



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:	Capital Village PCS
LEA:	Capital Village PCS
Year:	24-25
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 checked="" type="checkbox"/> Targeted Support and Improvement (TSI)
Date Completed:	May 2025

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
Monica Green	Executive Director	Lead	Leadership, ELA
Jackie Johnson	Student Services	Notetaker	SPED, ELL, 504
Daralyne Davis	Assessment Coordinator	Timekeeper	Data, SPED
Lauren Wong	Case Manager	Process Checker	Instructional Coaching
Latoya Tolbert	Board Chair	Alternate	Leadership, Math

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.

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
<i>EXAMPLE: Inconsistent application of instructional best practices</i>	Low English Language Arts (ELA) growth score for all students	<input checked="" type="checkbox"/> Talent Development	<ul style="list-style-type: none"> ● Students in Ms. Smith's 6th Grade ELA class ● Caregivers of 5th grade students ● School leaders responsible for quarterly instructional observations 	<ul style="list-style-type: none"> ● 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. ● Caregivers recognize differences in classroom instructional approaches impact student learning. ● The report <i>Effective Teacher Professional Development</i> (Learning Policy Institute) indicates a strong correlation between instructional practices and student outcomes
Inconsistent literacy instructional practices	State Assessment Median Growth Percentile - ELA	Talent Development, Instructional Excellence	Teachers, school leaders	Crucial for consistent student literacy growth
Insufficient targeted reading interventions	State Assessment Proficiency Rate - ELA	Instructional Excellence	Caregivers, teachers	Necessary to close proficiency gaps significantly
Lack of structured literacy coaching and PD	State Assessment Proficiency Rate - ELA	Talent Development	Teachers, school leaders	Fundamental for teacher effectiveness and confidence

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:

N/A

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**) goals¹ 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:	State Assessment Median Growth Percentile for ELA (Grades 6-8) will increase from the FY24 baseline by 10 percentile points by the end of Year 3.
Metric:	State Assessment Median Growth Percentile - ELA Internal Subgoal Metrics: <i>NWEA MAP Growth Assessments (ELA)</i>

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

	<p>Year 1 (FY25)</p> <ul style="list-style-type: none"> ● BOY (Fall 2024): Establish baseline MAP Reading RIT averages per grade ● MOY (Winter 2025): 50% of students meet/exceed individual MAP projected growth targets ● EOY (Spring 2025): 65% of students meet/exceed individual MAP projected growth targets <p>Year 2 (FY26)</p> <ul style="list-style-type: none"> ● BOY (Fall 2025): 60% of students meet/exceed individual MAP projected growth targets ● MOY (Winter 2026): 70% of students meet/exceed individual MAP projected growth targets ● EOY (Spring 2026): 80% of students meet/exceed individual MAP projected growth targets <p>Year 3 (FY27)</p> <ul style="list-style-type: none"> ● BOY (Fall 2026): 75% of students meet/exceed individual MAP projected growth targets ● MOY (Winter 2027): 85% of students meet/exceed individual MAP projected growth targets ● EOY (Spring 2027): 90% of students meet/exceed individual MAP projected growth targets 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
39.5%	43.5%	46.5%	49.5%

Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.

If we implement consistent literacy instructional practices across all content areas through instructional coaching and increase structured reading intervention classes, students' reading skills will improve, resulting in higher median growth percentile scores.

SMART Goal #2	
Goal Statement:	State Assessment Proficiency Rate for ELA (Grades 6-8) will increase from the FY24 baseline by 12% by the end of Year 3.
Metric:	<p>State Assessment Proficiency Rate - ELA</p> <p>Internal Subgoal Metrics: <i>NWEA MAP Growth Assessments (Reading RIT scores aligned to proficiency benchmarks)</i></p> <p>Year 1 (FY25)</p> <ul style="list-style-type: none"> ● BOY (Fall 2024): Establish baseline RIT scores aligned to proficiency ● MOY (Winter 2025): 50% of students achieve MAP RIT scores aligned to proficiency growth targets ● EOY (Spring 2025): 65% of students achieve MAP RIT scores aligned to proficiency growth targets <p>Year 2 (FY26)</p> <ul style="list-style-type: none"> ● BOY (Fall 2025): 60% of students achieve MAP RIT scores aligned to proficiency growth targets ● MOY (Winter 2026): 70% of students achieve MAP RIT scores aligned to proficiency growth targets ● EOY (Spring 2026): 80% of students achieve MAP RIT scores aligned to proficiency growth targets <p>Year 3 (FY27)</p> <ul style="list-style-type: none"> ● BOY (Fall 2026): 75% of students achieve MAP RIT scores aligned to proficiency growth targets ● MOY (Winter 2027): 85% of students achieve MAP RIT scores aligned to proficiency growth targets ● EOY (Spring 2027): 90% of students achieve MAP RIT scores aligned to proficiency growth targets

FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
17%	22%	25%	29%

Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.

If we implement targeted after-school reading interventions using research-based programming and provide systematic literacy coaching and professional development for teachers, student proficiency in ELA will significantly improve.

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.
 - **Identify the major milestones³** 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 #1	
Goal Statement	State Assessment Median Growth Percentile for ELA (Grades 6-8) will increase from the FY24 baseline by 10 percentile points by the end of Year 3.
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. Instructional Coaching for Literacy Across All Content Areas B. Structured Reading Intervention Classes
Strategy A Description:	To ensure consistency and rigor in literacy instruction throughout Capital Village PCS, instructional coaching will be implemented across all content areas (ELA, Math, Science, Social Studies, and Electives).

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.

³ See the **Guide to Developing Milestones** in the Supplemental Toolkit for additional guidance and examples.

	This approach will include frequent classroom observations, individualized coaching sessions, demonstration lessons, and collaborative planning with content-area teachers. The Instructional Coach, in collaboration with the Assessment Coordinator, will lead teachers in analyzing MAP and formative assessment data to target literacy instruction precisely to student needs. Teachers will engage in structured cycles of coaching, during which they will receive differentiated feedback on their instructional practices, focusing explicitly on integrating literacy strategies such as reading comprehension, vocabulary development, writing across the curriculum, and critical analysis skills into daily instruction. Monthly professional learning communities (PLCs) will reinforce the coaching by providing opportunities for teachers to collaboratively discuss and refine literacy practices based on ongoing student performance data.
Strategy A Owner:	Instructional Coach / Assessment Coordinator
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: YES	
Possible Funding Source for Strategy A:	Operating Budget

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: Training instructional coaches	June 2025	Sept 2025
A.2: Bi-weekly classroom observations and feedback	Oct 2025	June 2026
A.3: Quarterly professional development sessions	Oct 2025	June 2026

Strategy B Description:	Capital Village PCS will introduce structured reading intervention classes into the regular daily schedule, specifically targeting students identified as significantly below grade-level proficiency through analysis of spring NWEA MAP Growth assessments and additional formative assessments administered each August. These classes will provide
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	intensive small-group instruction using evidence-based literacy curricula that explicitly address phonics, decoding, fluency, vocabulary, comprehension, and writing skills. Teachers facilitating these classes will be trained prior to the school year and will receive ongoing support from the Literacy Coach. Student progress will be continually monitored through formative assessments and MAP assessments administered three times annually (BOY, MOY, EOY) to ensure instructional effectiveness and to make data-driven adjustments.
Strategy B Owner:	Head of School
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"> <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: YES	
Possible Funding Source for Strategy B:	Title I 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 (August 2025): Analyze Spring 2025 state assessment and Spring MAP data to identify students significantly below grade-level proficiency in reading for participation in structured intervention classes.	August 2025	Sept. 2025
B.4 (December 2025 & June 2026): Conduct mid-year and end-of-year MAP assessments to measure student progress and adjust intervention strategies accordingly.	August 2025	Sept 2025
B.3 (September 2025): Launch structured literacy intervention classes during the regular school schedule.	Sept 2025	June 2026
B.4 (December 2025 & June 2026): Conduct mid-year and end-of-year MAP assessments to measure student progress and adjust intervention strategies accordingly.	Dec 2025	June 2026

SMART Goal #2:	
Goal Statement	State Assessment Proficiency Rate for ELA (Grades 6-8) will increase from the FY24 baseline by 12% by the end of Year 3.
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): C. Structured Reading Intervention Classes D. Systematic Literacy Coaching and Professional Development E. [Strategy C Title]
Strategy A Description:	Strategy A Description: The after-school reading intervention tutoring will be offered outside the regular school day and will utilize research-based literacy programs targeting specific literacy deficiencies identified through MAP assessments and ongoing progress monitoring. Student growth will be tracked through regular MAP growth assessments, administered in Fall (BOY), Winter (MOY), and Spring (EOY), in addition to monthly progress monitoring tools embedded within the intervention programs.
Strategy A Owner:	Operations Lead, Instructional Coach / Assessment Coordinator
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. 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 brief rationale for why you believe it will lead to significant improvement toward your goal:	
Possible Funding Source for Strategy A:	Established Partnership (S.M.A.R.T.S. Afterschool Program 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 (July-August 2025): Select evidence-based literacy intervention programs (e.g., Wilson Reading, Achieve3000)	July 2025	Aug. 2025

and provide professional development for staff who will facilitate after-school tutoring sessions.		
A.2 (September 2025): Enroll identified students based on Fall 2025 MAP assessment results into after-school tutoring programs.	Sept. 2025	Oct 2025
A.3 (October 2025-June 2026): Monthly monitoring of student progress through embedded formative assessments within the selected intervention programs.	October 2025	June 2026
A.4 (December 2025, June 2026): Conduct MOY and EOY MAP assessments to evaluate student progress and adjust intervention strategies as needed.	Dec 2025	June 2026
A.5 (September 2026-June 2027): Continue implementation of after-school tutoring program, using the same identification and monitoring processes.	Sept 2026	June 2027

Strategy B Description:	<p>Systematic Literacy Coaching and Professional Development</p> <p>While Capital Village PCS has historically conducted professional development and coaching, the upcoming systematic literacy coaching and professional development will significantly enhance previous efforts through a specific and differentiated focus on literacy instructional practices. Coaching cycles will be bi-weekly, providing tailored support based on classroom observation data, individual teacher needs assessments, and student literacy outcomes. Professional development sessions will focus explicitly on evidence-based literacy practices, differentiated by teacher experience, grade level, and identified instructional needs. Topics and practices for professional development sessions will be identified each summer based on end-of-year data analysis, observation feedback, and teacher surveys, ensuring responsiveness to current instructional gaps.</p>
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Strategy B Owner:	Head of School
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<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 type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health
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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: YES

Possible Funding Source for Strategy B:	Operating Budget
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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 Implement monthly professional development sessions	Sept 2025	June 2027
B.2 Establish bi-weekly coaching cycles with teachers	Sept 2025	June 2027
B.3 Conduct semester feedback surveys with staff	June 2026	Annually
B.4 (July-August 2026): Revisit data, feedback, and outcomes from SY 2025-26 to plan professional development and coaching topics and strategies for SY 2026-27, repeating and refining the established process.	July 2026	August 2026

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:

utilize existing performance management routines, including bi-weekly Instructional Leadership meetings to track progress and address immediate implementation concerns. Monthly data review sessions will leverage benchmark and formative assessment data to measure the effectiveness of implemented strategies, allowing for informed adjustments. New routines, such as semester-based feedback surveys for teachers regarding professional development and coaching effectiveness, will be owned and facilitated by the Head of School and Literacy Coach. Annual program reviews will be conducted to evaluate overall progress toward goals and to refine strategies for sustained school improvement.

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.