



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)**.

*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.*

School & Team Information	3
Step 1: Setting SMART Goals to Address Prioritized Root Causes	5

Step 2: Developing Evidence-Based Strategies to Achieve Goals	10
Step 3: Sustaining Progress	20
Step 4: Approvals	21
Step 5: Submission Instructions	22

Contents

School & Team Information

School:	Bridges Public Charter School
LEA:	Bridges Public Charter School
Year:	2024- 2025
Designation Category (select one):	☐ X Comprehensive Support and Improvement (CSI) School ☐ Intensive Support & Improvement (ISI) School ☐ Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School ☐ Monitored Improvement Status (MIS) ☐ Targeted Support and Improvement (TSI)
Date Completed:	Submissions April 7, 2025, May 15, 2025 and June 26, 2025

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
Giselle Brown	Dir. Student Support	Implementer	Special education
Dennis Campbell	Principal	Manager/Implementer	Organizational/Instructional leadership
Janine Cox	Asst. Principal, Elementary	Implementer	Elementary grade level instruction
Danette Dicks	Asst. Principal, ECE	Implementer	Early childhood grade level instruction
Nicole Sheen	Asst. Dir. EL	Implementer	English language learner instruction
Olivia Smith	Executive Director	Implementer	Organizational leadership / Special Education

LEA Team for Accelerating Progress (LTAP) Members*			
Name	Role in LEA	Role in LTAP	Expertise
Giselle Brown	Dir. Student Support		
Dennis Campbell	Principal		
Janine Cox	Asst. Principal, Elementary		
Danette Dicks	Asst. Principal, ECE		
Nicole Sheen	Asst. Dir. EL		
Olivia Smith	Executive Director		

*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>	<i>Low English Language Arts (ELA) growth scores for all students</i>	☒ Talent Development	• Students in Ms. Smith's 6th Grade ELA class • Caregivers of 5th grade students • School leaders responsible for quarterly instructional observations	• 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
1. Inconsistent application of evidenced-based practices instructional practices.	Low English Language Arts (ELA) growth scores for all students.	☐ Transformational Leadership ☐ X Talent Development ☐ X Instructional Excellence ☐ Strong School Climate and Culture ☐ Operational Health	Instructional coaches/teachers in 2 nd – 5 th grade students School leadership responsible for supporting weekly PLCs and quarterly instructional observations	-Effective Science of Reading PD to improve instruction. -Need to set clearer expectations for all ELA instructional staff to ensure they are equipped to improve the literacy skills of students.

2. Low school attendance for all students.	Lack of comprehensive plan/strategy to engage students and families connected to the pursuit of student academic goals.	☐ Transformational Leadership ☐ Talent Development ☐ Instructional Excellence ☒ X Strong School Climate and Culture ☒ X Operational Health	All teachers PK3-5 th grade students School counselors School leadership	-Need to implement a comprehensive attendance plan to engage students and families (emphasis on changing parent/student behavior, improving student school experience, and removing barriers to attendance). -Re-engage partnership with community-based organization (e.g., Show Up Show Out) -Implement a family engagement and communication strategy: use multiple modes to communicate such as teacher emails and calls, school wide emails, robo-texts, home visits (during key times of the school year such as school breaks and from spring break to the end of the school year)
3. Low retention of teachers.	High teacher turnover negatively affects student achievement for all students.	☒ X Transformational Leadership ☒ X Talent Development ☐ Instructional Excellence ☒ X Strong School Climate and Culture ☒ X Operational Health	Caregivers of students in 1-5 grades School leadership responsible for supporting weekly PLCS and quarterly instructional observations	-Caregivers recognize low retention of teachers impacts instructional outcomes for students. -Teacher turnover negatively impacts student achievement (2024 Update: What's the Cost of Teacher Turnover, Learning Policy Institute) -Re-engage partnership with community-based organization (e.g., Show Up Show Out) -PD: Effective teacher professional development, Learning Policy Institute -Use multiple modes to communicate -DC SAYS (June results) staff belonging low domain

Resource Allocation Review Summary

STAP should review the Resource Allocation Review that was conducted by the LEA and determine which elements inform the school's school improvement efforts. Please insert your responses here:

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 (EXAMPLE)			
Goal Statement:	<i>EXAMPLE: Student growth to proficiency score in ELA will increase from 46.1% in SY23-24 to above the SY23-24 state average (49.6%) by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>		
Metric:	<i>EXAMPLE:</i> <u>Goal Metric:</u> DC CAPE ● ELA Growth to Proficiency Score <u>Leading Indicators:</u> Grades 3-5 iReady ● % of students meeting or exceeding annual and stretch growth targets ● % of students mid/late grade level ● % of students 2 years or more below grade level		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
<i>EXAMPLE:</i>	47.6%	49.1%	50.6%

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

DC CAPE ELA Growth to Proficiency			
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
If we use reliable data sources to inform our instructional decision making with fidelity, expand access to high impact tutoring and strengthen literacy instructional practices, our formative assessment scores will increase and ultimately lead to improved outcomes and growth on summative assessments.			

SMART Goal #1			
Goal Statement:	Increase student growth to proficiency in ELA from 23% in SY 23/24 to 31% or above by the end of year 3 (SY26-27).		
Metric:	Interim metrics will be used to inform how we drive good student learning outcomes. NWEA MAP (K-5) - Student Normed Achievement Scores Baseline: 22.4% We plan to use MAP's Growth Goal Explorer to set academic targets for students. MAP Data Target 50% of the low-average students will move to the average range. 50% of the low students will move to the average range. IXL(K-5) - Snapshot Growth Report		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
23%	25% (+2%)	28% (+3%)	31% (+3%)
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
Poor reading scores stem from gaps in foundational literacy skills, such as phonics, vocabulary, comprehension strategies, and quality resources. By targeting and addressing these root causes, students will build a stronger base in reading fluency and comprehension, leading to consistent			

growth. As students strengthen these foundational skills, they are better equipped to comprehend grade-level texts, which directly impacts their growth-to-proficiency score.

SMART Goal #2

Goal Statement:	Decrease the rate of chronic absenteeism for K-5 students from 40.9 (this baseline rate is based on our April 2025 chronic absenteeism data) in SY 24/25 to 34.9% or less by the end of SY 26/27.		
Metric:	PowerSchool Attendance Data (K-5) • K-5 Weekly Attendance report data • K-5 Quarterly Attendance report data		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
40.9% (April 2025 data)	40.9%	37.9% (-3%)	34.9% (-3%)

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

Chronic absenteeism refers to a pattern of missing a significant number of school days, typically defined as missing 10% or more of the school year, which can have negative impacts on academic performance. There are several causes of chronic absenteeism, including homelessness, economic challenges, lack of health concerns, school-related issues e.g. bullying, lack of engagement.

SMART Goal #3

Goal Statement:	Increase retention of effective and highly effective Teachers from 49% in SY 23/24 to 70% by the end of SY 26/27.		
Metric:	• Evidenced-based Performance tool/framework for each instructional position • Relevant and responsive professional development • Staff Self-Assessment as a part of the evaluation process • Staff Culture Survey • Human Resource Retention/Exit Survey		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
49%	54% (+5%)	59% (+7%)	70% (+9%)

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

Developing talent in an organization involves fostering growth and potential in employees, ensuring they acquire new skills, and providing opportunities to advance in their careers. Implementing a comprehensive talent management strategy includes:

- Recruiting and hiring mission-aligned, diverse, and high-quality educators,
- Providing targeted onboarding and ongoing professional development aligned to instructional priorities,
- Creating a culture of continuous feedback, growth, and recognition, and
- Establishing clear leadership pathways and opportunities for advancement,

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 (EXAMPLE)	
Goal Statement	<i>EXAMPLE: Student growth to proficiency score in ELA will increase from 46.1% in SY23-24 to above the SY23-24 state average (49.6%) by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>
Strategies	<i>EXAMPLE:</i> A. <i>Strategy A: Leverage iReady Diagnostic and Instructional Tools</i> B. <i>Strategy B: Scale High Impact Tutoring</i>
Strategy A Description:	<i>EXAMPLE: Analysis of iReady Reading Score Reports, through weekly data meeting and planning protocols, to determine Tier 1 and Tier 2 instruction throughout the school year.</i>
Strategy A Owner:	<i>EXAMPLE: Instructional Coach</i>
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <i>EXAMPLE:</i> ☒ Talent Development ☒ Instructional Excellence	

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.

Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:

***EXAMPLE:** This is an improvement upon our existing planning structure and expectations. Presently, teachers use a planning template and are encouraged to use score report data to inform instruction. Our future state will result in significant improvement by systematically increasing our use of evidence-based best practices. These will include a supported use of data to inform tier 1 instruction. Additionally, the expectation of further differentiation through Tier 2 strategies, including needs-based small groups, will be supported by the instructional leadership team consistent participation throughout the school year. Moreover, we have new staff members who need to learn our systems of using data to inform instruction.*

Possible Funding Source for Strategy A:

***EXAMPLE:**
Investment in Schools Grant
Title II funds*

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

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

Strategy B Description:

***EXAMPLE:** Scale High Impact Tutoring to identified students in Grades 3-5*

Strategy B Owner:

***EXAMPLE:** Assistant Principal*

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

EXAMPLE:

- ☒ Talent Development
- ☒ Instructional Excellence
- ☒ Strong School Culture & Climate
- ☒ 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:

***EXAMPLE:** This is a substantially new strategy as High Impact Tutoring has not previously been available to our students in Grades 4 and 5.*

Possible Funding Source for Strategy B:

***EXAMPLE:**
Investment in Schools Grant; UPSFF funds*

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 <i>EXAMPLE Revise master schedule to accommodate High Impact Tutoring during the school day for Grades 3-5</i>	8/1/25	8/20/25

B.2 <i>EXAMPLE Establish monitoring structure to determine and revise student groups designated to receive High Impact Tutoring</i>	8/20/25	9/5/25
B.3 <i>EXAMPLE Launch weekly data and planning meetings with High Impact Tutoring instructional team</i>	9/30/25	10/6/25

SMART Goal #1	
Goal Statement	Specific: Increase student growth to proficiency in ELA from 23% in SY 23/24 to 31% or above by the end of year 3 (SY26-27). Measurable: Achieve a 2% increase in year 1, followed by a 3% increase in both year 2 and year 3, reaching 31% proficiency by year 3 as measured by the NWEA (MAP) Assessment. Achievable: The annual increase of 3% in years 2 and 3 is based on previous data and is set within realistic expectations for student growth. Relevant: This goal is aligned with the school's focus on improving student proficiency in ELA in grades K-5. Time-bound: The goal will be achieved by the end of year 3, with triannual progress check-ins (MAP) in year 1, year 2, and 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): A. Implement Imagine Learning curriculum with fidelity through data informed practices B. Leverage and scale Science of Reading Instructional practices
Strategy A Description:	All ELA classes will have the necessary materials for small and whole group instruction. Handwriting (supports letter recognition, phonics, retention, spelling, and reading comprehension) and Imagine Learning texts (Tier 1) and Phonics (Tier 1)
Strategy A Owner:	Instructional Coach
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 ☐ Operational 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: In the current SY 24/25, we have begun the process of realigning our ELA curriculum and instructional practices/materials (prior instructional practices were driven by balanced-literacy approaches) with the Science of Reading. Moving forward, our goal is to consistently implement evidenced-based instructional practices to improve literacy scores. In addition, we have recast our MTSS framework to ensure all students receive	

high impact Tier 1 instruction with the expectation that further differentiation through Tier 2 strategies will support students who require more scaffolding.

Possible Funding Source for Strategy A:	School Improvement Grant and/or Bridges PCS curriculum 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 Audit of ELA (Imagine Learning) K-5 curriculum materials	March 1, 2025	March 31, 2025
A.2 Prune misaligned materials and add/replenish aligned materials and distribute materials to instructors.	April 1, 2025	August 22, 2025
A.3 Implement protocols to for weekly PLC data review for all grades.	August 11, 2025	October 3, 2025
A.4 Research, purchase and utilize a literacy screener (DIBELS or iReady) to provide diagnostic data and weekly standard-based assessment to be utilized for instructional decision making including (MTSS process). Seek OSSE support to determine what literacy screener might meet our needs.	April 1, 2025	June 18, 2027

Strategy B Description:	Science of Reading professional development. Overview and grounding in the SOR. On-going in-depth training on the 5 pillars of reading, practical application (connecting theory to practice), differentiated instruction (practices to address learner variability), and assessment (professional development on how to assess student reading skills and progress).
-------------------------	---

Strategy B Owner:	Elementary and ECE Assistant Principals
-------------------	---

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

- ☒ X Transformational Leadership
- ☒ X Talent Development
- ☒ X Instructional Excellence
- ☐ Strong School Climate and Culture
- ☒ X Operational 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, this is a new approach we implemented at the beginning of SY 24/25.

Possible Funding Source for Strategy B:	School Improvement Grant and/or Bridges PCS budget.
---	---

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 Source providers: SOR Professional Development	March 1, 2025	August 22, 2025

B.2 Plan and Implement SOR Professional Development	August 1, 2025	June 11, 2027
B.3 Implementation of quarterly instructional walkthroughs, regular coaching cycles, PLC weekly student data reviews, and professional development to adjust and improve student outcomes.	August 25, 2025	June 18, 2027
B.4 Examine formative assessment data (quarterly), including triannual MAP data, to monitor student progress and target instruction.	August 25, 2025	June 18, 2027
B.5. Add a literacy coach to deliver high levels of targeted Tier 2 and 3 instruction for grade K-2 students aligned to the MTSS process. Currently, in discussions with OSSE about OSSE providing Bridges with a literacy coach for the next two years to support this initiative.	July 1 2025	June 18,2027
B.6 Research and purchase instructional resources (Tier 2 phonics kits, decodable text) supporting the application of the Science of Reading (includes all SOR pillars). In grades 3 – 5, this means ensuring students retain foundational reading skills while progressing to more complex texts and vocabulary (e.g., shoring up students' phonemic awareness/phonics, addressing fluency struggles, growing vocabulary, comprehension, and lack of prior knowledge). We currently use Wilson's Foundations (exploring 95% Group) for phonics, and exploring Quick Reads for fluency, Great Minds, Wit and Wisdom for comprehension and vocabulary.	January 6, 2025	July 31, 2025
B.7 Participate in OSSE's Learning Series: Science of Reading (10 Modules)	March 2025	August 2025

SMART Goal #2:	
Goal Statement	Specific: Decrease the rate of chronic absenteeism for K-5 students from 40.9% (baseline rate is drawn from our April 2025 chronic absenteeism data) in SY 24/25 to 34.9% or less by the end of SY 26/27. Measurable: K-5 attendance will be measured as the percentage of students attending school regularly. Achievable: Develop and implement strategies such as establishing strong and consistent communication with families, robust family engagement, early warning system, and addressing barriers – if we have the resources or can make referrals to outside agencies – to support families with attendance (e.g., transportation, lack of childcare, and family support).

	Relevant: Aligns with the school's and PCSB goal for attendance, contributing to overall academic success. Time-bound: The goal will be reached by the end of SY 26/27.
Strategies	A. Attendance committee will meet weekly and implement an MTSS process (i.e., attendance, student performance and behavior data to inform targeted intervention and support.) and develop a Bridges attendance planning calendar (e.g., Attendance Works – chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.attendanceworks.org/wp-content/uploads/2019/06/Attendance-Planning-Calendar-K-12-SAMPLE-ACTIVITIES-rev-3-28-23.pdf) B. Implement a comprehensive attendance strategy that utilizes attendance data and weekly attendance committee meetings to proactively monitor and track students before they meet chronic absenteeism threshold. As well as engages with families in problem solving to improve school attendance.
Strategy A Description:	The use of data to monitor when outreach and intervention is needed with families is key to improving school attendance. This in addition to family outreach/engagement, coordinated family communication (e.g., beginning of the year, pre and post breaks), and minimizing barriers – before/aftercare, no early dismissal day). The plan is to couple this with our student engagement strategy of celebrating attendance successes and acknowledge improvements in attendance (e.g., school community recognition, special privileges, or small reward) and making school an exciting experience students do not want to miss out on – school culture and climate (i.e., safe, fun, nurturing, and challenging), dynamic learning experiences, field trips, and strong connections to teachers.
Strategy A Owner:	Attendance Committee (Christa Mosley – Dean of Student Culture, Gisselle Brown – Director of Student Support Services, Sybil Pernell – Asst. Director of Student Support Services, Vanessa Murray – School Counselor, Maiya Monteiro – School Counselor, Kristel Guzman – Operations Manager, and Ana Bedwell-Hutton – Bilingual Receptionist/Attendance Tracker)
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 ☒ Operational Health	
Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal: We are expanding several of the initiatives we began this SY 24/25. As we move forward, the objective is twofold: one, proactively engage families and two, implement an early warning system to target students before they meet the chronic	

absenteeism threshold. These complementary objectives will support better coordination and intention of our goal of improved family engagement and in-seat student attendance.		
Possible Funding Source for Strategy A:	School Improvement Grant and/or Bridges PCS 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 Expand the Attendance monitoring work to include representation from SPED, EL, Elementary, and ECE. The committee will conduct a deep data analysis quarterly to review trends and support the work of the standing Attendance Committee. Insight can be developed by these staff people from their areas of expertise (ECE, EL SPED) on tailored intervention needed for different student groups.	January 6, 2025	June 18, 2027
A.2 Work w. PowerSchool to determine how we can modify the SIS system to support tracking of the specific marker of days absent which trigger different types of outreach to families to be done by school staff.	June 2025	August 2025
A.3 Review and revise as needed attendance policy, attendance committee work process and procedures and processes and procedures for outreach to families. Put updates into the Parent Handbook that is distributed at the start of the school year.	June 2025	August 2025
A.4 During the school year incorporate information on policy, procedures and resources for support for families in the following touch points with families: Back to School Night, Parent Orientation Sessions and Parent Teacher Conference meeting.	August 2025	June 2027
A. 5 Develop family engagement strategy for families of students who had attendance concerns during the school year – includes communication, early contact (summer '25 communication) with chronically absent students during SY 24/25, and the development of an early warning system specific to these students. Implement each year going forward.	May 2025	June 2027
A.6 Weekly Attendance Committee Meetings will use Bridges retooled MTSS process as a framework to implement proactive initiatives (e.g., early warning system, family communication before students hit the chronic absenteeism threshold, attendance planning calendar, and partner with OSSE - Aric Fulton, the Deputy Mayor for Education's Office - Abdu'l Karim Ewing Boyd, and PCSB-Michele Gray for guidance and support) and tailor interventions to meet student needs.	August 22, 2024	June 18, 2027

Strategy B Description:	Adjust the school calendar for SY 2025/2026 from 1:00 pm Friday dismissal to full day Friday. Our weekly attendance tracking data reflects a significantly lower (well below Bridges PCSB unique accountability attendance target of 90 percent.) Friday attendance rate across all grade levels.	
Strategy B Owner:	School Leadership Team	
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 ☒ Operational 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, removing early dismissal Fridays is a new strategy to decrease high absenteeism rates on Fridays while increasing in-seat attendance and instructional time.		
Possible Funding Source for Strategy B:	No funding required.	
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 Conducted a review of weekly attendance data trends which led to a review and revision of the school calendar to adopt a new full day Friday instructional day schedule for SY 25-26.	February 2025	March 2025
B.2 Discussed with school staff and parents plans to adjust the school calendar through meetings and written communication. Coffee with the Principal, and meetings with Bridges Instructional Leadership Team and whole school Staff meetings. Newsletters to families and staff.	February 2025	April 2025
B.3 Distribute school calendar to current staff and families and incoming families via newsletter, enrollment packets and email.	April 2025	June 2027
B.4 Review the attendance data to monitor impact of full school day Fridays as part of regular attendance meetings.	September 2025	June 2027

SMART Goal #3:	
Goal Statement	Specific: Increase retention of effective and highly effective Teachers based on the OSSE Model Teacher Framework and improve overall Teacher retention from 49% in SY 23/24 to 70% by the end of SY 26/27. Retain Teachers who score effective to highly effective on the OSSE Model Teacher Framework by improving staff

	engagement, providing professional development, and creating a supportive work environment. Measurable: Track Teacher retention rates annually, aiming to reach 70% retention of effective to highly effective staff by the end of SY 26/27. Achievable: Implement strategies such as offering competitive benefits, creating career growth opportunities, and fostering a positive school culture to retain staff. Relevant: This goal aligns with the overarching objective of maintaining a high-quality, stable teaching corps to ensure consistent student success. Time-bound: Achieve 70% staff retention of effective and highly effective teachers by the end of SY 26/27.	
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): A. Implement evidenced-based Performance Tool B. Develop robust onboarding and orientation process to improve staff sense of belonging C. Intentional Professional Development	
Strategy A Description:	Modify the current performance tool to include the “Developing” category and professional development goals.	
Strategy A Owner:	School Leadership Team	
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 ☒ Operational 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, this is a new and more intentional approach to retain and recruit effective teachers.		
Possible Funding Source for Strategy A:	School Improvement Grant and/or Bridges PCS curriculum 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 Consult with OSSE to explore additional tools to augment the Model Teacher Framework rubric to monitor and develop teacher efficacy.	April 1, 2025	August 22, 2025

A.2 Modify the current performance tool to include data on culture.	April 1, 2025	August 22, 2025
A.3 Develop and administer exit interviews with fidelity.	April 1, 2025	June 18, 2027
A.4 Administer staff climate survey (OSSE DC SAYS) and develop and conduct retention interviews.	April 1, 2025	June 18, 2027
Strategy B Description:	Orientation and Onboarding	
Strategy B Owner:	Human Resources/School Leadership Team	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one: ☒ X Transformational Leadership ☒ X Talent Development ☐ Instructional Excellence ☒ X Strong School Climate and Culture ☒ X Operational 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, this is a new strategy to build structures, systems, processes, and routines.		
Possible Funding Source for Strategy B:	School Improvement Grant and/or Bridges PCS budget.	
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 A new Preservice Summer Institute – Three-day Summer Institute: training for new to Bridges staff - this includes <u>onboarding</u> - e.g., HR and <u>orientation</u> - e.g., Bridges 101 (instructional philosophy, systems, routines, and practices) – inclusive co-teaching instructional model, teacher leader training, and assigning new staff with mentor/partner staff. Two-week Pre-Service training for all Bridges staff: model classrooms, share SY25/26 PD calendar (inclusive co-teaching instructional model, Universal Design for Learning and Leadership training, MTSS, and Child Development informed instructional practices.	March 3, 2025	June 18, 2027
B.2 Redesign and Roll out new co-teacher model for 1 st – 5 th grade: Teacher Lead Roles & responsibilities for shared leadership in the execution of the School Improvement Plan.	May 5, 2025	June 13, 2025
B.3 Summer Retreat for (summer 25 and again summer 26) Instructional Leadership Team and Senior Leadership Team to examine goals and strategic needs for professional development and delivery.	June 25, 2025	August 5, 2026
Strategy C Description:	Instructional Leadership Team / School Leadership Team Professional Development	
Strategy C Owner:	School Leadership Team	

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
- ☒ Operational 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, this is a much more intentional and strategic approach to build and strengthen leadership efficacy.**

Possible Funding for Strategy C:

School Improvement Grant and/or Bridges PCS budget.

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 Investigate potential Professional Development- OSSE, Jounce Partners, and NTP leadership for Science of Reading	February 3, 2025	September 26, 2025
C.2 Participate in Professional Development opportunities offered by OSSE, Jounce Partners, or NTP to build and strengthen teacher efficacy.	January 6, 2025	June 18, 2027
C.3 Summer Retreat for School and Instructional Leadership Teams (e.g., principal, assistant principals, instructional coaches, department directors, and coordinators) to plan preservice, academic year professional development activities, and other routines and practices to support the implementation of year 2 of the SIP.	June 25, 2025	August 22, 2025

Step 3: Sustaining Progress

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

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

Directions: In the box below please explain how your school **will monitor the 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:

student

- Weekly STAP meetings to monitor existing student performance data by tracking MAP, iReady, and other formative assessment student data.
- Weekly STAP meetings will track and monitor performance against the three SIP goals.
- Quarterly program audits and updates to track and monitor progress of the implementation of new routines and practices e.g., data from retention/exit interviews, efficacy of attendance committee recommendations, and implementation of SOR instructional practices.
- STAP will use metrics from weekly meetings, beginning of the year, mid-year review, and end of year review of SIP goal data to make timely adjustments and course corrections.

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.