



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.*

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School & Team Information

School:	The Goodwill Excel Center PCS (GEC)
LEA:	The Goodwill Excel Center PCS (GEC)
Year:	2024-2025
Designation Category (select one):	<input type="checkbox"/> Comprehensive Support and Improvement (CSI) School <input type="checkbox"/> Intensive Support & Improvement (ISI) School <input checked="" 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:	March 14, 2025

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
Dr. Chelsea Kirk	Executive Director	Co-Develop Needs Assessment and School Improvement Plan	LEA Leader; former GEC Director, former GEC Lead Teacher, former Teacher
Arturo Martinez	School Compliance Manager	Co-Develop Needs Assessment and School Improvement Plan	Former School Principal, former Academic Dean, former Director of Curriculum, Instruction & Assessments, former Teacher
LaToya Hill	Director, 1201 Maryland Avenue, SW Site	Consult with LTAP to identify key challenges and root causes, and help develop solutions and strategies to implement and accelerate progress	Current School Director, former Lead Teacher and former STEM Instructor
Tom Pengelly	Director, 1776 G Street, NW Site	Consult with LTAP to identify key challenges and root causes, and help develop solutions and strategies to implement and accelerate progress	Current School Director, former Lead Teacher and former Humanities Instructor
Colleen Paletta	Chief Integration Officer	Consult with LTAP to identify key challenges and root causes, and help develop solutions and strategies to implement and accelerate progress	Founding team member of GEC, Workforce Development Leadership experience, former Teacher

LEA Team for Accelerating Progress (LTAP) Members*			
Name	Role in LEA	Role in LTAP	Expertise
Demetri Tyler	Senior Manager of Data & Accountability	Provide necessary data for report and review data and provide suggestions and solutions	School data manager experience at multiple LEAS
LaToya Hill	Director, 1201 Site	Consult with LTAP to identify key challenges and root causes, and help develop solutions and strategies to implement and accelerate progress	Current School Director, former Lead Teacher and former STEM Instructor
Tom Pengelly	Director, 1776 Site	Consult with LTAP to identify key challenges and root causes, and help develop solutions and strategies to implement and accelerate progress	Current School Director, former Lead Teacher and former Humanities Instructor
Queneia Harley-Burkeen	Lead Instructor, 1776 Site	Work with teachers and Academic Success Coaches to provide the ACGR cohort support to meet graduation requirements	Lead teacher, Curriculum, Instruction and Assessments design, and former classroom Teacher
DaShawn Archer	Lead Instructor, 1201 Site	Work with teachers and Academic Success Coaches to provide the ACGR cohort support to meet graduation requirements	Lead teacher, Curriculum, Instruction and Assessments design, and former classroom Teacher
Matt Avery	Lead Coach, 1201 Site	Work with teachers and Academic Success Coaches to provide the ACGR cohort support to meet graduation requirements	Current Lead Coach, academic transcripts evaluation, scheduling, and academic support
VerShaun Terry	Manager of Special Education	Work with teachers and Academic Success Coaches to provide the ACGR cohort support to meet graduation requirements, particularly for students with special needs	Manager of Special Education, extensive school leadership experience, former teacher

Dr. Chelsea Kirk	Executive Director	Develop Needs Assessment and School Improvement Plan	LEA Executive Director; former GEC Director, and former GEC Lead Teacher
Arturo Martinez	School Compliance Manager	Co-Develop Needs Assessment and School Improvement Plan	Former School Principal, former Academic Dean, former Director of Curriculum, Instruction & Assessments, former Teacher

*The STAP and LTAP should be the same team as identified in Step 1 (Deliverable A) of the Needs Assessment.

Note: Since GEC's submission of its **Needs Assessment** the **LTAP Team** had one team member transition out of the LEA. This team member's position is now vacant, and the team member's position was not replaced on the LTAP Team. Thus, the team is no longer the exact same. When a new team member is hired to fill this vacancy, the team member will join the LTAP Team and will be onboarded properly.

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
<ul style="list-style-type: none"> Current student-facing graduation plan documents are not user-friendly and aligned to support student understanding of graduation plans and credits. 	Students in the ACGR Cohort are not meeting the graduation rate.	<input checked="" type="checkbox"/> Operational Health	<ul style="list-style-type: none"> School Operations Team Registrar and Data Performance Manager Lead Coaches and Youth Services Coaches Current ACGR Cohort Students 	<ul style="list-style-type: none"> Having student-facing documents to support graduation planning allows students to understand the purpose of the graduation plan and their role in alignment to the plan.
<ul style="list-style-type: none"> Students do not have previous transcripts upon enrolling. 	Students in the ACGR Cohort are not meeting the graduation rate	<input checked="" type="checkbox"/> Operational Health	<ul style="list-style-type: none"> School Operations Team Registrar and Data Performance Manager Lead Coaches and Youth Services Coaches Current ACGR Cohort Students 	<ul style="list-style-type: none"> If students have their previous transcript(s) upon enrolling, they could potentially graduate faster (if they have earned credits on those transcripts) and/or better understand their current context in alignment to the graduation plan. GEC knows not all students will have previous transcript(s), but it is important to support the student even when enrolled in classes to help obtain any former transcript(s).

<ul style="list-style-type: none"> • Students do not always understand the impact of the reading and math scores on their graduation plan. 	<p>Students in the ACGR Cohort are not meeting the graduation rate.</p>	<p><input checked="" type="checkbox"/> Operational Health</p>	<ul style="list-style-type: none"> • School Operations Team • Registrar and Data Performance Manager • Lead Coaches and Youth Services Coaches • Current ACGR Cohort Students 	<ul style="list-style-type: none"> • If students understand the importance of their reading and math diagnostic scores during orientation, they are more likely to take ownership of their learning on these assessments • When students understand the importance of Math Lab and Reading Foundation courses in alignment to their graduation plan, they are more likely to take more ownership of their learning in these classes.
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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:

GEC is not required to and did not conduct a Resource Allocation Review.

Goal Development

Based on the key challenges, root causes, and resource inequities named above, the STAP should identify at least two (2), but no more than four (4), specific, measurable, achievable, relevant, and time-bound (**SMART**) goals to drive their School Improvement Plan (SIP). This template provides sections for two goals; please add more tables as needed.

Directions:

- Write your **SMART goal¹ statement** in the first box
 - SMART goals must focus on student outcomes, not adult actions, and should connect clearly to the underlying root causes identified.
 - Charter schools should ensure that their goals align with their charter goals for PCSB.
 - DCPS schools should ensure their goals align with those in DCPS's annual school improvement planning process.
- Identify the **metric(s)** that the school will use to determine success
- Share the **FY24 Baseline** and years one through three (**YR1 – YR3**) **targets** for the identified metric.
- Explain the **theory of action** behind this goal. Why does your school believe that addressing the identified root causes will enable you to realize the goal?

SMART Goal #1	
Goal Statement:	GEC meets its PCSB negotiated graduation goal for the LEA each of the three years and meets or exceeds the floor for OSSE's secondary completion rate each of the three years.
Metric:	Goal Metric: <ul style="list-style-type: none">• The percent of GEC's verified enrolled students who graduate (goal is 20-25% each year)• GEC's OSSE secondary completion rate (goal is 80%) Leading Indicators:

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

	<ul style="list-style-type: none"> • Number of students identified as a rising senior each term by GEC's rising senior meetings and internal audits • Number of students identified as completed graduates each term by GEC's internal audits • Number of students confirmed as certified graduates each year by PCSB's transcript audit 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
SY 23-24 GEC's graduation rate – 26% of GEC's audited enrollment roster graduated (exceeded 20-25% goal)	SY 24-25 Graduation goal – 20-25% of GECs audited enrollment roster will graduate	SY 25-26 Graduation goal – 20-25% of GECs audited enrollment roster will graduate	SY 26-27 Graduation goal – 20-25% of GECs audited enrollment roster will graduate
SY 23-24 OSSE secondary completion rate – 100% (exceeded 80% goal)	OSSE secondary completion rate – Above 80% (80% is the goal for secondary completion rate)	OSSE secondary completion rate – Above 80% (80% is the goal for secondary completion rate)	OSSE secondary completion rate – Above 80% (80% is the goal for secondary completion rate)
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
If GEC meets or exceeds its negotiated PCSB graduation goal, then GEC is meeting the graduation metric aligned with its unique model. ACGR cohort students are included in the GEC graduation goal calculation. Additionally, if GEC meets or exceeds the OSSE secondary completion rate, then GEC is internally tracking and monitoring students as they progress through the GEC graduation pathway with consistent and standardized processes implemented across the LEA. ACGE cohort students are included in the OSSE secondary completion rate as well.			

SMART Goal #2	
Goal Statement:	GEC will increase the quantity and depth of graduation plan meetings for the ACGR cohort students over the three years by streamlining the graduation plan meeting structure with the Academic Success Coach to include an overview of incoming credits, review of diagnostic math and reading scores, and a Registrar review of the current transcript that includes acknowledgement of the graduation plan and transcript status.
Metric:	Goal Metric: <ul style="list-style-type: none"> • Completed and accurate graduation plans that are signed by students

	<ul style="list-style-type: none"> Updated student-facing documents that reflect the purpose of graduation plan meetings, and the requirements needed to graduate <p>Leading Indicators:</p> <ul style="list-style-type: none"> Documented graduation plan meetings from the coach and Registrar Signed graduation plans received by the student 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
SY 23-24 graduation plans 83% completed.	SY 24-25 graduation plans 83% completed.	SY 25-26 graduation plans 84% completed.	SY 26-27 graduation plans 85% completed.
During SY 23-24 GEC did not have any student-facing graduation planning collateral items created.	SY 24-25 student-facing graduation planning collateral created – 2	SY 25-26 student-facing graduation planning collateral created – 2	SY 26-27 student-facing graduation planning collateral created – 2
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>If GEC has strong graduation plan meetings, every term, with students in the ACGR cohort, then students will be well informed of their current standing towards credit attainment on their graduation pathway. Additionally, students will be aware of their incoming credits from previous transcripts, diagnostic scores from entry assessments during enrollment, and how these impact their graduation requirements towards graduation. Also, the Registrar will support students in the ACGR cohort with obtaining former transcripts and reviewing the current graduation plan in place to ensure students in the ACGR cohort understand their former credits and the impact this has or could have on their graduation timeline. Furthermore, if GEC has strong student-facing collateral created that support and speak to the process of graduation plan meetings and capture the how and the why and utilize student voice and input then students in the ACGR cohort will be well equipped to navigate their path to graduation and understand the critical importance of these meetings that take place each academic term. Lastly, if GEC has clear visuals and student-facing graduation planning collateral that support the marketing and communication of graduation planning, then students will be educated and reminded about the graduation plans and the importance of them. GEC plans to incorporate student voices into these marketing items to support student buy in and inspiration around graduation planning. GEC knows if students see themselves reflected in the success of their peers and processes, then they will also want to follow these actions.</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.
 - **Identify the major milestones³** the school will complete over the next three years in order to implement the selected strategy. Include when milestones begin and end and the responsible owner.

SMART Goal #1	
Goal Statement	GEC meets PCSB’s graduation goal for the LEA each of the three years and meets or exceeds the floor for OSSE’s secondary completion rate each of the three years.
Strategies	<ul style="list-style-type: none"> A. GEC will concentrate on the use of, and take advantage of, strong graduation plans to support students B. GEC will delineate, and strictly follow, an internal Rising Senior Identification Timeline to identify rising seniors 2-3 Academic Terms before they become Seniors C. GEC will track and timely monitor academic progress of all Seniors, from enrollment through graduation
Strategy A Description:	Concentration on, and taking advantage of, strong graduation plans will serve to efficiently identify and support potential seniors upon enrollment and at the start of each Academic Term until graduation
Strategy A Owner:	Registrar, Lead Coach, Directors

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.

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:

This is a new supplement to our current strategy. Presently, GEC has graduation plans and graduation plan meetings are taking place. However, there is a need for graduation plans to be more student-friendly and used consistently at each of GEC’s two sites by all members of the graduation plan team, particularly the Academic Success Coaches, Registrar and Directors. By using a common, student-facing solid graduation plan template will ensure that everyone is working from one document and one starting point.

Possible Funding Source for Strategy A:	Current salaries for the following existing positions (Lead Academic Success Coaches, Academic Success Coaches, Registrar and Directors)
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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 Revamp and improve existing Graduation Plan	July 7, 2025	August 1, 2025
A.2 Introduce and Train staff to use the newly revamped Graduation Plan	August 18, 2025	August 26, 2025
A.3 Implement the use of revised Graduation Plan with students for SY 25-26	August 27, 2025	October 22, 2025

Strategy B Description:	A clear delineation of, and strictly following, an internal process to identify rising seniors 2-3 Academic Terms before they become Seniors gives ample time for students, Registrars, Academic Success Coaches, and Directors to carefully plan an adequate graduation path for each student
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Strategy B Owner:	Registrar, Academic Success Coaches, Directors and Rising Seniors
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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
- 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:

GEC has an existing graduation plan that has room for improvement. The difference for this strategy is to focus on continually revising and updating the SOP to include new templates that are student facing so that the students understand what their graduation trajectory is. Additionally, as new team members are hired and onboarded, we want to ensure there is clear training to these processes. We want to ensure all stakeholders who play a role in this process know what the expectations and deliverables need to be to properly identify and support rising seniors 2-3

Academic Terms before they become seniors. By doing this, GEC will continue to meet the current secondary completion rate and continue to meet its graduation goal.

Possible Funding Source for Strategy B:	Current salaries for the existing positions (Lead Academic Success Coaches, Academic Success Coaches, Registrar and Directors)
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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 Establish a clear Rising Senior Identification Timeline, with checkpoints, expectations and deliverables to identify rising seniors 2-3 Academic Terms prior	August 18, 2026	October 1, 2026
B.2 Train staff to acclimate them to the Rising Senior Identification Timeline	October 2, 2026	January 6, 2026
B.3 Begin the implementation of the use of the Rising Senior Identification Timeline	January 5, 2026	July 1, 2026

Strategy C Description:	GEC will track and timely monitor academic progress of all Seniors, including ACGR Cohort students to ensure internal processes are being followed with fidelity towards their graduation completion.
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Strategy C Owner:	Registrar, Academic Success Coaches, Lead Academic Success Coaches, and Directors
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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
- 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:

Tracking and monitoring student progress is a vital process of GEC’s school model. This happens in many different areas of the school. One of the major areas where this happens is in graduation plan meetings. Moving forward, as it relates to this strategy, GEC will require graduation planning meetings each term to ensure monitoring is taking place with every student. These discussions are critical for students to understand where they are in their graduation trajectory and what factors might cause the graduation plan to change or adjust. Student progress will be documented, and any plans to address potential barriers will be implemented with student input. Additionally, students will start receiving signed copies of their graduation plans, immediately after their graduation meetings, consistently. To support this effort, a new Lead Coach will be hired to fill the current vacancy. The new Lead Coach will be trained and lead the efforts of this strategy. This will result in more students knowing their graduation status by participating in more frequent meetings, being well-informed, and having several opportunities to reflect on their graduation plans.

Possible Funding for Strategy C:	Current salaries for the existing positions (Lead Academic Success Coaches, Academic Success Coaches, Registrar and Directors)
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Milestones for Strategy C:

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

Milestone	Start Date	End Date
C.1 Create a student-facing document Monitoring and Tracking Student Progress, to include plans to address surfacing barriers	July 7, 2025	August 1, 2025
C.2 Train staff to acclimate them to the Monitoring and Tracking Student Progress document	August 18, 2025	August 26, 2025
C.3 Begin the implementation of the use of the Monitoring and Tracking Student Progress document	August 27, 2025	July 3, 2026

SMART Goal #2:	
Goal Statement	GEC will increase the quantity and depth of graduation plan meetings for the ACGR cohort students over the three years by streamlining the graduation plan meeting structure with the Academic Success Coach to include an overview of incoming credits from previous transcripts, review of incoming diagnostic math and reading scores from, and a Registrar review of the current transcript that includes acknowledgement of the graduation plan and transcript status.
Strategies	<ul style="list-style-type: none"> A. GEC will revise existing SOP for reviewing incoming transcripts B. GEC will streamline the graduation plan meetings with more structure and deliverables C. GEC will create student-facing documents, posters, and other visual collateral
Strategy A Description:	The revised SOP will focus on how transcripts arrive at the Registrar’s desk at GEC, how they are requested by the registrar if needed, what emphasis is put in the revision of such graduation plans, review of diagnostic math and reading scores to determine class assignments and establishing a genuine and plausible graduation plan with a realistic timeline for graduation for each student based on these factors.
Strategy A Owner:	Registrar, Lead Academic Success Coaches
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> 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: <p>There is a current existing SOP for reviewing transcripts and graduation plans to communicate where a student starts at GEC and their progression towards graduation. However, the marked difference for this strategy is that GEC will update the SOP and determine any revisions or changes needed to ensure standardization in implementation across the LEA. Additionally, the Registrar and Lead Academic Success Coaches will ensure streamlined communication to the Academic Success Coaches about the Registrar graduation plan reviews and transcript retrieval support. The updated graduation plan meetings will include a review of the student’s</p>	

incoming reading and math assessments. Additionally, the meetings will include a review of the student's former transcripts and confirmation with the Registrar about transferred and accepted credits.		
Possible Funding Source for Strategy A:	Registrar and Lead Academic Success Coaches Salary	
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 Revision of the current SOP for incoming students including transcript review, scores overview, and the creation of accurate and updated, yet realistic graduation plans	July 7, 2025	August 1, 2025
A.2 Update Academic Coaches and Directors on updated SOP	August 18, 2025	August 26, 2025
A.3 Begin the implantation of, and continuation of the use of, updated SOP for incoming students	August 27, 2025	July 3, 2026
Strategy B Description:	Streamlining the graduation plan meetings with more structure, more depth, and documented deliverables ensures that all stakeholders are informed of graduation plans that are up to date, accurate and timely.	
Strategy B Owner:	Registrar, Lead Academic Success Coaches, Success Academic Coaches, and Directors	
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 type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> 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: <p>Graduation meetings have been in place at GEC since its inception and are a critical piece of how GEC has graduated over 700 students. It is known that increasing the frequency of graduation plan meetings and the substance of those graduation meetings helps students stay on track and communicate barriers and solutions along the way. GEC will create new resources for Academic Success Coaches to use to discuss graduation plans with students and this will encourage and reinforce their graduation trajectory. Additionally, graduation plan meetings must be more in depth between the Academic Success Coach and the student to ensure there is full understanding of why the meeting is important and what the purpose and intended goal of the meeting and plan are. By doing this more often it gives every stakeholder an opportunity to review, reflect on and ask the right questions along the way. Communication is key in making sure everyone knows each student's current and future graduation status, particularly the students. By having more regular and frequent informative meetings with students will allow students to become advocates of their own graduation destiny.</p>		
Possible Funding Source for Strategy B:	Current salaries for the existing positions (Lead Academic Success Coaches, Academic Success Coaches, Registrar and Directors)	

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 Create a Graduation Plan meeting Agenda with more structure and depth	July 7, 2025	August 1, 2025
B.2 Review, discuss, document and inform of all meeting deliverables	August 27, 2025	July 3, 2026
B.3 Sign and document all Graduation Plans	August 27, 2025	July 3, 2026
Strategy C Description:	The creation of student-facing collateral (such as posters, videos, and other visual collateral) to educate and remind students of the purpose and the path high school graduation, and it serves as starting points of discussion for students' prolonged understanding of their own graduation status and their graduation needs, goals and realistic graduation date.	
Strategy C Owner:	Executive Director, Directors, Lead Teachers, Lead Coaches, School Compliance Manager, Marketing Team, Registrar, College and Career Readiness Team	
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 type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> 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: <p>This is a new approach and new strategy. GEC believes that with student-facing collateral that leverages student voice and includes student-facing visuals such as graduation requirement posters, graduation pathways posters, post-secondary options posters, and videos of current and past students talking about their approach to, and their experience of, their own graduation path, students will be continually reminded and continuously educated on the why and the how they are pursuing a realistic graduation from GEC. Additionally, it will emphasize the very critical importance of the graduation plan meetings and the emphasized reminder of the outcome of returning to school.</p>		
Possible Funding for Strategy C:	Current salaries of all Strategy Owners (Executive Director, Directors, Lead Teachers, Lead Coaches, School Compliance Manager, Marketing Team, Registrar and College and Career Readiness Team) and budgeted item for printed materials and collateral	
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 Create first set of visuals (graduation requirement posters, distinct graduation paths posters)	August 1, 2025	August 27, 2025
C.2 Create second set of visuals (post-secondary options)	December 1, 2025	January 5, 2026
C.3 Create a set of Videos featuring existing students and alumni	January 5, 2026	January 31, 2026

Step 3: Sustaining Progress

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

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

Directions: In the box below please explain how your school **will monitor implementation** of this plan.

Consider:

- What **existing performance management (i.e., monitoring) routines** does the LEA or school have that you can leverage?
- What **new routines** might you need to put in place and who will own them?
- How and how frequently will you make **course corrections**?

In order to monitor, track and sustain progress against the SIP, our school will:

In order to monitor, track and sustain progress against the School Improvement Plan, GEC will start by revisiting its purpose, goals, strategies and deliverables with the members of the STAP team, which includes the Executive Director, the Directors, Lead Teachers and Chief Integration Officer. Once everyone is clear on the plan, the STAP team will establish frequent check-ins with different members of the Leadership Team throughout the following years to gauge progress and effectiveness of the established goals and strategies.

The new routines will include weekly and bi-weekly meetings with clear agendas addressing different purposes. The meetings will be structured in a way that provides time for reviewing and analyzing any documents, talking about what progress has been made, what areas of improvement need to be addressed, and identifying team members at GEC responsible for the implementation of the next steps and course corrections that warrant immediate attention.

The weekly meetings will start in August of 2025 with the marketing team to gain ground on the production of all graduation plan related collateral described in the goals above. This effort will include the production of flyers, posters, videos, and other collateral with the purpose of visually reminding students in all cohorts of the purpose, goals and requirements to graduate from GEC. The marketing team, together with STAP team and other key leaders at GEC will contribute to the design, production and launching of this undertaking.

The bi-weekly team meetings will begin in July of 2025 in preparation for the start of SY2025-2026. These meetings will include the STAP Team members but will also lean on the expertise and support of our Data Performance Manager who will pull the necessary data for discussion, and on other members of the GEC community to monitor progress and figure out the next steps. Other key personnel like the Registrar, members of the instructional team, the academic success

coaches, college and career readiness team and special education will be part of the meetings when applicable and as frequently as necessary.

At the end of the school year each of the next three years, a brief survey to students and staff will be conducted to see if the implementation of the strategies was felt, visible and helpful in ensuring that students are aware of the requirements and expectations of their own goals and next steps in their graduation plan, and to see if they felt that it made a difference in their journey at GEC.

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.