



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:	Cardozo Education Campus
LEA:	DC Public Schools
Year:	SY 25-25 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"/> <i>Targeted Support and Improvement (TSI)</i>
Date Completed:	February-March 2025

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
Arthur Mola	Principal	Chair	Leads schoolwork around the 5 Accelerate DC pillars.
Marie Bucciero	Assistant Principal	Vice-Chair	Supports Principal with school level leadership.
Paul Abdou	Teacher/WTU Building Rep	Member	Implements instructional strategies aligned to improvement work.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Rashad Lynch	Teacher/LSAT Co-Chair	Member	Implements instructional strategies aligned to improvement work.
Tierra Ingram	Assistant Principal of Instruction	Member	Supports Principal with school level leadership.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

			instructional strategies aligned to improvement work.

LEA Team for Accelerating Progress (LTAP) Members			
Name	Role in LEA	Role in LTAP	Expertise
Drewana Bey	Deputy Chancellor	Chair	Leads district's socio-emotional and academic divisions.
Paige Hoffman	Chief, OSIS	Vice-Chair	Leads district's Office of School Improvement and Supports
Kim Jackson	Chief, Schools	Member	Leads district's Office of Schools supporting Instructional Superintendents
Corie Colgan	Chief, Office of Teaching and Learning	Member	Leads district's Office of Teaching and Learning
Glenn Starnes	Senior Deputy Chief, SEAD Strategy	Member	Leads district's work around graduation and college and career readiness
Nancy Wright	Senior Deputy Chief, Employee Services	Member	Leads district's work around teacher retention and recruitment
Tiphonie Scroggins	Deputy Chief, School Improvement	Member	Leads district's work around accountability and school designations
Mike Lamb	Deputy Chief, Learning and Development Science	Member	Lead's district's work around whole-child frameworks
Justin Good	Manager, Continuous Improvement	Member	Leads district's work around school improvement planning.
Sonya Soloway	Manger, Design	Member	Leads district's redesign and transformation work
Sherilyn Land	Specialist, Continuous Improvement	Member	Leads district's work around school improvement planning.

Mary Nicholson	Manager, OSIS Budget and Strategy	Member	Leads district's work around school improvement budgeting
Connie Parham	Director, Innovation & Design	Member	Leads district's redesign and transformation work
Faiza Siddiqui	Director, Cluster Support Model	Member	Leads district's work around centralized school supports
Kirsten Karttunen	Director, School Data and Performance	Member	Supports and leads school use of data platforms
Zakyia Goins-McCants	Specialist, School Data and Performance	Member	Supports and leads school use of data platforms
Jessica Gonzalez	Director, Secondary Math	Member	Supports and leads district's work in Secondary Math Instruction
Amie Thorne	Manager, Secondary Math	Member	Supports and leads district's work in Secondary Math Instruction
Abby Welsheimer	Director, Secondary ELA	Member	Supports and leads district's work in Secondary ELA
Anthony Hiller	Senior Director, Literacy and Humanities	Member	Leads district's work in Secondary Literacy and Humanities
Joy McDowell	Specialist, Incident Responses	Member	Support district's work in Equity and Inclusion
Alex Mendoza	Coordinator Equity Student Programs	Member	Support district's work in Equity and Inclusion
Carla Mike	Manager, Connected Schools	Member	Leads district's work around community schools

*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. Professional Learning systems and structures are not robust. Therefore, teachers lack the time, consistent systems, and structures needed to achieve ambitious academic achievement.</p>	<p>Few students are demonstrating proficiency "expressing mathematical reasoning" and, as a result, many math teachers are unable to see and assess students' learning gaps, which leads to low CAPE Math proficiency and limited student growth.</p> <p>All students, including students receiving special education services and multilingual learners,</p>	<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"/> Operational Health</p>	<ul style="list-style-type: none"> • Parent representatives on LSAT • Academic Leadership Team • LEA Level Team for Accelerating Progress • Teachers and Staff • Students in Grades 6-12 	<ul style="list-style-type: none"> • The current schedule for Professional Learning does not provide enough time for both content learning and meaningful data analysis • Teachers may lack the depth of content knowledge needed to facilitate high- level student discourse effectively, impacting instruction and learning outcomes. • The structure of Learning Lab Fridays does not fully support consistent and systematic data analysis for instructional improvement. • Clear processes for unit internalization in math are missing, and teachers are not

	<p>need targeted support on literacy standards, particularly vocabulary and comprehension to demonstrate improved proficiency and growth on CAPE ELA.</p>			<p>consistently anticipating or addressing student misconceptions.</p> <ul style="list-style-type: none"> • Systems for closing the feedback loop with teachers, such as actionable insights and follow-up support, are not consistently established.
<p>2. Improvement efforts have not been emphasized or communicated effectively to establish a sense of urgency across the school community by school leaders.</p>	<p>Few students are demonstrating proficiency "expressing mathematical reasoning" and, as a result, many math teachers are unable to see and assess students' learning gaps, which leads to low CAPE Math proficiency and limited student growth.</p> <p>All students, including students receiving special education services and multilingual learners, need targeted support on literacy standards, particularly vocabulary and comprehension to demonstrate</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health 	<ul style="list-style-type: none"> • Parent representatives on LSAT • Academic Leadership Team • Students in Grades 6-12 • LEA Level Team for Accelerating Progress • Teachers and Staff 	<ul style="list-style-type: none"> • Insufficient focus on fostering a strong community dedicated to enhancing academic achievement and promoting well-being. Benchmark and summative assessment data are not being effectively unpacked and internalized by students and teachers to inform instruction and goal setting. • Opportunities for teachers to develop discourse strategies have not been consistently provided, limiting growth and monitoring cycles. • Clear and consistent systems for monitoring and providing feedback to support teacher development are missing.

	improved proficiency and growth on CAPE ELA.			
3. Relationships with families and students need to be driven by shared academic and social-emotional goals.	<p>Few students are demonstrating proficiency "expressing mathematical reasoning" and, as a result, many math teachers are unable to see and assess students' learning gaps, which leads to low CAPE Math proficiency and limited student growth.</p> <p>All students, including students receiving special education services and multilingual learners, need targeted support on literacy standards, particularly vocabulary and comprehension to demonstrate improved proficiency and growth on CAPE ELA.</p>	<input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health	<ul style="list-style-type: none"> • Parent representatives on LSAT • Academic Leadership Team • LEA Level Team for Accelerating Progress • Teachers and Staff • Student focus groups Grades 6-12 	<ul style="list-style-type: none"> • Families are not actively involved in reviewing student data or participating in goal-setting activities, limiting their engagement in the learning process. • School climate impacts student learning, engagement, and academic success; Supporting parents with understanding academic progress reporting will ensure that all stakeholders are working towards a common goal of student success. • We need to continue to focus on building supportive and trauma-informed relationships with our students so they can fully engage in our academic programming.

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:

The current DCPS structures and supports will enhance our mission to improve school performance and ensure equitable resource distribution/implementation. These supports will amplify our school leadership structures, develop internal talent, strengthen instructional programming & foster a positive school environment where students can succeed academically. They will provide a framework for effective strategy implementation & monitoring processes.

There are a few of DCPS support that align with the framework domains that we may not be taking full advantage of at the school level:

- **Talent Development:** Actively participating in Principal/AP PLCs & programming that provide coaching and site visits to support successful implementation of new initiatives.
- **Instructional Excellence:** Ensuring that Instructional Coaches and other members of our Instructional Leadership Team are engaged in targeted "on-the ground" coaching for our highest needs areas: Math/ELA
- **Transformational Leadership:** *School Data & Performance Supports*-Working closely with our data specialist on using data to improve decision-making and strategic planning and establishing a system of data resources for the continued use of data in continuous improvement.

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?

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

SMART Goal #1			
Goal Statement:	By the end of Year 3 (SY 26-27), DC CAPE Math proficiency score will increase from 2% in SY23-24 to 20% (annual increase of at least 6 percentage points).		
Metric:	DC CAPE Math Proficiency Leading Indicators: <ul style="list-style-type: none"> • MAP Growth Math (% of students meeting growth targets), • iReady Math (MS) (% meeting or exceeding typical and stretch growth targets, % of students scoring On Mid, Late or Above) 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
2%	8%	14%	20%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
By ensuring that we have strong systems of professional learning focused on a rigorous, standards-based Math curriculum, we will provide coaches dedicated opportunities to work alongside teachers to analyze student data and develop instruction that is response to student needs. When teachers and students have a better understanding of their instructional data, they can have clearer dialogue around student progress and needs and strengthen relationships and ownership in learning and increased academic success. We will leverage the professional learning structure to focus explicitly on instructional planning and facilitation focused on algebraic thinking (high-school) and multiple problem-solving paths (middle-school) so that we attain ambitious academic gains.			

SMART Goal #2			
Goal Statement:	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 11% in SY23-24 to 29% (annual increase of at least 6 percentage points).		
Metric:	DC CAPE ELA Proficiency Leading Indicators: <ul style="list-style-type: none"> • MAP Growth Reading (% of students meeting growth targets) • ANet ELA (% of students scoring 60% or above) 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
11%	17%	23%	29%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
A focus on instructional planning and scaffolding through intensive, ongoing, job-embedded professional development will lead to clearer student data and stronger student outcomes, which will also increase student and family ownership and engagement in learning. As many of our students have yet to master foundational literacy skills, a focus on language and vocabulary development in core and intervention spaces will provide teachers with the skills to meet student needs, which will also result in stronger outcomes.			

SMART Goal #3	
Goal Statement:	By the end of Year 3 (SY 26-27), the ACCESS Growth score will increase from [REDACTED] to 15% [REDACTED] [REDACTED]).

Metric:	ACCESS Growth Score		
	Leading Indicators: <ul style="list-style-type: none"> • WIDA writing rubric to score writing samples by term 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
██████	5%	10%	15%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>To attain ambitious academic gains, English language learners need access to explicit, targeted, and direct instruction in Reading along with scaffolds to access academic content. Simultaneously, we need to ensure that English language learners are connected to the schooling experience through fostering relationships with supportive adults and that they have access to additional partnerships which can enhance their educational experience.</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.
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SMART Goal #1	
Goal Statement	By the end of Year 3 (SY 26-27), DC CAPE Math proficiency score will increase from 2% in SY23-24 to 20% (annual increase of at least 6 percentage points).
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): <ol style="list-style-type: none"> A. Build teacher and coach capacity through implementing on-going, intensive professional learning (LEAP) focused on the teaching of specific curriculum. B. High-school teachers will provide instruction for students to solve problems by intentionally choosing alternative algebraic strategies. C. Middle school teachers will instruct students to solve problems using multiple problem-solving strategies. D. Connected Schools (DCPS Implementation of the Community Schools model)
Strategy A Description:	On-going, job-embedded intensive professional learning focused on the teaching of specific curriculum will provide teachers the opportunity to plan rigorous, standards-aligned lessons with coaching support during lesson internalization protocols.
Strategy A Owner:	Dr. T (Math Instructional Coach) & AP Ingram
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one:	

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"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>We will continue to implement existing weekly planning meetings and LEAP meetings with a clearer focus on highest-leverage skills students need to master based upon our analysis of formative data, such as the required curriculum tasks. This will ensure that we are planning and delivering instruction that is aligned to student learning gaps, which will lead to higher student achievement.</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: Determine the scope of professional learning to build the capacity of coaches/instructional leaders to lead PLCs	03/17/25	06/30/25
A.2: Establish a schedule to allow for intensive coaching and planning support in PLC and Coaching Cycles.	06/30/25	08/30/25
A.3: Establish a process to monitor professional learning at the coach and teacher levels.	08/30/25	12/30/25
Strategy B Description:	When students learn and access multiple algebraic strategies, they approach problems with greater flexibility. Comparing solution strategies can help deepen students' conceptual understanding, which allows them to extend knowledge and think abstractly	
Strategy B Owner:	Dr. T (Math Instructional Coach) & AP Ingram	
<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> <p>While this strategy is not a continuation or directly correlated to any support provided at the school level, this will strengthen teachers' capacities and deepen their content knowledge. Through this continued development, it enhances teachers' ability to explain concepts clearly, address student misconceptions, and implement effective instructional strategies, leading to improved student understanding and achievement. Teachers can foster a deeper appreciation for math, making learning more engaging and accessible for students.</p>		
Possible Funding Source for Strategy B:	DCPS school-based budget, Investment in Schools grant	

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

Milestone	Start Date	End Date
B.1: Clearly define protocols for teachers and students to monitor and reflect on the problem-solving process.	03/17/25	06/30/25
B.2: High school teachers work with math coach/admin to set goals and action plans (informed by data from student artifacts) around encouraging students to choose/use multiple strategies when solving problems.	08/01/25	09/30/25
B.3: Teachers implement instruction, goals are evaluated, and next steps/action plans are updated to sustain and continue implementation	10/1/25	12/31/25

Strategy C Description: **When students are exposed to problems that are solved using multiple strategies, students are enabled to become more efficient in selecting appropriate ways to solve math problems with greater ease and flexibility.**

Strategy C Owner: **Dr. T (Math Instructional Coach) - AP Ingram – Dr. Fields**

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:

The continued development of this strategy will enhance students' ability to explain concepts clearly, identify and explain misconceptions, and build mathematical literacy. This will lead to improved student understanding and achievement, thus fostering a deep understanding of mathematical concepts & engagement as a foundation for high school math courses.

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: Clearly define protocols for teachers and students to monitor and reflect on the problem-solving process.	03/17/25	06/30/25
C.2: Middle school teachers work with math coach/admin to set goals and action plans (informed by data from student artifacts) around highlighting multiple strategies during instruction	08/01/25	09/30/25

C.3: Teachers implement instruction, goals are evaluated, and next steps/action plans are updated to sustain and continue implementation	10/1/25	12/31/25
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Strategy D Description:	Connected Schools There are four core features of community schools: (1) collaborative leadership and practices, which includes data-informed planning, public-private partnerships, and needs assessments; (2) family and community engagement, which includes family nights, family leadership training, and specialized programs such as adult education classes and home visits; (3) expanded learning time and opportunities, which includes hands-on learning experiences, summer programming, and cofacilitation of programming with community based organizations before, during, and after school; and (4) integrated student supports, which includes mental health, reproductive health, vision screenings, mentoring, and vulnerable youth services such as homelessness.	
Strategy D Owner:	Connected School Manager	
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 type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" 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: Previous implementation of the Connected Schools Model focused heavily on Pillar 3, specifically by cultivating and coordinating partnerships for Learning Lab Friday programming. We will continue to coordinate partnerships for academic and SEL support but will focus family engagement efforts more directly on providing teachers and families resources and space to develop shared academic and SEL goals.		
Possible Funding for Strategy D:	DCPS school-based budget, Investment in Schools grant	

Milestones for Strategy D: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.		
Milestone	Start Date	End Date
D.1 Create a scope and sequence of quarterly family engagement sessions focused on equipping families to support student academic and social emotional success	7/1/25	8/29/25
D.2 Train teachers on Remind platform and provide turnkey templates to share academic information with families	8/1/25	5/31/26

SMART Goal #2:		
Goal Statement	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 11% in SY23-24 to 29% (annual increase of at least 6 percentage points).	
Strategies	<p>Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed):</p> <ul style="list-style-type: none"> A. On-going, job-embedded professional development with a focus on instructional planning and scaffolding in ELA. B. Building academic language and vocabulary: supporting understanding of subject matter with specific practices. C. Provide supplementary academic supports for students with a history of low academic achievement in middle school. D. Connected Schools (DCPS Implementation of the Community Schools model) 	
Strategy A Description:	On-going, job-embedded intensive professional learning focused on instructional planning and scaffolding will provide teachers the opportunity to plan rigorous, standards-aligned lessons with coaching support during lesson internalization protocols.	
Strategy A Owner:	Nina Graham (ELA Instructional Coach) & AP Ingram	
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>We will continue to implement existing weekly planning meetings and LEAP meetings with a clearer focus on highest-leverage skills students need to master based upon our analysis of formative data, such as the required curriculum tasks. This will ensure that we are planning and delivering instruction that is aligned to student learning gaps, which will lead to higher student achievement.</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: Collect data and evaluate where we have gotten to with the current three-reads approach.	03/17/25	06/30/25
A.2: Build a rubric for what students can do based on the level at which they enter/currently perform.	06/30/25	08/30/25
A.3: Introduce students to the rubric and use it to drive data talks and student-led conferences.	09/30/25	02/28/26
Strategy B Description:	Learners who struggle (including English language learners) require long-term, specific, and explicit instruction in language development and reading	

	skills. This practice includes designing classes and learning experiences for explicit language development, with a focus on comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language. Additionally, lessons should be planned around structured language objectives for integrating subject matter content, focusing on content-related reading and writing skills.	
Strategy B Owner:	Nina Graham (ELA Instructional Coach) & AP Ingram	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:		
<input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health		
Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal:		
<p>While we have implemented some of these practices previously, we have struggled to move towards a more robust implementation, and we believe expanding the work across content areas will have a significant impact.</p>		
Possible Funding Source for Strategy B:	DCPS school-based budget, Investment in Schools grant	
Milestones for Strategy B: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.		
Milestone	Start Date	End Date
B.1: Conduct learning walks (within and outside of the building) to identify current bright spots and implementation gaps.	03/17/25	06/30/25
B.2: Define learning trajectory (novice/intermediate) for teachers integrating three reads and vocabulary development.	06/30/25	09/30/25
B.3: Review close reading LEAP modules and build out a portion of time in three reads that focuses on vocabulary.	09/30/25	02/28/26
Strategy C Description:	To accelerate skill development, we will provide primary and secondary instructional interventions that target essential areas of development. We will provide Tier 1 interventions in core instruction by integrating vocabulary and comprehension practice. We will also provide Tier 2 interventions in core instruction in word recognition, vocabulary, fluency, and comprehension. We will also use evidence-based interventions (such as Read 180) as a Tier 3 intervention.	
Strategy C Owner:	Nina Graham (ELA Instructional Coach), AP Ingram, Dr. Fields	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:		
<input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence		

<input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health		
Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal:		
While we have implemented MTSS previously, we have used that structure to focus more on Tier 3 interventions, as opposed to having a broader system of interventions that extends more broadly into core instruction.		
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: Define screening and monitoring processes (BOY/EOY) to determine students for more intensive intervention cohorts.	03/17/25	06/01/25
C.2: Reconfigure schedule and scope of current interventionist position to reach more students while continuing to focus on a push-in and pull-out model.	05/01/25	08/30/25
C.3: Examine progress monitoring data and make pivots to student cohorts and intervention strategies.	12/01/25	02/28/26

Strategy D Description:	Connected Schools There are four core features of community schools: (1) collaborative leadership and practices, which includes data-informed planning, public-private partnerships, and needs assessments; (2) family and community engagement, which includes family nights, family leadership training, and specialized programs such as adult education classes and home visits; (3) expanded learning time and opportunities, which includes hands-on learning experiences, summer programming, and cofacilitation of programming with community based organizations before, during, and after school; and (4) integrated student supports, which includes mental health, reproductive health, vision screenings, mentoring, and vulnerable youth services such as homelessness.
Strategy D Owner:	Connected School Manager
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:	
<input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" 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:	

Previous implementation of the DCPS Connected (community) Schools model focused heavily on Pillar 3, specifically by cultivating and coordinating partnerships for Learning Lab Friday programming. We will continue to coordinate partnerships for academic and SEL support but will focus family engagement efforts more directly on providing teachers and families resources and space to develop shared academic and SEL goals.	
Possible Funding for Strategy D:	DCPS school-based budget, Investment in Schools grant

Milestones for Strategy D: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.		
Milestone	Start Date	End Date
D.1 Create a scope and sequence of quarterly family engagement sessions focused on equipping families to support student academic and social emotional success	7/1/25	8/29/25
D.2 Train teachers on Remind platform and provide turnkey templates to share academic information with families	8/1/25	5/31/26

SMART Goal #3	
Goal Statement	By the end of Year 3 (SY 26-27), the ACCESS Growth score will increase [redacted] to 15% ([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): A. Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems in middle school. B. Integrate long-term English learners in the high school into the school community and offer supports.
Strategy A Description:	Focused, intensive, small-group interventions will address phonological awareness, phonics, reading fluency, vocabulary, and comprehension and be delivered through explicit, direct instruction for English learners.
Strategy A Owner:	TBD MLL Instructional Coach & AP's
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: We will continue to build upon the existing supports and methodologies we have previously implemented (e.g., SIOP, three-reads) to ensure students receive targeted supports in areas of greatest need.	

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: Determine assessments and data sources to screen for the development of key Reading skills for English language learners.	03/17/25	06/30/25
A.2: Conduct screening assessments and review data to ensure students are matched to appropriate Reading interventions and supports.	08/25/25	09/30/25
A.3: Evaluate progress of English language learners in core instruction through formal review meetings and adjust instructional supports in Tier 1 core to ensure success.	10/30/25	02/28/26

Strategy B Description:	We will provide access to rigorous and relevant curriculum and foster relationships with supportive adults. We will continue to leverage existing relationship building structures such as advisories and community partnerships to ensure that our English learners have access to critical services and supports.
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Strategy B Owner:	TBD MLL Instructional Coach & AP's
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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:

Based upon the data we reviewed, our high-school ELs have made progress with social-emotional and academic supports continue to demonstrate a need for them to succeed in the learning environment.

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: Evaluate current partnerships and assess their fit for the needs of English language learners. Work with the DCPS Connected Schools team to cultivate new partnerships to address EL needs if needed.	03/17/25	06/01/25

B.2: Review EOY assessment data and determine student partnership matches to include strategic matches for advisory to ensure ELs have access to a supportive adult.	06/01/25	08/30/25
B.3: Collect and disaggregate EL student experience data and use it to evaluate partnerships and supports in place.	10/30/25	02/28/26

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.

There are a few key components that are in place to continually review the progress of implemented strategies. Teachers engage in a facilitated data session to review data, identify students' misconceptions, and determine the instructional method and delivery needed to increase student proficiency of the grade level standards. Teachers also engage in a bi-weekly planning sessions to unpack standards and create standards-aligned lessons for students. Additionally, as an instructional leadership team, the team conducts classroom observations to gather data on classroom practices and student learning.

Data Meetings and Planning Meetings happen on a bi-weekly basis. Teachers are placed on a bi-weekly schedule and engage in a facilitated planning meeting and data meeting. Instructional observations are conducted weekly by the instructional leadership team which is followed by a bite-sized action step for the teacher to implement

External and internal stakeholders are invited to participate and join the instructional leadership team on weekly classroom observations, teacher planning sessions, and teacher data meetings.

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.