



# 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:	Ballou 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 type="checkbox"/> Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School <input type="checkbox"/> Monitored Improvement Status (MIS) <input type="checkbox"/> <i>Targeted Support and Improvement (TSI)</i>
Date Completed:	February-March 2025

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
William Haith	Principal	Chair	Leads school improvement work on Accelerate DC Pillars
Jillian Turner Green	Assistant Principal	Vice-Chair	Supports Principal in leadership work.
Christal Hamilton	Assistant Principal	Member	Supports Principal in leadership work.
Brandi Byrd	Assistant Principal	Member	Supports Principal in leadership work.
Antoinette Tyrell	Assistant Principal	Member	Supports Principal in leadership work.
Fabiola Cadet	Director of Strategy and Logistics	Member	Leads school's operational work
Tesha Nixon Cunningham	Redesign Director	Member	Leads school's innovation work
Jennifer Fontaine	Instructional Coach	Member	Supports teachers in instructional improvement
Zachary Larson	Pathways Coordinator	Member	Leads graduation and post-secondary work
Arlaysha Hood	Connected School Manager	Member	Leads school's community engagement work

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
Willie Jackson	Instructional Superintendent, Cluster 9	Member	Principal supervisor
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
Jennifer Rosenbaum	Deputy Chief, SEAD	Member	Leads district's work around centralized school supports
Michael Lamb	Deputy Chief, Learning and Development Science	Member	Lead's district's work around whole-child frameworks
Faiza Siddiqui	Director, Cluster Support Model	Member	Leads district's work around centralized school supports
Anthony Hiller	Senior Director, Literacy and Humanities	Member	Leads district work around Secondary Literacy
Jake Lappi	Deputy Chief, School Leadership Recruitment, Selection, and Development	Member	Leads district's work to develop school leaders

Gregg Moffitt	Director, School Leader Prep & Development	Member	Leads district's work to develop school leaders
Tynika Alibar	Director, Wallace Initiative	Member	Leads district's work to develop school leaders
Kelly Quinney	Director, Special Projects	Member	Leads district's work to implement strategic plan
Sherilyn Land	Specialist, Continuous Improvement	Member	Leads district's work around school improvement planning.
Mary Nicholson	Manger, OSIS Budget	Member	Leads district's school improvement budgeting
Justin Good	Manager, Continuous Improvement	Member	Leads district's work around school improvement planning.
Constance Parham	Director, Innovation & Design	Member	Leads district's work around HS redesign
Sonya Soloway	Manager, Design	Member	Leads district's work around HS redesign
Amir Thorne	Manger, Secondary Math	Member	Leads and supports district's work around secondary math
Jessica Gonzales	Director, Secondary Math	Member	Leads and supports district's work around secondary math
Ashley Kearney	Manager, Becoming	Member	Leads district's work around whole-child framework

\*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
<b>Instructional Rigor and Standards Alignment:</b> Insufficient prioritization and inconsistent implementation of rigorous, grade-level instruction aligned to standards by instructional staff.	Students struggle with higher-order tasks, which leads to low ELA CAPE proficiency and limited growth on the assessment.  Low CAPE Math proficiency and growth due to student skill gaps with major and supporting content.	<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	<ul style="list-style-type: none"> <li>Teachers and Staff</li> <li>Parents</li> <li>STAP and LTAP</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate professional development to build teacher skills in delivering rigorous instruction, scaffolding critical thinking, implementing culturally responsive teaching, and providing engaging, bell-to-bell instruction.</li> <li>Lack of effective time management within the instructional block, insufficient resources, and limited access to professional development hinder growth in instructional quality.</li> <li>Lessons lack focus on critical thinking and analytical skills, with a compliance-driven testing culture overshadowing meaningful learning and growth.</li> </ul>
<b>2. Data-Driven Instruction:</b> Limited use	Students struggle with higher-order tasks, which leads to low	<input checked="" type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development	<ul style="list-style-type: none"> <li>Teachers and Staff</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' low expectations for student performance, compliance-</li> </ul>

<p>of data systems and inconsistent analysis of formative and summative assessments to monitor progress, address gaps, and inform targeted interventions.</p>	<p>ELA CAPE proficiency and limited growth on the assessment.</p> <p>Low CAPE Math proficiency and growth due to student skill gaps with major and supporting content.</p>	<p><input checked="" type="checkbox"/> Instructional Excellence</p> <p><input type="checkbox"/> Strong School Climate and Culture</p> <p><input type="checkbox"/> Organizational Health</p>	<ul style="list-style-type: none"> <li>• STAP and LTAP</li> <li>• Students (Grades 10-12)</li> </ul>	<p>oriented mindsets, and lack of recognition for achievements limit motivation and their understanding of their impact on student success</p>
<p><b>3. Teacher Absenteeism and Turnover:</b> High absenteeism and turnover disrupt instructional consistency and alignment, compounded by new teachers and assignments requiring additional support.</p>	<p>Students struggle with higher-order tasks, which leads to low ELA CAPE proficiency and limited growth on the assessment.</p> <p>Low CAPE Math proficiency and growth due to student skill gaps with major and supporting content.</p>	<p><input checked="" type="checkbox"/> Transformational Leadership</p> <p><input type="checkbox"/> Talent Development</p> <p><input type="checkbox"/> Instructional Excellence</p> <p><input checked="" type="checkbox"/> Strong School Climate and Culture</p> <p><input checked="" type="checkbox"/> Organizational Health</p>	<ul style="list-style-type: none"> <li>• Teachers and Staff</li> <li>• Parents</li> <li>• STAP and LTAP</li> <li>• Students (Grades 10-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent use of tools like ANET and NWEA MAP across classrooms creates gaps in aligning curriculum and assessments to instructional goals.</li> <li>• Inconsistent use of small group structures, targeted interventions, and differentiated instruction limits individualized support for diverse student needs.</li> <li>• Many students lack foundational skills in ELA and Math, feel unprepared for challenging coursework, and lack confidence in their ability to succeed.</li> </ul>

## 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:

Existing DCPS supports and structures will support implementation of the plan's strategies, including Transformational Leadership through School Leader Professional Learning Communities, Principal Supervisor Coaching, School data and Performance Supports, Intensive School Supports, and the Cluster Support Model. We also engage in Talent Development through the use of Professional Learning Communities. We support Instructional Excellence through ACGR Supports, Postsecondary Success, STARS, Curriculum and Assessments, Professional Development, Definition/Reinforcement of Instructional Priorities, and Interventions/Supplemental Programming. To build Strong Schol Culture and Climate, we leverage Connected Schools protocols and DCPS Becoming strategies. Finally, we support the Operational Health of the school with Continuous Improvement Cycles, Finance and Procurement support, and School Scheduling. Together these existing supports and structures aid in our continued implementation of the plan's strategies.

There are no DCPS supports listed that we are not leveraging as we work towards our plan's goals.

## 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 goal<sup>1</sup> 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?

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<sup>1</sup> See the Supplemental Toolkit for additional guidance on developing SMART Goals.

SMART Goal #1			
Goal Statement:	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 8% in SY23-24 to 26% (annual increase of at least 6 percentage points).		
Metric:	DC CAPE ELA Proficiency  Leading Indicators: <ul style="list-style-type: none"> <li>• MAP Growth Reading (% of students meeting growth targets)</li> <li>• ANet ELA (% of students scoring 60% or above)</li> </ul>		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
8%	14%	20%	26%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
If we leverage professional learning communities as a space to increase teacher effectiveness, increase supports aligned to student needs through targeted interventions addressing reading skill gaps, and implement a community schools' model, then we will address root causes centered around increasing rigor and standards-alignment, implementing stronger data-driven instruction, and leveraging supports to decrease teacher absenteeism and increase teacher retention. We believe a focus on these evidence-based strategies will yield strong progress towards improving our CAPE ELA proficiency.			

SMART Goal #2			
Goal Statement:	By the end of Year 3 (SY 26-27), DC CAPE Math proficiency score will [REDACTED] to 18% [REDACTED] [REDACTED]).		
Metric:	DC CAPE Math Proficiency  Leading Indicators: <ul style="list-style-type: none"> <li>• MAP Growth Math (% of students meeting growth targets)</li> </ul>		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
[REDACTED]	6%	12%	18%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
If our key strategies of developing a professional learning community that incorporates research-backed, rigorous, and standards-aligned strategies, data-driven decision-making, and formative assessment techniques to enhance student learning outcomes, aligning professional learning with school priorities and goals, and solving problems by intentionally choosing alternative algebraic strategies are effectively implemented, then our DC CAPE Math proficiency scores will increase from [REDACTED]. These strategies influence progress toward the goal in that they systematize professional learning in a way that is specific to the needs of our school community. These strategies, more than others, target the needs that we have focused on developing our teachers' ability to meet the needs of our students. Together, these strategies address multiple opportunities for growth in our school community and focus our efforts not only on teacher actions, but also student data and engagement.			

## 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 strategies<sup>2</sup> 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), DC CAPE ELA proficiency score will increase from 8% in SY23-24 to 26% (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"> <li>A. <b>Develop a Professional Learning Community that incorporates research-backed instructional strategies, data-driven decision-making, and formative assessment techniques to enhance student learning outcomes.</b></li> <li>B. <b>Implement a specific set of core in-school strategies and practices to support reading (stations, IXL, Read 180, CODE (System 44), small group station learning)</b></li> <li>C. <b>Implementation of a Community Schools model (DCPS “Connected Schools”)</b></li> </ul>
Strategy A Description:	<b>Professional Learning Communities (PLCs) build strong relationships among teachers while improving instruction and creating a positive school climate and culture. PLCs provide a structured space for educators to share best practices, engage in data-driven decision making, and adjust their teaching strategies in</b>

<sup>2</sup> 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.

	response to student progress and needs. This approach enhances instructional effectiveness and creates shared responsibility for student success.	
Strategy A Owner:	Principal Haith, AP Tyrell, AP Byrd	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one:		
<input checked="" 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:		
While professional learning structures are currently in place, their impact is limited due to excessive teacher absences and inconsistent evaluation efforts in linking the effectiveness of professional learning on student outcomes. As we move forward with this strategy, we will focus on implementing actions aimed at addressing these two barriers.		
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
A.1. Design pathway for absent teachers to have access to professional learning content.	03/24/25	06/15/25
A.2 Create a master schedule to support implementation Professional Learning Communities to build relationships	04/01/25	05/30/25
A.3 Analyze EOY assessment results and triangulate against LEAP module content to prepare a personalized scope and sequence for professional learning for SY 25-26.	06/15/25	08/30/25
A.4 Norm on the 2 (e.g., pre-teaching) key scaffolding strategies that will guide lesson development and build lesson planning structures that integrate those practices so that students can more readily access grade-level texts.	04/01/25	07/15/25
A.5 Provide Teacher training in scaffolding and differentiation to ensure effective small-group instruction (summer intensive PD, revise/integrate into LEAP).	07/15/25	1/30/26
Strategy B Description:	Implementation of a specific set of instructional and classroom practices is effective in closing the reading achievement gap. Strategies include but are not limited to direct and explicit instruction in foundational reading skills; explicit instruction in reading comprehension skills (e.g. inferencing, questioning, visualizing); personalized tutoring provided by trained individuals, and explicit vocabulary and academic language instruction.	
Strategy B Owner:	Principal Haith, AP Tyrell, AP Byrd	

Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:

- Transformational Leadership
- Talent Development
- Instructional Excellence
- Strong School Climate and Culture
- 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:

**Our station teaching model is yielding some results; however, the impact could be greater with a more intentional focus on explicitly meeting student literacy needs in small groups. This will require that teachers accurately assess students for foundational literacy gaps, plan lessons and implement instructional experiences aligned to those gaps and aggressively monitor student progress in closing literacy gaps.**

Possible Funding Source for Strategy B:	DCPS school-based budget, Investment in Schools grant
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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
B.1 Determine instructional model that is best to implement interventions given scheduling and staffing models (e.g., intervention block, integration into existing station model) and adjust SY 25-26 master schedule accordingly.	03/24/25	05/30/25
B.2 Utilize EOY MAP data to determine groups for Read 180 (and other interventions).	06/15/25	08/15/25
B.3 Ensure designated staff members have training in intervention programming.	08/01/25	11/30/25
B.4 Modify existing district supports and resources (e.g., unit guides) to align adjustments to the master schedule and instructional block in response to student literacy needs.	08/01/25	12/15/25
B.5 At MOY, triangulate intervention progress monitoring data and core instructional data to assess impact and make necessary adjustments to programming in intervention spaces and/or core.	01/15/26	06/01/26

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.
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Strategy C Owner:	<b>Connected Schools Manager</b>	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one: <ul style="list-style-type: none"> <li><input type="checkbox"/> Transformational Leadership</li> <li><input type="checkbox"/> Talent Development</li> <li><input type="checkbox"/> Instructional Excellence</li> <li><input checked="" type="checkbox"/> Strong School Climate and Culture</li> <li><input checked="" type="checkbox"/> Organizational Health</li> </ul>		
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>Previous implementation of the DCPS Connected (community) Schools model has focused heavily on Pillars 2 and 3, particularly in building partnerships with families and cultivating a diverse range of expanded learning experiences and community partner programming. In addition to continuing that work, Connected Schools will deepen existing partnerships to enhance student engagement, SEL and academic success and will also focus on Pillar 1 to develop resources and supports for educator wellness and sustainability in the role.</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
C.1 Increase prioritized partners' capacity to serve additional students	6/1/25	12/31/25
C.2 Assess needs related to staff absenteeism, retention and wellness	9/1/25	12/31/25
C.3 Identify staff wellness and sustainability outcomes and aligned experiences/resources	1/1/26	6/30/26

SMART Goal #2:	
Goal Statement	<b>Goal 2: By the end of Year 3 (SY 26-27), DC CAPE Math proficiency score will increase [REDACTED].</b>
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"> <li>A. Align professional learning with school priorities and goals.</li> <li>B. Solve problems by intentionally choosing alternative algebraic strategies.</li> <li>C. Implementation of a Community Schools model (DCPS "Connected Schools")</li> </ul>
Strategy A Description:	<b>Implementing Professional learning that directly aligns with our school's needs and goals is far more effective than one-time or disconnected training. Research shows that ongoing, job-embedded professional development leads to better teaching and stronger student outcomes. By</b>

	focusing on key challenges and instructional priorities, targeted training supports real growth, improves best practices, and leads to lasting success in the classroom.	
Strategy A Owner:	AP Dr. Turner-Green and Math IC Fontaine	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one:		
<input checked="" 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><b>This is not a new strategy, but enhancing structure and redefining in its implementation will lead to significant improvements by ensuring professional learning is directly aligned with school priorities. This approach strengthens instructional practices in Math, improves data-driven decision-making to address academic gaps, and provides consistent support to address the challenges of teacher absenteeism and staffing transitions.</b></p>		
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
A.1 Develop a year-long professional learning plan aligned with schoolwide instructional priorities, including a training schedule and resources.	03/24/25	08/10/25
A.2 Establish a centralized resource system for staff to access information throughout the year.	08/01/25	09/30/25
A.3 Implement qualitative and quantitative student and staff evaluations to measure progress toward goals and iterate initiatives	11/01/25	06/30/26
Strategy B Description:	Implementing specific instructional and classroom practices within a systematic routine structure for mathematical problem-solving effectively develops students' mathematical reasoning. Strategies include teaching alternative algebraic methods, encouraging flexible thinking to build confidence, and comparing strategies to deepen understanding. Additional strategies include analyzing solved problems to identify patterns and connections, using examples of common errors to strengthen critical thinking, and incorporating whole-class discussions, small-group work, and independent practice to reinforce learning.	
Strategy B Owner:	AP Dr. Turner-Green and Math IC Fontaine	
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 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 rationale for why you believe it will lead to significant improvement toward your goal:		
<p><b>This is a new approach that emphasizes a systematic problem-solving routine to strengthen instruction Math. It addresses root causes by ensuring consistent, rigorous, grade-level instruction, improving the use of data to monitor progress and close learning gaps, and fostering a structured approach to analyzing and applying assessment results for targeted interventions.</b></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
B.1 Establish a systematic routine and structure for mathematical problem-solving.	04/15/25	06/15/25
B.2 Review and analyze data to determine gaps in student skills as it relates mathematical reasoning	06/15/25	08/01/25
B.3 Determine goals and established evaluation plan for progress monitoring, observations and coaching, and refinement strategies	08/01/25	08/30/25
B.4 Review implementation of problem-solving routines through informal classroom observations.	09/15/25	04/15/26
B.5 Design a sustainability plan that includes ongoing training, data-driven improvements, and collaborative support to strengthen strategies and continuously enhance teaching practices.	10/30/25	12/15/25
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 Schools Manager	
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 type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture		

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

**Previous implementation of the DCPS Connected (community) Schools model has focused heavily on Pillars 2 and 3, particularly in building partnerships with families and cultivating a diverse range of expanded learning experiences and community partner programming. In addition to continuing that work, Connected Schools will deepen existing partnerships to enhance student engagement, SEL and academic success and will also focus on Pillar 1 to develop resources and supports for educator wellness and sustainability in the role.**

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
<b>C.1 Increase prioritized partners' capacity to serve additional students</b>	<b>6/1/25</b>	<b>12/31/25</b>
<b>C.2 Assess needs related to staff absenteeism, retention and wellness</b>	<b>9/1/25</b>	<b>12/31/25</b>
<b>C.3 Identify staff wellness and sustainability outcomes and aligned experiences/resources</b>	<b>1/1/26</b>	<b>6/30/26</b>

### 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:

To continually review progress with implementing the plan's strategies, the school will establish a monthly cadence for measuring progress towards established goals. The School Team for Accelerated Progress (STAP) will serve as the dedicated committee, composed of key stakeholders who support the school across multiple domains, will meet regularly to review the stated goals, examine the metrics used for measurement, and assess current progress. This team will include staff members who bring expertise in instruction, climate and culture, and community engagement to ensure a comprehensive and balanced review process. The group will collaboratively identify areas of strength and growth, establish clear, actionable next steps to advance schoolwide priorities, and determine course corrections. Champions will be identified for each core component of the plan to lead implementation efforts and serve as liaisons to key internal and external stakeholders. These champions will promote shared accountability and strong communication, ensuring each member of the team holds a clear sense of ownership and that progress is driven collectively and intentionally.

## 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.