



School Improvement Kick-Off Meeting

CSI-Grad-designated schools

OSSE | January 8, 2025

Welcome



Antoinette S. Mitchell, Ph.D.

Interim State Superintendent of Education

Objectives

- Review key background information on school improvement and introduce schools to the Accelerate DC Framework.
- Provide an overview of the expectations during school year 2024-25 for schools designated as CSI-Grad.
- Provide details on the Needs Assessment so that participants feel ready to begin this process.
- Familiarize schools with the resources available to support them throughout their planning process.

Agenda

- Welcome
- Introduction to Accelerate DC, Overview of CSI-Grad Designation, & Overview of Expectations for Schools
- Recommendations for LTAP and STAP
- Resource Allocation Review
- Needs Assessment Expectations
- School Improvement Plan Expectations
- Opportunities and Resources for Support
- Close Out

Webinar Logistics

- Please use the chat, reactions, and Q&A to engage with us during today's webinar.
- We will work to answer general and clarifying questions via the Q&A function.
- We will follow-up with a Q&A list from this webinar, as well as a recording after today's meeting.
- Questions or concerns specific to your LEA or school can be addressed during our 1:1 office hours scheduled for January 21 and 22 ([sign-up via this link](#)) or by emailing OSSE.ESSA@dc.gov.



Introduction to Accelerate DC Framework

A New Vision and Theory of Action

Vision: To drive rapid improvement across the District's lowest-performing schools, the District will direct funding alongside robust supports and increasing levels of accountability to target five key domains of school improvement: 1) transformational leadership; 2) talent development; 3) instructional excellence; 4) strong school culture and climate; and 5) organizational health.

If OSSE supports designated schools and their local education agencies (LEAs) with:

- Clear Expectations
- Planning & Supports
- Funding
- Alignment of Existing Resources
- Partnership



Then schools will:

- Drive improvements in target domains
- Implement strong improvement plans to rapidly address identified needs
- Continuously monitor data and make adjustments to strengthen implementation



And ultimately:

- Improve targeted learning outcomes for all students
- Close gaps across groups of students

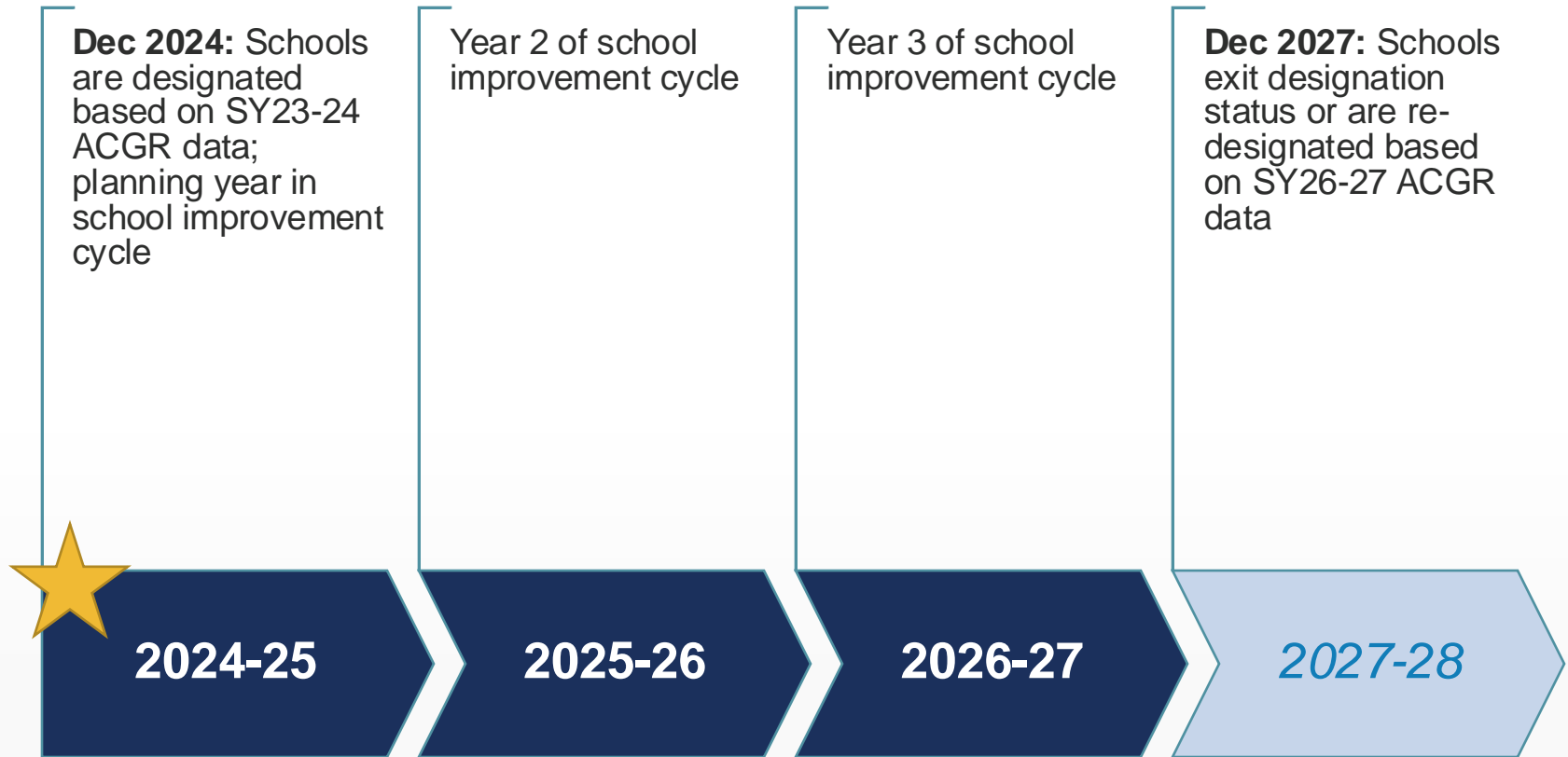
Accelerate DC Framework





Overview of CSI-Grad Designation

Three-Year Designation Cycle



CSI-Grad Designation

Designation	Description
<p data-bbox="233 422 639 544">CSI-Grad Comprehensive Support and Improvement – Graduation</p>	<p data-bbox="687 458 1818 525">High schools where both their 4-year Adjusted Cohort Graduation Rate (ACGR) and 5-year ACGR fall below 67%.</p>

- The ESSA law is very clear that any public high school graduating fewer than 67% of their students must be designated.
- Many states face the same challenge as DC – and OSSE is in conversation with national experts on accountability for alternative schools to determine how the District can follow the ESSA law, set high expectations for all students, and acknowledge the reality that schools serving under-credited students are not expecting to graduate students within four years.
- To exit CSI-Grad-designation status, the designated school must:
 - (1) increase 4- and 5-year graduation rates so that at least one is higher than 67% and
 - (2) both rates must not be below the rate when the school was designated for support.

2024 CSI-Grad-Designated Schools

- Anacostia HS
- Ballou STAY HS
- Luke C. Moore HS
- Goodwill Excel Center PCS
- IDEA PCS
- Kingsman Academy PCS
- Roosevelt STAY HS



Overview of Expectations for Schools

School Improvement Planning Deliverables

Deliverable	Description
Needs Assessment (NA)	Schools will review data, gather input from stakeholders, identify key challenges and prioritize root causes of underperformance.
School Improvement Plan (SIP)	Drawing on the Needs Assessment (and LEA Resource Allocation Review, if applicable), schools will create a plan outlining specific goals and evidence-based strategies for improvement.
Resource Allocation Review (RAR)*	For multi-site LEAs with a significant number of designated schools, LEAs will conduct a review of how resources are allocated across and within schools and identify any disparities.
Monitoring	OSSE conducts periodic monitoring of SIP implementation and oversees end-of-year reviews. We will revamp this process for this designation cycle to ensure alignment with the new Accelerate DC framework.

* Completed at the LEA Level and only required by multi-site LEAs who have 10 or more of their schools identified for Comprehensive or Targeted Support, or 60 percent of their schools identified for Comprehensive or Targeted Support (whichever is lower).



School Improvement Activities & Roles

Activity	OSSE	LEA	School
Planning	<ul style="list-style-type: none"> ✓ Designate schools ✓ Provide templates, workshops and technical assistance to CSI-Grad schools and LEAs to support their completion of the Needs Assessment (NA), Resource Allocation Review (RAR) and School Improvement Plans (SIPs) 	<ul style="list-style-type: none"> ✓ Establish LEA Team for Accelerating Progress (LTAP) ✓ Assist CSI-Grad schools in completing NA and SIPs using OSSE template and review prior to submitting to OSSE for approval ✓ Complete RAR, if applicable, and share back with designated schools 	<ul style="list-style-type: none"> ✓ Establish School Team for Accelerating Progress (STAP) ✓ Complete NA and SIP ✓ Respond to and incorporate feedback from OSSE on SIP
Engagement	<ul style="list-style-type: none"> ✓ Post final approved SIPs for all designated schools to OSSE's website for public transparency 	<ul style="list-style-type: none"> ✓ Support school engagement with stakeholders as part of completing the NA and as needed for SIP development 	<ul style="list-style-type: none"> ✓ Engage with teachers, parents, families, student support service providers and partner organizations to complete the NA and inform the SIP
Monitoring	<ul style="list-style-type: none"> ✓ Launch and implement monitoring activities, differentiated based on school's designation type 	<ul style="list-style-type: none"> ✓ Monitor SIPs ✓ Participate in OSSE's monitoring of SIPs 	<ul style="list-style-type: none"> ✓ Participate in LEA's and OSSE's monitoring of SIP

LEA Team for Accelerating Progress (LTAP)

Overview: The purpose of the LTAP is to systematically examine performance gaps within the LEA and identify, understand, and prioritize the needs that must be addressed to improve outcomes for all students through completing the Resource Allocation Review and providing support and accountability to schools for the development and implementation of strong School Improvement Plans.

Required for: CSI-Grad

Template: [School Improvement Plan](#) & Needs Assessment

Supporting Resource(s): [Guide to Establishing Your LEA Team for Accelerating Progress](#)

School & Team Information

School:	
LEA:	
Year:	
Designation Category (select one):	<input type="checkbox"/> Comprehensive Support and Improvement (CSI) School <input type="checkbox"/> Intensive Support & Improvement (ISI) School <input type="checkbox"/> Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School <input type="checkbox"/> Monitored Improvement Status (MIS) <input type="checkbox"/> Targeted Support and Improvement (TSI)
Date Completed:	

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise

LEA Team for Accelerating Progress (LTAP) Members*			
Name	Role in LEA	Role in LTAP	Expertise

*The STAP and LTAP should be the same team as identified in Step 1 (Deliverable A) of the Needs Assessment.

Transparency: SIPs should be available to the LEA, parents and the public, and the information contained in the plan must be in an understandable and uniform format. To the extent practicable and/or required by DC law, it should also be provided in a language that the parents can understand. Documents submitted to OSSE will be made available to the public via request and/or the OSSE website.



School Team for Accelerating Progress (STAP)

Overview: The purpose of a STAP Team is to conduct a Needs Assessment and then develop, implement, monitor, and evaluate the School Improvement Plan. STAPs can serve as key change agents in school improvement, which is grounded in the theory of action that those in a school who are closest to students know the needs of students best and therefore are best positioned to make and implement recommendations for improvement.

Required for: CSI-Grad

Template: [School Improvement Plan](#) & Needs Assessment

Supporting Resource(s): [Guide to Establishing Your LEA Team for Accelerating Progress](#)

School & Team Information

School:	
LEA:	
Year:	
Designation Category (select one):	<input type="checkbox"/> Comprehensive Support and Improvement (CSI) School <input type="checkbox"/> Intensive Support & Improvement (ISI) School <input type="checkbox"/> Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School <input type="checkbox"/> Monitored Improvement Status (MIS) <input type="checkbox"/> Targeted Support and Improvement (TSI)
Date Completed:	

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise

LEA Team for Accelerating Progress (LTAP) Members*			
Name	Role in LEA	Role in LTAP	Expertise

*The STAP and LTAP should be the same team as identified in Step 1 (Deliverable A) of the Needs Assessment.

Transparency: SIPs should be available to the LEA, parents and the public, and the information contained in the plan must be in an understandable and uniform format. To the extent practicable and/or required by DC law, it should also be provided in a language that the parents can understand. Documents submitted to OSSE will be made available to the public via request and/or the OSSE website.

Resource Allocation Review (RAR)

Overview: The RAR is conducted by multi-site LEAs with a significant number of school designated for support. The RAR involves a review of LEA- and school-level resources (e.g., funds, high-quality teachers, access to advance coursework, etc.), among and within schools.

Lead: LEA Team for Accelerating Progress (LTAP)

Required for: CSI-Grad (if applicable)

Template: [Resource Allocation Review Template](#)

Deadline: February 6, 2025

Supporting Resource(s): [Accelerate DC Framework](#)

Key Components:

1. Describe LEA's student population
2. Reflect on LEA and school's resource allocation across the Accelerate DC Framework Domains
3. Identify at least one (1) area where LEA can increase the equitable distribution of resources

How to Complete the RAR

Step 1: Describing LEA Student Population & Equity

Objective: Describe your LEA's student population and how your LEA defines equity, to serve as a foundation for thinking about the system-level evidence and ways the LEA is and is not meeting the needs of its student population.

Step 2: Reflecting on Resource Allocation

Objective: Reflect on your LEA and schools' resource allocation as it relates to the five (5) domains of the Accelerate DC Framework, considering whether and how all resources are distributed equitably.

Step 3: Identifying Opportunities for More Equitable Resource Allocation

Objective: Identify at least one (1) area where your LEA can increase the equitable distribution of resources to your schools and student population.

Step 4 & 5: Approvals and Submission Instructions

Objective: Obtain approval from LEA leader on the completed Resource Allocation Review (RAR). Submit the Resource Allocation Review to OSSE and to designated schools.

Needs Assessment

Overview: The Needs Assessment (NA) is a template to guide schools in reviewing data, gathering input from stakeholders, identifying key challenges and prioritizing root causes of underperformance

Lead: School Team for Accelerating Progress (STAP), with support from LEA

Required for: CSI-Grad

Template: [Needs Assessment Template](#)

Deadline: Feb 20, 2025 (CSI-Grad)

Supporting Resource(s): [Supplemental Toolkit](#) (see *Guide to Establishing Your STAP/LTAP* and *Suggested Data for Review and Goal Setting Resources*)

Key Components:

1. **Assembling School and LEA Team for Accelerating Progress**
2. **Review data to identify key challenges**
3. **Reflect on root causes, supporting evidence and connections to Accelerate DC domains**
4. **Prioritize root causes with community engagement**

Step 1: Assembling School and LEA Teams for Accelerating Progress

Objective: Establish your School Team for Accelerating Progress (STAP) and LEA Team for Accelerating Progress (LTAP) who will be involved with your Needs Assessment and School Improvement Plan (SIP).

Deliverable A: Define School and LEA Teams for Accelerating Progress

- Review OSSE's **Guide to Establishing Your School & LEA Team for Accelerating Progress**, found in the Supplemental Toolkit.
- Indicate the members of your **School Team for Accelerating Progress (STAP)** and **LEA Team for Accelerating Progress (LTAP)** who will be involved in this process.
- Describe their **role and the expertise** they bring to the process.

Step 2: Reviewing DC School Report Card Data to Identify Key Challenges

Objective: Identify up to two (2) challenges that led to the school’s designation. The root causes and supporting evidence of these challenges will be identified in Step 3.

Deliverable B: Identify Key Challenges

- **Review DC School Report Card Data** for their school, via data files that OSSE will supply to schools and LEAs, and discuss which metrics or student groups were the driving force for the school’s designation.
- **Identify up to two (2) challenges**, which, if addressed, will result in the school exiting their designated status.
- **Check the corresponding boxes** in the second and third columns (e.g., Academic Achievement - Math, English Learners) as they relate to the named key challenge.

Key Challenge:	Associated Accountability Metric:	Impacted Student Group(s):
<i>Example: Low English Language Arts (ELA) growth score for all students.</i>	<input checked="" type="checkbox"/> Academic Growth – ELA	<input checked="" type="checkbox"/> All Students

Step 2: Reviewing DC School Report Card Data to Identify Key Challenges

For traditional high schools designated as CSI-Grad

- The key challenge identified must be related to the 4- or 5-year ACGR

For schools designated as CSI-Grad whose mission is to serve under-credited students

- The key challenge identified may be a metric related to high school graduation that is not the 4- or 5-year ACGR
- You may use the secondary completion metric from the alternative accountability framework or a metric from your charter goals or other strategic plans
- If you select a metric that is not part of the DC School Report Card as your school's key challenge, please provide information on how the metric is calculated and where and when it is reported

Step 3: Reflecting on Root Causes, Supporting Evidence, and Connections of Challenges to Accelerate DC Domains

Objective: Reflect on the key challenges identified in Step 2 and identify the underlying root causes. Draw on the five domains (and related key practices) outlined in the Accelerate DC framework and assess how each could be contributing to the key challenge and be a driver for school improvement.

Deliverable C: Identify Root Causes and Connect Key Challenges to Accelerate DC Framework

- **Copy the key challenge(s)** identified in Step 2 into column one of the chart below; there are two rows if more than one challenge was identified.
- **Review the *Accelerate DC Framework's* five (5) domains** and related key practices (found in the Supplemental Toolkit). These domains and practices will provide guidance for this deliverable.
- For each ***Accelerate DC*** domain, **consider the root causes** contributing to the challenge within that domain. The root causes you name in this table may be contributing to the challenge by operating ineffectively (e.g., we have a great curriculum tool, but not all teachers have received training on how to implement it) or by their absence (e.g., we do not have the curriculum tool we need).
- **Identify the evidence** that indicates the root cause is contributing to the challenge. Ask: *How do I know this is the root cause of the challenge?*
- Use professional judgement and the available evidence to **determine if the root cause(s) within each domain are key drivers of the challenge**. Addressing the key drivers will be highest leverage actions to address the challenge.

		Accelerate DC Framework Domain				
		Transformational Leadership	Talent Development	Instructional Excellence	Strong School Culture and Climate	Operational Health
Key Challenge: Example: Low English Language Arts (ELA) growth score for all students.	1. What's the root cause(s)?		<i>Inconsistent application of instructional practices</i>			
	2. Key qualitative and quantitative evidence		<ul style="list-style-type: none"> <i>Quarterly instructional observations show 7 of 10 ELA staff do not consistently implement School A's identified best practices when delivering whole class or small group lessons.</i> <i>A review of School A's professional development completion data reveals 4 of 10 ELA staff are not trained in needed instructional practices</i> <i>75% of ELA teachers report a need for training on use of iReady reports during weekly meetings</i> 			
	3. Domain is a driver for improvement?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Note: For Deliverable C, OSSE has provided an example root cause using just one of the **Accelerate DC** Framework Domains (Talent Development). Designated schools are encouraged to have a broader discussion about root causes across all five **Accelerate DC** Framework Domains.



Step 4: Engaging the School Community in Analyzing Root Causes of the Challenges (1 of 2)

Objective: Engage the school community in analyzing the root causes of the challenge(s) identified in Step 1. In the next step, the STAP will be asked to prioritize root causes to address in the School Improvement Plan (SIP). Then, while creating the SIP, the STAP will be asked to select strategies for improvement that address these root causes.

Deliverable D: Create and Execute a School Community Engagement Plan

- **Describe which school community stakeholders** will be engaged to analyze root causes of the challenge(s) identified in Step 1.
- **Describe how the school will meaningfully** engage school community stakeholders.

Step 4: Engaging the School Community in Analyzing Root Causes of the Challenges (2 of 2)

Deliverable E: Discuss Key Challenges and Root Causes with School Community

- **Host engagement sessions** with school community stakeholder groups.
- **Summarize stakeholder feedback** provided during each session in the table below.

Challenge Discussed	Stakeholder Group	Root Cause(s) Discussed	Root Causes Suggested for Prioritization	Strategies to Address Root Cause(s) Discussed
<i>Example: Low English Language Arts (ELA) growth score for all students.</i>	<ul style="list-style-type: none"> • <i>Students in Ms. Smith's 6th Grade ELA Class</i> • <i>5th and 6th grade ELA teachers</i> • <i>Caregivers of 5th and 6th grade students</i> 	<i>Inconsistent application of instructional best practices</i>	<i>Inconsistent application of instructional best practices</i>	<i>Provide consistent/standard and high-quality ELA instructional training and development for all ELA teachers</i>

Step 5: Prioritizing Significant Root Causes

Objective: Review the root causes identified in Step 3, as well as the discussions had with the school community in Step 4 and identify up to three (3) root causes that are within the STAP's locus of control – and which, if addressed, will result in an improvement on the current challenge. The STAP will select strategies to address these root causes while creating the School Improvement Plan (SIP).

Deliverable F: Prioritize Significant Root Causes

- Gather the STAP to review all the root causes identified during Steps 3 and 4. **Divide the root causes for each challenge identified into four categories:**
 - Root causes which the STAP cannot influence (e.g., the weather or the responsibilities their students may have outside of school).
 - Root causes which the STAP can influence and will likely have a significant impact on addressing the challenge identified.
 - Root causes which the STAP can influence and will likely have a small impact on addressing the challenge identified.
 - Root causes which the STAP can influence and will have an impact of an unknown size on addressing the challenge identified.
- **Select up to three (3) most significant root causes** the STAP is prioritizing to address as part of the ultimate School Improvement Plan (SIP). Ideally, root causes should be drawn from the second category above to leverage the school's efforts to have the most meaningful impact on the challenge identified.
- **Describe** why the root causes were selected using the table below.

Note that if there was more than one challenge discussed in the Needs Assessment, the school should still only select three root causes to address in its School Improvement Plan (SIP). The school may select root causes contributing to both challenges, or root causes that address only one challenge, but schools should select no more than three (3) total root causes to prioritize.

Root Cause	Associated Key Challenge	Accelerate DC Domain(s) Root Cause is Aligned	Stakeholders who Raised this as a Root Cause	Reason for Prioritizing
EXAMPLE: <i>Inconsistent application of instructional best practices</i>	<i>Low English Language Arts (ELA) growth score for all students</i>	<input checked="" type="checkbox"/> Talent Development	<ul style="list-style-type: none"> <i>Students in Ms. Smith's 6th Grade ELA class</i> <i>Caregivers of 5th grade students</i> <i>School leaders responsible for quarterly instructional observations</i> 	<ul style="list-style-type: none"> <i>Need to set clearer expectations to ensure that all instructional ELA staff are equipped and provided with the necessary training, supports, development, and resources for ELA instruction.</i> <i>Caregivers recognize differences in classroom instructional approaches impact student learning.</i> <i>The report <u>Effective Teacher Professional Development</u> (Learning Policy Institute) indicates a strong correlation between instructional practices and student outcomes</i>

Step 6 & 7: Approvals and Submission

Objectives: Obtain all necessary approvals from school, LEA and other leaders as applicable on the completed Needs Assessment. Submit the Needs Assessment deliverables to OSSE once approved by your school and LEA. These documents will be foundational to the SIP.

- ESSA requires local education agencies (LEAs) to ensure that each of their schools designated for CSI-Grad completes a Needs Assessment informed by data and stakeholder engagement. As evidence of completion of the Needs Assessment, schools should submit Needs Assessment Deliverables A-F using the OSSE template formats.
- LEAs with CSI-Grad schools must upload a completed Needs Assessment for each school into the School Improvement folder in [Box.com](#).
- Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.

School Improvement Plan

Overview: Drawing on the Needs Assessment (and LEA Resource Allocation Review, if applicable), the SIP guides schools in creating a plan outlining specific SMART goals, evidence-based strategies for improvement, and metrics to track progress

Lead: School Team for Accelerating Progress (STAP), with support from LEA

Required for: CSI-Grad

Template: [School Improvement Plan Template](#)

Deadline: April 11, 2025 (CSI-Grad)

Supporting Resource(s):
[Supplemental Toolkit](#) (see *Guide to Developing Milestones*; *OSSE Supports by Accelerate DC Domain*; and *Funding Strategy for Designated Schools Resources*)

Key Components:

1. Set SMART Goals
2. Determine evidence-based strategies
3. Create a plan for monitoring and sustaining progress

Step 1: Setting SMART Goals to Address Prioritized Root Causes

Objective: Identify two to four (2-4) goals that will drive school improvement based on the three (3) most significant root causes prioritized in Step 5 of the Needs Assessment.

- SMART goals must focus on student outcomes, not adult actions, and should connect clearly to the underlying root causes identified.
- Charter schools should ensure that their goals align with their charter goals for PCSB.
- DCPS schools should ensure their goals align with those in DCPS's annual school improvement planning process.
- Identify the metric(s) that the school will use to determine success
- Share the FY24 Baseline and years one through three (YR1 – YR3) targets for the identified metric.
- Explain the theory of action behind this goal. Why does your school believe that addressing the identified root causes will enable you to realize the goal?

Root Cause	Associated Key Challenge	Accelerate DC Domain(s) Root Cause is Aligned	Stakeholders who Raised this as a Root Cause	Reason for Prioritizing
EXAMPLE: <i>Inconsistent application of instructional best practices</i>	<i>Low English Language Arts (ELA) growth score for all students</i>	<input checked="" type="checkbox"/> Talent Development	<ul style="list-style-type: none"> <i>Students in Ms. Smith's 6th Grade ELA class</i> <i>Caregivers of 5th grade students</i> <i>School leaders responsible for quarterly instructional observations</i> 	<ul style="list-style-type: none"> <i>Need to set clearer expectations to ensure that all instructional ELA staff are equipped and provided with the necessary training, supports, development, and resources for ELA instruction.</i> <i>Caregivers recognize differences in classroom instructional approaches impact student learning.</i> <i>The report <u>Effective Teacher Professional Development</u> (Learning Policy Institute) indicates a strong correlation between instructional practices and student outcomes</i>

SMART Goal (EXAMPLE)

Goal Statement:	EXAMPLE: Student growth to proficiency score in ELA will increase from 46.1% in SY23-24 to above the SY23-24 state average (49.6%) by the end of Year 3, reflecting an annual increase of at least 1.5%.		
Metric:	EXAMPLE: <u>Goal Metric:</u> DC CAPE <ul style="list-style-type: none"> • ELA Growth to Proficiency Score <u>Leading Indicators:</u> Grades 3-5 iReady <ul style="list-style-type: none"> • % of students meeting or exceeding annual and stretch growth targets • % of students mid/late grade level • % of students 2 years or more below grade level 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
EXAMPLE: DC CAPE ELA Growth to Proficiency	47.6%	49.1%	50.6%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
If we use reliable data sources to inform our instructional decision making with fidelity, expand access to high impact tutoring and strengthen literacy instructional practices, our formative assessment scores will increase and ultimately lead to improved outcomes and growth on summative assessments.			

Step 2: Developing Evidence-Based Strategies to Achieve Goals

Objective: Identify multiple evidence-based strategies to accomplish each of the SMART goals developed in Step 1.

- Ensure at least one strategy is new or substantially different than previous strategies. For each strategy:
 - Describe the evidence-based strategy.
 - To ensure alignment in the work to OSSE's Accelerate DC Framework, identify which of the five Domains your strategy aligns with. There may be more than one Domain per goal, as they are overlapping and cross cutting.
 - Identify possible funding sources that could provide resources for the strategy.
 - Identify the major milestones the school will complete over the next three years in order to implement the selected strategy. Include when milestones begin and end and the responsible owner.

SMART Goal (EXAMPLE)

Goal Statement	EXAMPLE: Student growth to proficiency score in ELA will increase from 46.1% in SY23-24 to above the SY23-24 state average (49.6%) by the end of Year 3, reflecting an annual increase of at least 1.5%.
Strategies	EXAMPLE: A. <u>Strategy A:</u> Leverage iReady Diagnostic and Instructional Tools B. <u>Strategy B:</u> Scale High Impact Tutoring
Strategy A Description:	EXAMPLE: Analysis of iReady Reading Score Reports, through weekly data meeting and planning protocols, to determine Tier 1 and Tier 2 instruction throughout the school year.
Strategy A Owner:	EXAMPLE: Instructional Coach
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: EXAMPLE: <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	
Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal: EXAMPLE: This is an improvement upon our existing planning structure and expectations. Presently, teachers use a planning template and are encouraged to use score report data to inform instruction. Our future state will result in significant improvement by systematically increasing our use of evidence-based best practices. These will include a supported use of data to inform tier 1 instruction. Additionally, the expectation of further differentiation through Tier 2 strategies, including needs-based small groups, will be supported by the instructional leadership team consistent participation throughout the school year. Moreover, we have new staff members who need to learn our systems of using data to inform instruction.	
Possible Funding Source for Strategy A:	EXAMPLE: Investment in Schools Grant Title II funds

Milestones for Strategy A: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.

Milestone	Start Date	End Date
A.1 EXAMPLE <i>Students in grades 3-5 will start completing the iReady diagnostic assessment and weekly standards-based assessments using iReady</i>	9/1/25	10/1/25
A.2 EXAMPLE <i>Launch weekly data meeting and weekly planning meeting training for all instructional staff with differentiation for new team members</i>	10/1/25	10/7/25
A.3 EXAMPLE <i>Implement protocols for weekly review of student data for all grades</i>	10/8/25	6/1/25

Step 3: Sustaining Progress

Objective: Provide a narrative that identifies how the school will measure progress towards the SIP goals.

- In writing a SIP, the STAP is required to identify how you will monitor and track progress toward each goal.
- In the box below please explain how your school **will monitor implementation** of this plan. *Consider:*
- What **existing performance management (i.e., monitoring) routines** does the LEA or school have that you can leverage?
- What **new routines** might you need to put in place and who will own them?
- How and how frequently will you make **course corrections**?

In order to monitor, track and sustain progress against the SIP, our school will:

Step 4 & 5: Approvals and Submission

Objectives: Obtain all necessary approvals from school, LEA and other leaders as applicable on the School Improvement Plan. Submit the School Improvement Plan to OSSE once approved by your school and LEA.

Step 4: Approvals

Objective: Obtain all necessary approvals from school, [LEA](#) and other leaders as applicable on the School Improvement Plan.

Head of School Approval (Principal)

Approver Name:		Approver Title:	
Signature:		Date:	

Head of LEA Approval (Chancellor for DCPS and Board Chair for Charter LEAs)

Approver Name:		Approver Title:	
Signature:		Date:	

PCSB Approval (for all charter schools)

Approver Name:		Approver Title:	
Signature:		Date:	

OSSE Approval (this will be added upon completion and OSSE approval)

Approver Name:		Approver Title:	
Signature:		Date:	

Summary of Approval Roles

School Designation	Needs Assessment	School Improvement Plan	Resource Allocation Review
CSI-Grad Schools	School (Head of School) LEA (Chancellor, Board Chair) PCSB (if applicable) OSSE	School (Head of School) LEA (Chancellor, Board Chair) PCSB (if applicable) OSSE	LEA (Chancellor, Board Chair)

Timeline

Timing / Deadline	Owner	Activity
Dec 2024 – Jan 2025	All Designated Schools and LEAs	Participate in school improvement kick-off meetings and workshop for DCPS, PCSB, charter LEA, and school-level leadership.
Feb 6, 2025	LEAs (<i>as applicable</i>)	Complete LEA-level Resource Allocation Review (RAR) ; submit to OSSE and to designated schools for their review and reference.
Feb 20, 2025	CSI-Grad Schools	Complete a Needs Assessment (NA) with support and approval from LEA; submit for approval by OSSE.
Feb 28, 2025	OSSE	Approve Needs Assessment and return to schools and LEAs.
Apr 11, 2025	CSI-Grad Schools	Complete a School Improvement Plan (SIP) with support and approval from LEA; submit for approval to OSSE and (for charters) PCSB.
Apr 25, 2025	OSSE	Give final approval on SIPs.



Additional Information

Resources

- Accelerate DC osse.dc.gov/acceleratedc
- Every Student Succeeds Act osse.dc.gov/essa
- DC School Report Card schoolreportcard.dc.gov

Coming Soon:

- January 21 and 22: Office hours to support development of Needs Assessment, RAR & SIP [\[register here\]](#)
- FY25 Monitoring Framework for CSI-Grad Schools

OSSE Contact

Topic	Email
<p><i>For questions related to...</i></p> <ul style="list-style-type: none">• CSI-Grad Designations• School Improvement Framework, Requirements & Templates	<p>Alexander Jue Director of Strategic and Operational Planning, Division of Data, Assessment & Research</p> <p><u>OSSE.ESSA@dc.gov</u></p>





Questions



Thank you for joining!