



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:	Ketcham Elementary School
LEA:	DC Public Schools
Year:	SY 24-25 through SY 26-27
Designation Category (select one):	<input checked="" type="checkbox"/> Comprehensive Support and Improvement (CSI) School <input type="checkbox"/> Intensive Support & Improvement (ISI) School <input type="checkbox"/> Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School <input type="checkbox"/> Monitored Improvement Status (MIS) <input type="checkbox"/> Targeted Support and Improvement (TSI)
Date Completed:	February-March 2025

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
LaCondria Beckwith	Principal	Chair	Leads school efforts across all 5 Accelerate DC pillars.
Adam Forschner	Assistant Principal	Vice Chair	Supports Principal in the leadership of all 5 Accelerate DC pillars.
Natalia Fuller-Walker	LEA/SPED TLI	Member	Oversees school's specialized instruction programming.
Dominique Brown	Math Coach	Member	Leads school's work around improving Math instruction.
Peggy Windless	ELA Coach	Member	Leads school's work around improving ELA instruction.
Diane Hall	Attendance Counselor	Member	Leads school's work To improve attendance.

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
Mary Ann Stinson	Instructional Superintendent, Cluster 2	Member	Principal supervisor
Corie Colgan	Chief, Office of Teaching and Learning	Member	Leads district's Office of Teaching and Learning
Cinthia Ruiz	Chief, Integrity	Member	Leads district attendance, enrollment, and integrity work
Alison Williams	Senior Deputy Chief, Content and Curriculum	Member	Leads district's Office of Teaching and Learning
Regina Grimmnett	Senior Deputy Chief, Specialized Instruction	Member	Leads district's work in specialized instruction
Tiphonie Scroggins	Deputy Chief, School Improvement	Member	Leads district's work around accountability and school designations
Jennifer Rosenbaum	Deputy Chief, Schools	Member	Leads district's work around centralized school supports
Michael Lamb	Deputy Chief, Learning and Development Science	Member	Lead's district's work around the whole-child frameworks
Jake Lappi	Deputy Chief, School Leadership Recruitment, Selection, and Development	Member	Leads district's work to develop school leaders
Faiza Siddiqui	Director, Cluster Support Model	Member	Leads district's work around centralized school supports
Gregg Moffitt	Director, School Leader Prep & Development	Member	Leads district's work to develop school leaders
Kaila Ramsey Gracia	Director, Elementary Math and Science	Member	Leads district's work to implement Elementary Math program
Kelly Quinney	Director, Special Projects	Member	Leads district's work to implement strategic plan
Kirsten Karttunen	Director, School Data and Performance	Member	Supports and leads school use of data platforms
Justin Good	Manager, Continuous Improvement	Member	Leads district's work around school improvement planning
Cassie Walther	Specialist, School Data and Performance	Member	Lead and supports schools in implementation of data systems

Sherilyn Land	Specialist, Continuous Improvement	Member	Leads district's work around school improvement planning.
Carla Mike	Manager, Connected Schools	Member	Leads district's work around community schools
Maria Kimmel	Director, OSIS Budget	Member	Leads district's school improvement budgeting
Mary Nicholson	Manger, OSIS Budget	Member	Leads district's school improvement budgeting
Anna Salzberg	Director, ELA and Social Studies	Member	Leads district's work in ELA and Social Studies instruction
Jennifer Carpenter	Director, SEIT	Member	Leads district's Office of Teaching and Learning
Annetra Peete	Manager, Math and Science	Member	Supports and leads district's work in Math and Science instruction
Gina Sanchez	Manager, ELA and Social Studies	Member	Supports and leads district's work in ELA and Social Studies instruction
Darci Wilson	Manager, Special Education and Inclusion	Member	Supports and leads district's work in specialized instruction

*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
<p>1. Support for Struggling Teachers: Instructional Coaches need to strengthen their capacity to develop effective coaching plans that result in the use of high-leverage instructional strategies and maximization of instructional time.</p>	<p>Our CAPE Math proficiency and growth is low. We need to ensure that all students have access to strong Tier 1 instruction to improve.</p> <p>3rd Grade CAPE ELA Proficiency is low. We need to have a stronger focus on quality reading instruction across all grade levels so that students enter 3rd grade prepared for CAPE and can grow further in subsequent grades.</p>	<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	<ul style="list-style-type: none"> Teachers and Staff Administration and Instructional Leadership Team LTAP and STAP 	<ul style="list-style-type: none"> Instructional Leadership Team (ILT) capacity to address struggling or resistant teachers is limited. We need additional support and strategies in this area. Instructional coaches need further capacity building to deliver effective, targeted coaching that supports teacher growth and student success. Coaching plans lack focus on the most impactful and high-leverage strategies and bite-sized goals, limiting their effectiveness in addressing instructional challenges. Leaders have not identified and implemented bite-sized goals and highest-leverage strategies to improve pacing and outcomes in Math and ELA.

				<ul style="list-style-type: none"> • Instructional blocks are not maximized, with incomplete implementation of all components such as small group and independent practice.
<p>2. Inconsistent implementation of a rigorous, standards-driven curriculum in Math and ELA.</p>	<p>Our CAPE Math proficiency and growth is low. We need to ensure that all students have access to strong Tier 1 instruction to improve.</p> <p>3rd Grade CAPE ELA Proficiency is low. We need to have a stronger focus on quality reading instruction across all grade levels so that students enter 3rd grade prepared for CAPE and can grow further in subsequent grades.</p>	<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	<ul style="list-style-type: none"> • Teachers and Staff • Parents • Administration and Instructional Leadership Team • LTAP and STAP • Students in Grades 3-5 	<ul style="list-style-type: none"> • Teachers struggle to implement all components of the Eureka Math curriculum with fidelity, including a focus on the deeper conceptual understanding of math content. • Students are not given adequate time for productive struggle during independent practice, particularly in math, close reading, and writing. • Teachers in 3rd-5th Grades struggle with pacing across all components of the literacy block, including small group and independent practice.
<p>3. High Staff Turnover</p>	<p>Our CAPE Math proficiency and growth is low. We need to ensure that all students have access to strong Tier 1 instruction to improve.</p> <p>3rd Grade CAPE ELA Proficiency is low. We need to have a stronger focus on quality reading instruction across all grade levels so that students enter 3rd grade prepared for CAPE and can grow further in subsequent grades.</p>	<input checked="" type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health	<ul style="list-style-type: none"> • Teachers and Staff • Parents • Administration and Instructional Leadership Team • LTAP and STAP • Students in Grades 3-5 	<ul style="list-style-type: none"> • Consistently high turnover rates over the past two years have disrupted team cohesion in 3rd-5th Grades and impeded the implementation of instructional prioritizing.

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 that will support implementation of the plan's strategies are regular principal and instructional superintendent touchpoints that includes coaching and intensive support, data and performance coach check-ins in relation to Comprehensive School Plan (CSP) and SIP data and using data analysis tools, benchmark data reviews and student data tracking with DCPS central service content leads, and monthly cluster meetings and school walkthroughs.

Current DCPS supports that we can leverage are administrators engaging in School Leader Professional Learning Communities to learn strategies from other leaders. We can leverage PLC's and tools for family engagement as it relates to academics and data, which will empower our parents to be a part of the learning process and support their child's learning at home. We can also leverage support and access to the DCPS Becoming Core Practices and tool kits along with collaboration with central service Becoming leads to review school culture trends.

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), DC CAPE Math proficiency score will increase [REDACTED] to 20.5% ([REDACTED]).

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

Metric:	DC CAPE Math Proficiency		
	Leading Indicators: <ul style="list-style-type: none"> • iReady Math (% meeting or exceeding typical and stretch growth targets, % of students scoring On Mid, Late or Above) • ANet Math (% of students scoring 60% or above) 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
█	8.5%	14.5%	20.5%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>We believe that a focus on high-quality, job-embedded professional development through LEAP will ensure that teachers feel supported and equipped with the skills they need to dramatically improve student achievement. When teachers feel as if they have the skills they need to succeed, they feel more effective and they are more likely to remain at Ketcham. We will focus on implementing a rigorous standards-driven learning experience by ensuring that we are constantly monitoring student progress and ensuring that students have access to Math foundational skills through high quality Tier 1 Instruction, Bridges intervention in needs-based small groups and HIT Tutoring so that an increasing number of students are successful.</p>			

SMART Goal #2			
Goal Statement:	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 9.9% in SY23-24 to 27.9% (annual increase of at least 6 percentage points).		
Metric:	DC CAPE ELA Proficiency		
	Leading Indicators: <ul style="list-style-type: none"> • iReady Reading (% meeting or exceeding typical and stretch growth targets, % of students scoring On Mid, Late or Above) • ANet ELA (% of students scoring 60% or above) 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
9.9%	15.9%	21.9%	27.9%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>With a focus on high-quality coaching, we seek to increase teacher effectiveness and efficacy, which we anticipate will positively impact teacher retention and student achievement. Our focus on writing and close-reading will ensure that we implement rigorous, standards-driven instruction, which will result in achievement of our ELA CAPE goal.</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), DC CAPE Math proficiency score will increase [redacted] to 20.5% (annual increase of at least [redacted]).
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 effective instructional support programs in Mathematics, including the Bridges intervention during needs-based, small-group instruction. B. Implement High-Impact Tutoring. C. Implement on-going, job-embedded professional development and coaching focused on Mathematics content and pedagogy.
Strategy A Description:	A math interventionist/point of contact will implement daily 30-minute Needs-Based Small Groups (NBSG) using the Bridges Intervention program to support Tier II and III students in mastering foundational math skills and progressing to Tier I. This structured approach will help close learning gaps, improve teacher/student conceptual understanding, and enhance overall student achievement in math.
Strategy A Owner:	Math Coach Ms. Brown and LEA Ms. Fuller-Walker
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	

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"/> 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 brief rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>This is a continuation of work from this school year, but it was not fully implemented for the entire school year. This will lead toward improvement and progress towards the goal because we will implement the program for a full school year next year.</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
A.1: Observe schools that are successfully implementing the Bridges intervention to identify best practices and strategies to support effective execution at Ketcham Elementary School.	03/17/25	06/30/25
A.2: Develop a master schedule for the school-wide implementation of the Bridges intervention that ensures regular observation and timely feedback to support effective and consistent execution.	06/01/25	07/1/25
A.3: Create clear protocols, support structures, and targeted professional development to support teachers in effectively analyzing and responding to data gathered during the implementation process.	07/05/25	01/31/26
Strategy B Description:	High Impact Tutoring (HIT) is designed to offer focused, personalized support to all Ketcham students, particularly those in Tier II and III, helping them strengthen both their foundational and grade-level math skills. This approach is grounded in research that shows small, targeted tutoring groups can significantly boost student success, especially for those who need extra help with core math concepts.	
Strategy B Owner:	MTSS POC Ms. Windless and Resource Teacher, Ms. Mathias	
<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 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>		

This is a continuation of work from this school year, but it was not fully implemented for the entire school year. This will lead toward improvement and progress towards the goal because we will implement the program for a full school year next year.

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: Review current assessment data (ANet, Required Curricular Task (RCTs), and iReady Benchmarks) to identify key math foundational gaps (deficits in number sense, operations, and problem-solving skills). Use this information to strategically form HIT groups focused on addressing these critical areas and accelerating student progress.	03/17/25	07/15/25
B.2: Develop a structured schedule for HIT groups that outlines frequency, duration, and rotation of sessions to ensure all students receive targeted math instruction.	10/1/25	10/8/25
B.3: Monitor student progress through ongoing math assessments to identify gaps and strengths, and select appropriate, targeted math resources and strategies to support High Impact Teaching (HIT) groups and accelerate student growth.	10/1/25	02/28/26
B.4: Incorporate a consistent routine within HIT group time that includes a data-driven lesson, guided practice with targeted math resources, and frequent progress monitoring.	10/10/25	06/01/26

Strategy C Description:	Math teachers and instructional leadership require consistent, high-quality professional development that focuses on both math content and pedagogy, beyond the scope of district-designated professional development days and weekly data/planning meetings. This ongoing, targeted support is essential for deepening teachers' expertise, refining their instructional practices, and ensuring alignment with high standards. It helps create a shared understanding of effective math instruction, fosters the development of meaningful, evidence-based strategies, and ensures that all teachers are equipped to deliver rigorous, high-quality math lessons. Ultimately, this professional growth will lead to improved student outcomes by empowering teachers with the skills, knowledge, and confidence to address the diverse needs of all learners.
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Strategy C Owner:	Principal Beckwith and entire ILT Team
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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:

This is a continuation of work from this school year. However, this year we only focused on Tier 1 instruction in Grades 3-5. This strategy used in relation to Tier 2 and Tier 3 instruction will lead toward improvement and progress towards the goal because we will focus on using Tier 2 and Tier 3 strategies to support learning for all students. This will help teachers to be able to differentiate their Tier 1 instruction and provide them with resources and tools to use in their small groups.

Possible Funding for Strategy C:	DCPS school-based budget, Investment in Schools grant
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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: Design a scope and sequence for math professional development aimed at deepening teachers' understanding of essential elementary math concepts (e.g., place value, fractions, operations, problem-solving, and mathematical reasoning).	03/17/25	06/10/25
C.2: Math leaders will establish clear structures and processes for coaching cycles that promote collaborative planning aligned to the Common Core State Standards for Mathematics.	07/15/25	09/15/25
C.3: The school leader will develop and implement a routine to provide ongoing feedback and support to the math coach through Weekly Collaborative Planning Meetings.	9/16/25	06/10/26

SMART Goal #2:

Goal Statement	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 9.9% in SY23-24 to 27.9% (annual increase of at least 6 percentage points).
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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 instructional coaching with a focus on high-leverage practices to support effective Tier 1 ELA instruction. B. Teach students to be effective writers by increasing understanding of the variety of purposes for writing. C. Implement a specific set of core in-school strategies and practices to support reading, with a focus on close-reading.
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Strategy A Description:	The effects of instructional coaching are not thought to be immediate but transform pedagogy over time. We will use a variety of data sources to plan and assess coaching and include teachers in the decision-making process. This structure will allow teachers to constructively contribute to their own professional growth.
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Strategy A Owner:	Principal Beckwith and ILT Team
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Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. 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 brief rationale for why you believe it will lead to significant improvement toward your goal:

Up to this point, a significant portion of our literacy coaching has focused on building foundational literacy skills in Grades K-2. This strategy will pivot on our existing structures and increase the coaching focus to literacy teaches in Grades 3-5 and will focus on literacy practices in Tier 1 instruction that will increase student comprehension and proficiency.

Possible Funding Source for Strategy A:	DCPS school-based budget, Investment in Schools grant
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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 tiered system of coaching support that includes the principal and AP as part of the coaching structure so that the coaching caseload is more evenly spread amongst the school's instructional leadership team.	03/17/25	06/30/25
A.2: The instructional leadership team (inclusive of the coach) will co-develop a clear set of look-fors and a develop a corresponding data collection and analysis tool.	04/01/25	10/30/25
A.3: Create opportunities for vertical alignment across K-5, which include ELA standards and literacy block structures that emphasize the science of reading (WR and comprehension) across all grades.	08/01/25	12/30/25

Strategy B Description:	To help students become effective writers, teachers should teach various strategies for each component of the writing process and support students until they can apply these strategies independently. Writing involves more than just documenting ideas; it requires careful planning, understanding the purpose, and considering the reader's needs. Over time, students will develop a repertoire of writing strategies. Teachers should model how the components of the writing process work together, allowing students to apply strategies flexibly. Students should understand the purpose of each genre to select the best one for their task. When teaching a genre, teachers should emphasize its purpose and relate it to real-world scenarios. Moreover, students need specific strategies and support in building writing stamina and structures for sentence, paragraph and essay writing. While much of this is aligned to CAPE content, and while there is a need for test-taking strategies, year-round tier-1 instruction should be grounded on developing authentic and skillful writers who can adapt to different writing tasks.
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Strategy B Owner:	ELA Coach Windless and AP Forscherer
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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 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>There are gaps in students' ability to respond to CAPE aligned prompts. There is not a writing curriculum in place. However, we have created a structure for writing that has helped students grow their ability to respond to CAPE aligned prompts, but it had to be created at the school level, which was a heavy lift. Students are writing more and have increased their ANet writing scores, but there are gaps for students who have different learning styles and students who need Tier 2 and Tier 3 supports.</p>		
Possible Funding Source for Strategy B:		DCPS school-based budget, Investment in Schools grant
<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
B.1: Instructional team can leverage existing writing content embedded in Passport, Hochman materials, including lessons, guidance documents as well as several LEAP seminars to strategize an approach to in-house professional development and planning to ensure teachers are set up for success with those lessons.	03/17/25	06/30/25
B.2: Designate funds in school's budget to sign up key representatives to serve as models and learning partners. Provide more Hochman writing training for teachers over the summer and into early next school year.	06/15/25	9/30/25
B.3: Define what writing looks across all subject areas and align the Essential Practices to writing instruction and integrate into vertical planning opportunities on professional development days.	08/01/25	04/30/26
Strategy C Description:	Alignment of effective practices for reading are the most instrumental in supporting Tier 1 Instruction. Teachers and coaches need access to evidence based structures that support fidelity of closer reading to develop and improve comprehension, grounded on accessibility, differentiation, building background knowledge and deepening comprehension. Tier 1 instruction of close reading should follow the different purposes for reading across 1-5 days. Year-round Tier 1 instruction should be grounded on developing authentic and skillful readers who can adapt to different texts and tasks.	
Strategy C Owner:	ELA Coach Windless and AP Forscher	

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:

There are gaps in students' ability to comprehend and analyze grade level texts. We have created a structure for Close Reading that has helped more students grow their ability to respond to CAPE aligned text-dependent questions but there are gaps for students who need Tier 2 and Tier 3 supports in decoding and vocabulary. There are also some gaps with a few teachers' ability to plan differentiated Close Reading lessons to reach the ability levels of all students within the classroom.

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: Leverage evidence-based close reading structures that follow the different purposes of reading into a progression of look-fors, curricular planning supports, and professional development.	03/17/25	06/30/25
C.2: Establish systems and monitor progression of desired teacher behaviors and student outcomes and integrate them into monthly/quarterly data cycles to drive improvement. Identify the core close-reading strategies mapped against where a teacher is in their learning progression (e.g. novice teacher vs. experienced teacher).	08/01/25	11/30/25

Step 3: Sustaining Progress

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

In writing a SIP, the STAP is required to identify how you will monitor and track progress toward each goal.

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.

We will also implement Weekly Data Meetings to monitor various data points throughout the school year. We will analyze daily assessments, RCT's, ANet, and iReady Data. Collaborative Leader Planning meetings will also take place each week to analyze the effectiveness of our Weekly Data Meeting. There will also be benchmark data meetings with teachers to inform them of the next steps for instruction based on benchmark data. We will also implement student data conferences in order for students to track their iReady Benchmark goals throughout the year.

Course corrections will be determined by student data and teacher observational data at our Instructional Leadership Team meetings. At the end of the meeting, there will be next steps for administrators, coaches, and teachers. We will modify teaching and coaching strategies during the school day and in after school academic programs based on this data. We will make time during grade-level team meetings to receive feedback from instructional staff about course corrections. We will also give parents time to give feedback and suggestions at monthly PTO meetings. We will share assessment data and instructional changes with parents to foster a collaborative learning environment.

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.