan in 2019 that we are continuing to reevaluate and redefine to best serve our students. Like all schools, the pandemic has been difficult for the teaching profession, and we have experienced similar declines in retention to what other schools have experienced.

In the past, we typically have had several qualified applicants for each position signaling that our recruitment efforts are working. Like other schools, we have struggled to fill all positions prior to the beginning of the school year given the nationwide teacher staffing shortage. Our teams create contingency plans for staffing if we are not fully staffed to ensure students' learning is not interrupted.

We have focused on increasing the diversity of our staff to have a staff more reflective of our student body and have done this by increasing the diversity of our applicant pool. We have attended events at HBCUs and minority recruitment fairs. We also speak explicitly about our school's focus on equity and inclusion at recruitment events.

We have developed a robust hiring process that allows us to identify strong candidates. The process includes an application and work sample, an interview with a hiring team that includes teachers, and a demonstration lesson.

Our staff retention focus includes providing staff opportunities to share their learning on a national scale, such as attending and presenting at the EL Education National Conference each year or attending EL Education's multi-day learning institutes. Since last year, we have sent our staff from every campus to the Black Male Educator Convening in November to help Black male teachers connect with other Black male educators and gain and share insights specific to their experience. We have also created numerous leadership opportunities for teachers including offering stipends to be part of our Instructional Leadership Teams at each campus that inform campus culture and structures and for teachers to be part of our Mentor Teacher program (new this year).

TEACHER EVALUATION

Capital City has a process for evaluating teachers that was developed with strong teacher input and is reviewed and revised periodically. The process includes goal-setting, observations and feedback, and evaluation on clear metrics associated with our teaching model and strong outcomes for students. Teachers receive a rating on a four-point scale. Teachers are evaluated annually and evaluations inform professional development goals and plans.

V. Annual Evaluation/Review Process

Our Senior Leadership Team (SLT) schedules regular deep dives into the program areas outlined in our schoolwide plan (English Learners, Math, Literacy, Students with Disabilities). We have three deep dives per year for each program area and a comprehensive deep dive at the end of the school year. Relevant program specialists are invited to attend deep dives; for example, our math specialists all attend our math deep dive.

During deep dives we review assessment results looking at data by grade level and demographics to see if we are on track to meet our goals. If we are, we look at what is working well and if we are off track, we dig deeply into what is holding us back. We look at our program strategies and discuss how implementation has gone and evaluate our use of planning, capacity and allocation of resources, and staff buy-in/support.

At the end of the year when we have end-of-year assessment results, we do a comprehensive look at all of our goals and strategies with a focus on revising plans for the upcoming school year.

As part of the comprehensive end-of-year deep dive to review data, we look at whether the identified strategies are working. If we do not see strong results and we are concerned that strategies are not working, we consider whether the problem is with implementation of the strategy or with the strategy itself. We seek and include feedback from teachers and specialists involved with implementation.

COMMUNICATION

Capital City shares information with families about schoolwide results in our newsletter (usually in the form of a letter from our Head of School), on our website, and through an annual State of the School presentation.

Based on the evaluation of the schoolwide plan, we will propose revisions to the plan and seek feedback from stakeholders. It is important to be conscious of how many new things we add and try in a school year because too many new things makes it hard to do any of them well. We will clearly present changes to staff during our summer training and to families at the start of the school year.