



School Improvement Plan Template

Setting Goals and Creating Strategies for School Improvement

The **OSSE School Improvement Plan (SIP) Template** helps Local Education Agencies (LEAs) and their respective school communities set goals and create strategies for school improvement. It guides LEAs and school leaders to use their Needs Assessment and Resource Allocation Review to identify gaps and develop SMART goals, fostering collaboration between OSSE, LEAs, and schools to improve student outcomes across the District.

The SIP includes three (3) main components:

- Setting SMART Goals with Metrics
- Developing Underlying Strategies, Milestones and Funding Sources to Support Each Goal
- Building a Plan for Ongoing Progress Monitoring to Sustain Progress

Prior to completing this SIP, schools should first complete the **Needs Assessment (NA)** and their LEAs should complete and share the **Resource Allocation Review (RAR)**, if required.

*NOTE: This document is **required** for each Comprehensive Support and Improvement (CSI), Comprehensive Support and Improvement (CSI-Grad), Intensive Support and Improvement (ISI) or Monitored Improvement Status (MIS) School. All other schools including those designated as Targeted Support and Improvement (TSI) are not required to use this template but have the discretion to either use OSSE's provided template or a plan format of their choosing.*

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School & Team Information

School:	Anacostia High School
LEA:	DC Public Schools
Year:	SY 24-25 through SY 26-27
Designation Category (select one):	<input type="checkbox"/> Comprehensive Support and Improvement (CSI) School <input checked="" type="checkbox"/> Intensive Support & Improvement (ISI) School <input checked="" 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:	February-March 2025

School Team for Accelerating Progress (STAP) Members*			
Name	Role in School	Role in STAP	Expertise
Kenneth Walker	Principal	Chair	Leads school efforts across all 5 Accelerate DC pillars.
Crystal Cartwright	Assistant Principal	Vice Chair	Leads school efforts across all 5 Accelerate DC pillars.
Maxim Vickerie	Assistant Principal	Member	Provides instructional support for teachers.
Dedra Slade	Teacher	Member	Implements school improvement strategies.
Terease Sowers	Teacher	Member	Implements school improvement strategies.

LEA Team for Accelerating Progress (LTAP) Members			
Name	Role in LEA	Role in LTAP	Expertise
Drewana Bey	Deputy Chancellor	Chair	Leads district's socio-emotional and academic divisions.
Paige Hoffman	Chief, OSIS	Vice-Chair	Leads district's Office of School Improvement and Supports
Kim Jackson	Chief, Schools	Member	Leads district's Office of Schools supporting Instructional Superintendents
Corie Colgan	Chief, Office of Teaching and Learning	Member	Leads district's Office of Teaching and Learning

Glenn Starnes	Senior Deputy Chief, SEAD Strategy	Member	Leads district's work around graduation and college and career readiness
Nancy Wright	Senior Deputy Chief, Employee Services	Member	Leads district's work around teacher retention and recruitment
Tiphonie Scroggins	Deputy Chief, School Improvement	Member	Leads district's work around accountability and school designations
Mike Lamb	Deputy Chief, Learning and Development Science	Member	Lead's district's work around whole-child frameworks
Greg Dohmann	Senior Director, Graduation	Member	Leads district's work around graduation
Justin Good	Manager, Continuous Improvement	Member	Leads district's work around school improvement planning.
Sonya Soloway	Manger, Design	Member	Leads district's redesign and transformation work
Sherilyn Land	Specialist, Continuous Improvement	Member	Leads district's work around school improvement planning.
Mary Nicholson	Manager, OSIS Budget and Strategy	Member	Leads district's work around school improvement budgeting
Connie Parham	Director, Innovation & Design	Member	Leads district's redesign and transformation work
Faiza Siddiqui	Director, Cluster Support Model	Member	Leads district's work around centralized school supports
Kirsten Karttunen	Director, School Data and Performance	Member	Supports and leads school use of data platforms
Zakyia Goins-McCants	Specialist, School Data and Performance	Member	Supports and leads school use of data platforms
Jessica Gonzalez	Director, Secondary Math	Member	Supports and leads district's work in Secondary Math Instruction

Amie Thorne	Manager, Secondary Math	Member	Supports and leads district's work in Secondary Math Instruction
Abby Welsheimer	Director, Secondary ELA	Member	Supports and leads district's work in Secondary ELA
Anthony Hiller	Senior Director, Literacy and Humanities	Member	Leads district's work in Secondary Literacy and Humanities
Joy McDowell	Specialist, Incident Responses	Member	Support district's work in Equity and Inclusion
Alex Mendoza	Coordinator Equity Student Programs	Member	Support district's work in Equity and Inclusion

*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.

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.

Needs Assessment Summary: Prioritized Root Causes

The STAP prioritized and identified up to three (3) most significant root causes to address in the School Improvement Plan in Step 5 (Deliverable F) of the **Needs Assessment** document. Please insert your Deliverable F from the Needs Assessment here:

Root Cause	Associated Key Challenge	Accelerate DC Domain(s) Root Cause is Aligned	Stakeholders who Raised this as a Root Cause	Reason for Prioritizing
Systems and Supports related to monitoring and ensuring graduation progress are not consistently implemented.	The 4-year ACGR is below 67% and must be improved.	<input checked="" type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Operational Health	<ul style="list-style-type: none"> • Parents • Students during focus groups • Teachers and Staff • STAP and LTAP 	<ul style="list-style-type: none"> • Issues with managing community service hours, scheduling credit recovery, and underprioritizing senior-year preparations delay or complicate graduation for many students. • Disproportionate focus on 9th and 12th grades leaves 10th and 11th-grade students without adequate academic and graduation support, impacting overall school performance. • Ineffective systems for tracking students transferring out or re-enrolling lead to gaps in documentation, follow-up, and accountability, impacting graduation and retention rates.
Professional Development and Instructional Focus:	Improving DC CAPE scores for ELA and Math.	<input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	<ul style="list-style-type: none"> • Teachers and Staff • STAP and LTAP 	<ul style="list-style-type: none"> • Ineffective lesson plans and a lack of specific, actionable feedback for students and teachers hinders

<p>Gaps in professional development and inconsistent prioritization of growth-focused instructional strategies leave teachers underprepared to address learning gaps, implement effective differentiation, and meet CAPE standards.</p>	<p>The 4-year ACGR is below 67% and must be improved.</p>	<p><input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Operational Health</p>		<p>progress, skill mastery, and the ability to address misconceptions effectively.</p>
<p>Academic Preparedness and Learning Gaps: Many students enter high school significantly below grade-level expectations in literacy and other subjects, requiring intensive interventions that are not consistently available or well-structured.</p>	<p>Improving DC CAPE scores for ELA and Math. The 4-year ACGR is below 67% and must be improved.</p>	<p><input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Operational Health</p>	<ul style="list-style-type: none"> • Parents • Students during focus groups • Teachers and Staff • STAP and LTAP 	<ul style="list-style-type: none"> • Students struggle to apply learned skills across subjects, while inconsistent implementation of intervention structures, such as push-in and pullout support, limits the effectiveness of academic assistance

Resource Allocation Review Summary

STAP should review the **Resource Allocation Review** that was conducted by the LEA (if it was required) and determine which elements inform the school's school improvement efforts. Please insert your responses here or write "N/A" if it was not required:

These are the DCPS supports and structures that will be implemented in the plan's strategies:

- Transformational Leadership: Several leadership development cohorts and PLCs are offered throughout the year such as AP Leadership Academy, and Renewal Fellowship
- Data specialist works directly with principals and their leadership teams on using data to improve decision-making and strategic planning
- School Data and Performance Resource Bank with templates, guidance, and analysis tools for the use of data in continuous improvement
- Investment in Schools Grant Budget Team for spend plan development and procurement support.
- CSP development, monitoring/evaluation, and implementation support
- Both assistant principals and principals receive coaching and site visits through different PLCs and programs to support their transitions into new roles and their success with new initiatives.
- Access to dual enrollment courses across all content areas
- Develop of Career and Technical Education Programs of Studies; supplies and professional development to staff; centralized collaborations with NAF and external partners including the Advanced Technical Center and OSSE
- Aligned curriculum-based measures are also provided on platforms where teachers/school teams have access to the data.
- Supplemental programming designed to accelerate student outcomes are purchased, and monitored

These are the supports we feel we may not be fully leveraging here at Anacostia that would support work towards our SIP goals:

- SDP Coaching Pilot which involves direct skill development
- School Data and Performance Resource Bank with templates, guidance, and analysis tools for the use of data in continuous improvement
- Procurement guidelines and training.
- Reengagement specialist role to support schools and provide intensive differentiated supports to a specialized population of schools to support on time graduation
- Access to SAT Prep course

Goal Development

Based on the key challenges, root causes, and resource inequities named above, the STAP should identify at least two (2), but no more than four (4), specific, measurable, achievable, relevant, and time-bound **(SMART) goals** to drive their School Improvement Plan (SIP). This template provides sections for two goals; please add more tables as needed.

Directions:

- Write your **SMART goal¹ statement** in the first box
 - 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?

SMART Goal #1			
Goal Statement:	By the end of Year 3 (SY 26-27), the 4-year Adjusted Cohort Graduation Rate will increase from 62.5% in SY23-24 to 74.5% (annual increase of at least 4 percentage points).		
Metric:	Goal Metric: 4-year ACGR <u>Leading Indicators:</u> <ul style="list-style-type: none"> • ACGR by term (green and yellow status by Term 2), • % of students on track to promote by term • course pass rates by term 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
62.5%	66.5%	70.5%	74.5%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
When schools prioritize continual monitoring of student and school data, they can identify early warning signs and apply targeted interventions before students fall off track. Proactive engagement ensures that academic, behavioral and social-emotional challenges are addressed in real-time, reducing barriers to graduation. Additionally, utilizing a personalized approach strengthens relationships, fostering a sense of belonging and increasing engagement. When students feel supported and connected, they are more likely to stay in school and graduate. Combining data-driven interventions with strong relationships creates the foundation for sustained academic success.			

SMART Goal #2	
Goal Statement:	By the end of Year 3 (SY 26-27), the DC CAPE Math proficiency score will increase from 1.9% in SY23-24 to 19.9% (annual increase of at least 6 percentage points).
Metric:	Goal Metric: CAPE Math Percent Proficient <u>Leading Indicators:</u>

¹ See the Supplemental Toolkit for additional guidance on developing SMART Goals.

	<ul style="list-style-type: none"> MAP Growth Math (% of students meeting growth targets) 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
1.9%	7.9%	13.9%	19.9%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>If we strengthen instruction, targeted interventions, and professional development, we can improve student outcomes by ensuring real-time progress monitoring, timely support, and effective differentiation. Data-driven instruction allows real-time progress monitoring and timely support, while ongoing professional learning equips teachers with effective differentiation and problem-solving strategies. Alternative algebraic approaches strengthen critical thinking and deepen content understanding. These approaches were chosen to address gaps in professional development and inconsistent instructional strategies that leave teachers underprepared to close learning gaps. Many students enter high school below grade level, requiring structured, data-driven interventions. Strengthening teacher capacity and ensuring timely student support creates a more effective and responsive learning environment.</p>			

SMART Goal #3			
Goal Statement:	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 8.6% in SY23-24 to 26.6% (annual increase of at least 6 percentage points).		
Metric:	Goal Metric: CAPE ELA Percent Proficient Leading Indicators: <ul style="list-style-type: none"> MAP Growth Reading (% of students meeting growth targets) ANet ELA (% of students scoring 60% or above) 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
8.6%	14.6%	20.6%	26.6%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>Many Anacostia students struggle with foundational literacy skills, which adversely impacts their academic outcomes in ELA and other core content areas. If we implement strategies to support struggling readers that include scaffolds and explicit instruction and interventions to address these foundational gaps, our academic outcomes will improve. As we implement these strategies, we will have a strong focus on ensuring we have consistent systems in place to collect data, plan instruction, assess progress, and develop teacher capacity to deliver targeted, effective instruction.</p>			

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.

In writing a SIP, each goal should include multiple evidence-based strategies (A, B, C, or more) that will be implemented to help achieve the stated goal. This template provides sections for strategies for two goals; please add more if needed.

Directions: Copy your SMART goal statements from the previous step into the below template (one goal per table). *For each goal:*

- **Identify the evidence-based strategies²** that will help achieve the goal, ensuring 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.
 -

SMART Goal #1	
Goal Statement	By the end of Year 3 (SY 26-27), the 4-year Adjusted Cohort Graduation Rate will increase from 62.5% in SY23-24 to 74.5% (annual increase of at least 4 percentage points).
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): <ul style="list-style-type: none"> A. Data-Driven Monitoring and Personalized Support B. Assign a single, trained adult advocate who supports struggling students
Strategy A Description:	Consistently monitoring attendance, behavior, and academic progress of all and creating small, personalized communities to facilitate monitoring and support of students has been proven effective to improve graduation rates. This strategy uses structured procedures across all grade levels to monitor attendance, behavior, and academic progress, ensuring early identification of at-risk students. Research shows that consistent monitoring and personalized interventions improve student outcomes, reducing dropout rates.
Strategy A Owner:	AP’s, Attendance Counselor, Dean, and Registrar
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development 	

² See **OSSE Supports by Accelerate DC School Improvement Domain** in the Supplemental Toolkit for a portfolio of existing OSSE resources, organized by *Accelerate DC* Domain, that schools and LEAs may choose to leverage in their SIPs. Schools and LEAs may also want to reference the U.S. Department of Education’s [What Works Clearinghouse](#) to search for and identify evidence-based strategies across topic areas and grade bands.

<input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health		
<p>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:</p> <p>By implementing a systematic approach to data tracking and targeted interventions, schools can provide timely support to keep students on track for graduation. Small, personalized learning communities further strengthen relationships, fostering engagement and accountability. Building on existing efforts that were not implemented with fidelity, this approach enhances data analysis and intervention strategies, driving sustained progress toward graduation goals.</p>		
Possible Funding Source for Strategy A:		DCPS school-based budget, Investment in Schools grant
<p>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.</p>		
Milestone	Start Date	End Date
A1. Evaluate and Strengthen Monitoring Systems	3/17/2025	6/30/2025
A2. Codify the structure for the advisory groups that includes protocols and processes	5/1/2025	6/30/2025
A3. Identify and Train Advisory Team Staff	6/1/2025	9/30/2025
A4. Implement Consistent Advisory Support Structures	08/04/2025	1/31/2026
Strategy B Description:		As an evidence-based practice, providing students with a trusted adult advocate has been shown to positively improve academic outcomes and graduation rates. The strategy pairs struggling students with a trained adult advocate for consistent support, guidance, and accountability. Research shows that strong student-adult relationships boost engagement, motivation, and graduation rates.
Strategy B Owner:		AP's and Special Education Coordinator
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>To enhance effectiveness, structured monitoring and tracking systems will assess progress, while standardized staff training will ensure advocates provide data-driven, high-quality support. Clear intervention protocols will create consistency, leading to stronger connections and improved student outcomes. In the past, we have not consistently implemented training for advisory models.</p>		

Possible Funding Source for Strategy B:	DCPS school-based budget, Investment in Schools grant	
Milestones for Strategy B: 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
B1. Develop a menu / resource guide for this trusted adult based on specific challenges and needs.	3/17/2025	6/30/2025
B2. Identify and train individuals who could be the single, trusted adult(s)/advisors	6/1/2025	9/30/2025
B3. Refine and strengthen the Advisory Model	08/04/2025	1/31/2026

SMART Goal #2:	
Goal Statement	By the end of Year 3 (SY 26-27), the DC CAPE Math proficiency score will increase from 1.9% in SY23-24 to 19.9% (annual increase of at least 6 percentage points)
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): <ul style="list-style-type: none"> A. Provide professional learning that is intensive, ongoing, and connected to practice B. Focus on students learning and teaching of specific curriculum content C. Solve problems by intentionally choosing alternative algebraic strategies D. Implementation of a Community Schools model (DCPS “Connected Schools”)
Strategy A Description:	The strategy of providing job-embedded, ongoing, and high-quality professional development focused on schoolwide goals will ensure math skills are reinforced across subjects. Research shows that embedded, practice-based learning with coaching improves instruction and student outcomes by integrating math into varied contexts. It addresses instructional rigor by strengthening grade-level, standards-aligned teaching, enhances data-driven instruction by embedding assessment analysis into training, and supports teacher retention by equipping educators with effective strategies.
Strategy A Owner:	Instructional Coach and Principal
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 	
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:	

<p>Previous structures were limited and lacked a systematic approach. By refining structure, frequency, and accountability, we will increase impact, while cross-discipline collaboration ensures consistent reinforcement of math concepts, leading to greater student proficiency.</p>		
<p>Possible Funding Source for Strategy A:</p>	<p>DCPS school-based budget, Investment in Schools grant</p>	
<p>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.</p>		
<p>Milestone</p>	<p>Start Date</p>	<p>End Date</p>
<p>A1. Secure funding and establish a professional development partnership by identifying available resources and finalizing agreements.</p>	<p>3/17/2025</p>	<p>6/30/2025</p>
<p>A2. Develop a year-long professional learning plan aligned with schoolwide instructional priorities, including a training schedule and resources.</p>	<p>6/1/2025</p>	<p>9/30/2025</p>
<p>A3. Implement and monitor quarter one training, collecting data through observations, coaching cycles, and teacher feedback to refine future sessions</p>	<p>08/04/2025</p>	<p>1/31/2026</p>
<p>Strategy B Description:</p>	<p>Prioritizing student learning and effective math instruction requires equipping educators with research-based strategies and data-driven decision-making tools. This strategy addresses instructional rigor and standards alignment by ensuring consistent, high-quality math instruction. It also enhances data-driven decision-making by embedding structured assessment analysis into training, allowing educators to monitor progress and adjust interventions.</p>	
<p>Strategy B Owner:</p>	<p>TLI Math and Instructional Coach</p>	
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>Building on existing efforts, this approach refines data use, instructional alignment, and professional learning structures to create a more responsive and effective learning environment that drives student success. Addressing a data fidelity gap will ensure more accurate data to drive instruction and respond to student needs. Additionally, it supports teacher retention and instructional consistency through intensive professional learning, particularly as Anacostia will receive systematic and targeted intensive cluster support going forward.</p>		
<p>Possible Funding Source for Strategy B:</p>	<p>DCPS school-based budget, Investment in Schools grant</p>	
<p>Milestones for Strategy B: 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.</p>		

Milestone	Start Date	End Date
B1. Design and implement a standardized testing schedule to collect accurate student performance data, ensuring consistency in assessment administration and analysis for instructional planning.	3/17/2025	6/30/2025
B2. Analyze end-of-year student performance data to targeted plan coaching and support from district content managers for each cycle of intensive intervention	6/1/2025	9/30/2025
B3. Implement the quarterly intensive support plan, monitor student progress through assessments and observations, and adjust strategies based on data and feedback	08/04/2025	1/31/2026
Strategy C Description:	This strategy strengthens student achievement by intentionally applying alternative algebraic strategies to enhance problem-solving and conceptual understanding. Research shows that combining academic and social support improves learning, especially when instruction is structured, engaging, and student-centered.	
Strategy C Owner:	TLI Math and Instructional Team	
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>Previous professional development structures included multiple focus areas. This new professional development focus at Anacostia and will emphasize multiple representations in mathematics, ensuring educators present concepts in varied, accessible ways. Implementation will include insensitive support from cluster support content managers, focused curricula, individualized support, clear expectations, and culturally relevant materials, with ongoing monitoring to refine strategies and improve outcomes. By promoting flexible thinking and multiple solution pathways, this approach deepens mathematical reasoning and strengthens instructional rigor.</p>		
Possible Funding for Strategy C:	DCPS school-based budget, Investment in Schools grant	
<p>Milestones for Strategy C: 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.</p>		
Milestone	Start Date	End Date
C1. Develop and launch professional learning series in collaboration with the professional development partner and content managers.	3/17/2025	6/30/2025

C2. Create goals and established evaluation plan progress monitoring, observations and coaching, and refinement strategies.	6/1/2025	9/30/2025
C3. Develop a sustainability plan that integrates ongoing professional learning, data-driven refinement, and collaborative support structures to reinforce strategies and continuously improve instructional practices.	08/04/2025	1/31/2026

Strategy D Description:	There are four core features of community schools: (1) collaborative leadership and practices, which includes data-informed planning, public-private partnerships, and needs assessments; (2) family and community engagement, which includes family nights, family leadership training, and specialized programs such as adult education classes and home visits; (3) expanded learning time and opportunities, which includes hands-on learning experiences, summer programming, and cofacilitation of programming with community based organizations before, during, and after school; and (4) integrated student supports, which includes mental health, reproductive health, vision screenings, mentoring, and vulnerable youth services such as homelessness.
Strategy D Owner:	Connected School Manager
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health 	
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>Previous implementation of the DCPS Connected (community) Schools model has focused heavily on Pillars 3 and 4 of the model. There will be a more targeted focus on identifying partnerships for academic intervention and supports, such as HIT, and an increased focus on elements 1 and 2, particularly in reestablishing the Family Engagement Leadership Team to equip teachers and advisors in engaging families in student academic and SEL goal setting and support.</p>	
Possible Funding for Strategy D:	DCPS school-based budget, Investment in Schools grant

Milestones for Strategy D:		
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
D.1 Identify partnership/program(s) for academic support and intervention	5/1/25	12/31/25
D.2 Re-establish Family Engagement Leadership Team	5/1/25	8/29/25

D.3 Develop expectations and aligned resources for teachers/advisors to engage families in student academic goal setting and progress monitoring	9/1/25	12/31/25
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SMART Goal #3:		
Goal Statement	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 8.6% in SY23-24 to 26.6% (annual increase of at least 6 percentage points).	
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): <ul style="list-style-type: none"> A. Implement a specific set of core in-school strategies and practices to support reading. B. Support learners understanding of subject matter (i.e. history, science, literature) using specific practices. C. Implementation of a Community Schools model (DCPS “Connected Schools” 	
Strategy A Description:	Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies include but are not limited to explicit instruction in reading comprehension strategies (inferencing, questioning, and visualizing), one-on-one tutoring in foundational literacy skills by trained teachers, and explicit vocabulary instruction.	
Strategy A Owner:	TLI English, Instructional Coach and Principal	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 		
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: We are currently implementing these strategies, but lacking a systematized approach to teacher training, data collection, and progress monitoring.		
Possible Funding Source for Strategy A:	DCPS school-based budget, Investment in Schools grant	
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
A1. Design a testing schedule and accountability mechanisms that ensure that the maximum number of eligible students are assessed, which includes explicit opportunities for teacher training in the suite of assessments and available data.	03/17/25	06/30/25

A2. Analyze results from assessment data to determine areas of focus for teacher professional development and coaching.	06/25/25	08/30/25
A3. Determine a professional learning scope and sequence to address student and teacher areas of need.	07/01/25	08/30/25
A4. Develop a master schedule that allows collaboration time for intensive 6-week coaching cycles around key teacher skills.	06/30/25	08/15/25
A5. Develop a and leverage a leadership structure to monitor student progress and teacher outcomes focused on fidelity to curriculum and assessment implementation.	08/15/25	02/28/26
Strategy B Description:	English learners (and all struggling learners) require long-term, specific, explicit instruction in language development and reading skills. Effective practices include redesigning all classes for explicit language development, with a focus on comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language.	
Strategy B Owner:	TLI English, Instructional Coach and Principal	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one: <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health		
Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal: Current approaches to vocabulary instruction include teaching vocabulary in isolation, whereas this strategy will focus on a more robust and integrated approach to ensuring all students have the academic language skills needed to access Tier 1 content in ELA and other content areas.		
Possible Funding Source for Strategy B:	DCPS school-based budget, Investment in Schools grant	
Milestones for Strategy B: 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
B1. Ensure the maximum number of students are assessed during key assessment windows to ensure the availability of accurate data to drive instructional decision-making.	03/17/25	06/30/25
B2. Review available data to determine gaps in student skills as it relates to academic language.	06/30/25	08/30/25
B3. Utilize LEAP professional learning modules to develop instructional planning protocols and tools that allow for the integration of language development for struggling readers in ELA and all content areas.	08/30/25	12/30/25

B4. Review implementation of planning protocols to integrate language development through informal classroom observations.	10/30/25	02/28/26
B5. Adjust planning protocols to integrate additional writing opportunities using academic language.	02/28/26	06/30/26
Strategy C Description:	There are four core features of community schools: (1) collaborative leadership and practices, which includes data-informed planning, public-private partnerships, and needs assessments; (2) family and community engagement, which includes family nights, family leadership training, and specialized programs such as adult education classes and home visits; (3) expanded learning time and opportunities, which includes hands-on learning experiences, summer programming, and cofacilitation of programming with community based organizations before, during, and after school; and (4) integrated student supports, which includes mental health, reproductive health, vision screenings, mentoring, and vulnerable youth services such as homelessness.	
Strategy C Owner:	Connected School Manager	
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health 		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>Previous implementation of the DCPS Connected (community) Schools model has focused heavily on Pillars 3 and 4 of the model. There will be a more targeted focus on identifying partnerships for academic intervention and supports, such as HIT, and an increased focus on elements 1 and 2, particularly in reestablishing the Family Engagement Leadership Team to equip teachers and advisors in engaging families in student academic and SEL goal setting and support.</p>		
Possible Funding for Strategy C:	DCPS school-based budget, Investment in Schools grant	

Milestones for Strategy C		
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
D.1 Identify partnership/program(s) for academic support and intervention	5/1/2025	12/31/2025
D.2 Re-establish Family Engagement Leadership Team	5/1/2025	8/29/2025
D.3 Develop expectations and aligned resources for teachers/advisors to engage families in student academic goal setting and progress monitoring	9/1/2025	12/31/2025

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.

Directions: 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:

We regularly implement performance management routines rooted in best practices for continuous improvement and accountability. We rely on structured data collection, progress monitoring, and strategic interventions to drive student achievement and educator effectiveness. We regularly analyze student assessments through data-driven instructional processes, make necessary instructional adjustments, and use dashboards to track performance trends.

To enhance and monitor educator effectiveness, we conduct ongoing evaluations, classroom observations, and coaching cycles that provide targeted support. Our professional development model (LEAP) focuses on evidence-based instructional strategies that enhance teaching and learning.

Our Multi-Tiered Systems of Support (MTSS) framework ensures that students needing academic and behavioral interventions are identified through data-driven processes. Regular progress monitoring meetings help assess intervention effectiveness, while teachers, counselors, and support staff collaborate to provide wraparound services that meet students' diverse needs.

In addition to the SIP, we develop a Comprehensive School Plan (CSP) with measurable goals and strategic actions aligned to student and staff needs. The plan is reviewed regularly to track progress and adjust strategies as needed. Each year, the CSP undergoes a formal evaluation to assess impact, identify areas for improvement, and ensure continuous growth in student outcomes and school performance. In addition, we formally review formative and benchmark assessment data at mid-year to review progress towards CSP strategies and make pivots to strategies in order to accelerate progress towards end-of-year plan goals. In our school's leadership team, we meet at least bi-weekly, and we review recent data (exit tickets, required curriculum tasks, formative assessments, formal and informal teacher observation data) and we determine the short-range action steps we need to take to make continued progress towards our goals.

We prioritize community and family engagement through parent-teacher conferences, stakeholder meetings, and partnerships with community organizations. Our communication platforms promote transparency, ensuring meaningful collaboration between schools and families.

Step 5: Submission Instructions

Objective: Submit the School Improvement Plan to OSSE once approved by your school and LEA.

CSI, ISI & MIS Schools

LEAs with designated CSI schools and/or ISI must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](#).

Once approved by OSSE, LEAs applying for Investment in Schools grant funds (available to CSI, ISI and MIS schools) must also upload the final School Improvement Plan for each school into the [Enterprise Grants Management System](#) (EGMS) with their grant application.

CSI-Grad Schools

LEAs with CSI-Grad schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](#).

TSI

LEAs with TSI schools must upload a copy of their school improvement plan (in any format) into the School Improvement folder in [Box.com](#). **The plan must have been approved by the LEA prior to sharing with OSSE.**

Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.