

DC Prep’s Broad Goal:

Improve Inclusive Practices & Student Growth Data in Math & ELA

What does the data show us?

1. **Closing the Gap in ELA:** According to the ELA [ANET](#) Interim Assessment Data, AMC significantly closed gaps between general education and special education in both 4th and 5th grade (currently the only two grade levels on the AMC campus.) **In 4th grade, the special education cohort outperformed the general education cohort!** In 5th grade, the cohort increased their average score by 10 points from 28 to 38, decreasing the gap between gen ed and SPED scores by 9 points.

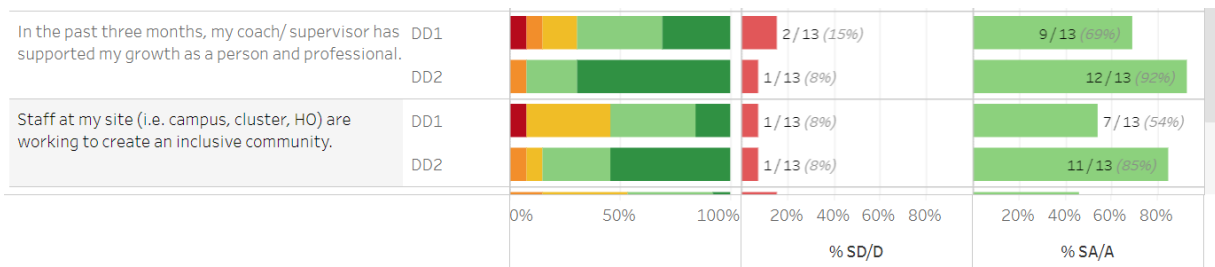
Campus	Anacostia	
	A1 (comparison to gen ed cohort)	A2 (comparison to gen ed cohort)
4th	26 (-2)	49 (+6)
5th	28 (-16)	38 (-7)

2. **Two Instances of Equitable Achievement in Math:** According to the Math [ANET](#) Interim Assessment Data, **4th grade students at AMC eliminated the special education achievement gap between assessment #1 and #2.** Additionally, 5th grade has a proof point (assessment #1) that highlights the team’s ability to support students toward achievement that close this gap as well.

Campus	Anacostia	
	A1 (comparison to gen ed cohort)	A2 (comparison to gen ed cohort)
4th	18 (-6)	27 (same)
5th	23 (same)	22 (-12)

3. **2 Measures of Data that Demonstrate Increase in Inclusive Practices + Teacher Ownership of Development:** DC Prep AMC’s Quarterly Survey data demonstrated a significant increase in teacher satisfaction and belief in personal growth and a shared belief that the staff was working to create an inclusive community.





What led to this win?

Below are the adaptive moves Neema and her team leveraged that lead to this win.

- Stamping the Mindset:** To launch the work, I took a clear stance about the power of passion and leading with belief - I connected this directly to what it means to lead with a Founder’s Mindset. We began to use the language of AMC Founders..., At AMC, Founders build..., Check out how this AMC Founder..., etc. When we saw examples of AMC Founder’s Mindset in action, we would immediately name it and bright spot it for the individual and entire staff.
- Creating a Leader Identity:** I tried to create an identity of a leader at AMC that was grounded in the Habits of Mind and our AMC mission. Specifically, if you are a leader at AMC, you are clear on what you are driving towards (Goals and Mission), How You are Driving Towards It (What our values look like in action), and you model the epitome of a Founder. Clarifying this leader identity then allowed me to spotlight my leaders and the way they were leading by example - our SEC began to own leading on differentiation with her SPED team (thanks to Ben’s awesome coaching!), our Academic AP became laser focused on quality preparedness + data entry and analysis so that her coaching was grounded in student progress, our Community AP became laser focused on improving student survey data through key strategies - improving incentives with teacher feedback and creating social emotional curriculum that teachers could build from as founders. We huddled our team to brainstorm AMC specific language that we wanted to guide student behavior and then built SEL instruction around this which improved student culture.
- Leaning into Problem Solving:** We leaned into radical problem solving by asking our team - *What’s the ideal? If we were successful in 1 month, what would have been true of our actions/mindsets..., In alignment with our value of We Belong Together, I think we could...*
- We Studied our Bright Spots:** We had 3 teachers who were leading the strongest classrooms across our school and we studied them closely, focusing on naming an effective practice and then specifically invested them in leading on the Winter Break Win. One of the teachers (ELA





Department Chair) received the charge to engage the team on the progress monitoring tracker - he did a weekly audit, celebrated team progress, and also named specific students who were/were not growing. One of the teachers (Math teacher) is super obsessed with data and student work. She is consistently prepared with her exemplars, studied student work immediately after class and brought her ideas to her coach. We zoomed in on her work weekly in staff PD and then utilized her example to hold others accountable - *At AMC, we want all teachers to do what Ms. Faler does...*,

What are the technical moves you made with your team that lead to this win?

- **Deciding which data points we cared most about and chasing these:** Specifically, we wanted to ensure each teacher in our building was clear on their daily objective, what they were driving towards each day, and what high quality student work looked like to help inform criteria for success, we wanted to build habit with systems (progress monitoring tracker and Exit Ticket data entry) so that we were grounding all conversations about student growth in data so we laser focused on building up these systems - talking about them, bringing our computers into classrooms to ask teachers about individual kids, coaching kids ourselves as leaders, helping teachers see how they could use the tools to better inform student growth. We went from limited data entry to consistent data entry in ELA and all but 1 teacher consistently completing quality exemplars daily with 100% of teachers submitting lesson plans weekly.
- **Coaching on the Ideal:** My supervision meetings with leadership team members began to be grounded in the ideal. Rather than identifying what wasn't working, we went back to our data focus areas, identified where the work was happening and studied it together to clarify our leadership moves.
- **Building a Clear Story:** We began our work with a focus on building a Founder's Mindset - specifically working to build our identity as founding school teachers and leaders. Once we had data that demonstrated an improvement here, we moved to a story of "Founders Build Up the Good and Build Up the Data" and layered the next focus area - improving student outcomes and improving student experience.

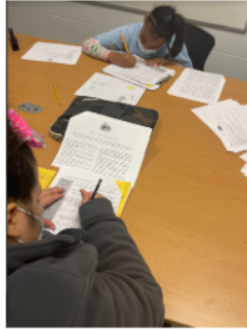
Here is our plan - [Team Reflections on Build Up Plan](#) and [Data Day Plan where Build Up was introduced](#)

- **Bright Spot Practice:** Each time a leader celebrates a strong practice in alignment with our work serving all kids we send a #CelebrateYou email - see examples below of team celebrations:





Shout Outs



- Shout out to Mariah for working with a Tier 2 group on a gap she's noticing with her students. She has then
- Shout out to Rianna working to strategically plan for the misconceptions of students and having her accommodated work which includes scaffolds to help all kids access the assignment. Ri has also used the understanding she has of students to incorporate into her planning each week.

Jada Ishmell

- After reading a book on her instructional level, Jada will be able to answer factual, inferential and critical thinking questions with 80% accuracy with minimal scaffolds in 4 out of 5 trials.
- Jada will be able to accurately determine the main topic of a text 4 out of 5 trials and refer to 1-3 details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Jada will be able to introduce a topic, include illustrations when useful to aiding comprehension, and develop the topic with facts, definitions, and details in 4 out of 5 trials with adult support.

Monday: To listen to the story three times and retell what has happened in the story using his own words. To complete thinking jots and identify genre of text correctly. 1st read she will complete the character jots second read she will complete problem third read she will complete solution jots. Will talk about lesson learned together as a whole group. Before she moves on she'll have to tell me what the story is about.

#CelebrateYou! Cold Read Growth



Emma Bivona

To Melissa Vazquez; Rianna Castor
Cc **AMC Core Team**; Keenan Kelley



Hi Melissa and Ri,

I hope you both had restful weekends! I wanted to **#CelebrateYOU!** For the growth in cold read data from Unit #1 to Unit 2 #2. This growth is a direct result of your intellectual preparation, use of data to coach students, and quick and targeted response to data daily.

I hope you can soak in this growth-keep seeing the wins each and every day.

Cycle 2 Goal: 50% of students score a Level 2 on main idea rubric

Howard + Georgetown Cold Read Unit 2 #1 Data	Howard + Georgetown Cold Read Unit 2 #2 Data
Level 2: 4%	Level 2: 41% + 37% and 9% away from Cycle 2 goal!
Level 1: 48%	Level 1: 27% Moved 21% from Level 1 to Level 2
Level 0: 48%	Level 0: 30% Decreased % of Level 0s by 18%!
5 students with IEPs scored a Level 2!	



What are the habits of mind that you as a leader needed to embody to achieve this win?

DC Prep AMC’s SPED Department began to meet as a SPED team under the leadership and guidance of our Special Education Coordinator and Academic AP, with the following Habits of Mind to guide the time:

<p>All Means All Mindset</p>	<p>2. If We Were the Best School</p> <ul style="list-style-type: none"> • This is the School: We make the choice every day to be the ones who will prepare all students to live lives of opportunity -we do not believe there is an “other school” • We Are the Ones: We ask, “If we were the best 30 educators who ever lived, what would we do?” and we build to that. • The Environment, Not the Student: When a student is struggling, we know that we need to change the learning environment, not the student. We change who we are and what we do to meet our expectation for them. <p>3. Slopes Over Points</p> <ul style="list-style-type: none"> • Every Student Can Grow: We believe every student can grow because intelligence is not a fixed entity. All achievements start with growth. • It’s Not You, It’s Me: We know that with the right supports, at least 90% of students with disabilities can perform at grade level with their peers. If growth is not the same as or equal to the growth rate of general education peers, we look at what we are doing to prevent that (adult problem, not kid problem). We obsessively look at growth and growth differentials. • Start the Virtuous Cycle: We know if we focus on and measure slopes over points, we shift from status-based analysis to a cycle of continuous and radical growth. <p>What resonates about this?</p> <ul style="list-style-type: none"> - We look at growth- comes with the idea of the preparation process. - How do we celebrate growth daily and not leave people behind - Exit ticket progress - 2. Doing what I need to do to accommodate my students. - Keep encouraging
<p>During the meeting, the team reflected on what resonates about these mindsets and how the mindsets connect to the Winter Break Win focus (ie: How can we ask ourselves <i>if we were the best school, what would we do in our planning and data analysis to ensure success for each child?</i>)</p>	
<p>Sample SPED Department Meeting Agendas - SPED Department Agenda December Sample Lesson Planning from SEC - Leading from Bright Spots by Showing an Exemplar</p>	
<p>Utilize the Habits of Mind to ground SPED Department Meeting learning and application -</p>	





Objective	<p>Slopes Over Points</p> <ul style="list-style-type: none"> • Every Student Can Grow: We believe every student can grow because intelligence is not a fixed entity. All achievements start with growth. • It's Not You, It's Me: We know that with the right supports, at least 90% of students with disabilities can perform at grade level with their peers. If growth is not the same as or equal to the growth rate of general education peers, we look at what we are doing to prevent that (adult problem, not kid problem). We obsessively look at growth and growth differentials. • Start the Virtuous Cycle: We know if we focus on and measure slopes over points, we shift from status-based analysis to a cycle of continuous and radical growth. <ul style="list-style-type: none"> ● Utilize a variety of questioning and instructional techniques to identify students' misconceptions ● Adjust instruction and coaching of students based on student misconception
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The AMA School Leader behind the work! Neema Desai Jennings.



Neema Desai Jennings is passionate and enthusiastic about working with children and building communities that inspire growth, love, equity, and a commitment to bettering our world. As a child, Neema loved playing school with her pretend students and carried her passion for teaching and learning by joining Teach for America in 2008. She was a special education teacher in New York, where she worked with 7th, 8th, and later 1st graders. She fell in love with teaching during her work in NYC and later moved to DC to begin her work at DC Prep. Throughout her time at DC Prep, she has served as a math and literacy teacher, founding teacher, and Assistant Principal of Academics and Culture. Currently, she serves as the Principal for DC Prep Anacostia Middle. Neema is so excited to join the All Means All team and learn more about how to build schools that are worthy of ALL children and provide excellence, opportunity, empowerment, and most importantly, a loving & nurturing environment where children can be their authentic selves.

