



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

School Team for Accelerating Progress (STAP) Members*			
Name	Role in School	Role in STAP	Expertise
Kristina Kellogg	Principal	Chair	Leads school efforts across all 5 Accelerate DC pillars.
Sara Arranz	Assistant Principal/ELA Coach	Co-Chair	Supports Principal in the leadership of all 5 Accelerate DC pillars.
Kendra Heffelbower	Math Instructional Coach	Member	Leads school's work around improving Math instruction.
Tia Jones	Connected to School Manager	Member	Oversees school's partnerships and programming.
Victoria Lyes	Special Education Coordinator	Member	Oversees school's specialized instruction programming.
Veronica Hopkins	ELA LEAP Leader (K-2)	Member	Leads school's work around improving ELA instruction in K-2.
Michael Alford	Restorative Justice Coordinator	Member	Leads school's work around improving culture and climate.
Jaylyn Chambers	Attendance Clerk	Member	Leads school's work around improving attendance.

LEA Team for Accelerating Progress (LTAP) Members			
Name	Role in LEA	Role in LTAP	Expertise
Drewana Bey	Deputy Chancellor	Chair	Leads district's socio-emotional and academic divisions.
Paige Hoffman	Chief, OSIS	Vice-Chair	Leads district's Office of School Improvement and Supports
Kim Jackson	Chief, Schools	Member	Leads district's Office of Schools supporting Instructional Superintendents
Tenia Pritchard	Instructional Superintendent, Cluster 3	Member	Principal supervisor
Corie Colgan	Chief, Office of Teaching and Learning	Member	Leads district's Office of Teaching and Learning
Alison Williams	Senior Deputy Chief, Content and Curriculum	Member	Leads district's Office of Teaching and Learning
Regina Grimmatt	Senior Deputy Chief, Specialized Instruction	Member	Leads district's work in specialized instruction
Tiphonie Scroggins	Deputy Chief, School Improvement	Member	Leads district's work around accountability and school designations
Jennifer Rosenbaum	Deputy Chief, Schools	Member	Leads district's work around centralized school supports
Micheal Lamb	Deputy Chief, Learning and Development Science	Member	Lead's district's work on the whole-child frameworks
Faiza Siddiqui	Director, Cluster Support Model	Member	Leads district's work around centralized school supports
Gregg Moffitt	Director, School Leader Prep & Development	Member	Leads district's work to develop school leaders
Kaila Ramsey Gracia	Director, Elementary Math and Science	Member	Leads district's work to implement Elementary Math programming
Kelly Quinney	Director, Special Projects	Member	Leads district's work around strategic plan
Kirsten Karttunen	Directo. School Data and Performance	Member	Supports and leads school use of data platforms

Justin Good	Manager, Continuous Improvement	Member	Leads district's work around school improvement planning
Cassie Walther	Specialist, School Data and Performance	Member	Supports and leads school use of data platforms
Sherilyn Land	Specialist, Continuous Improvement	Member	Leads district's work around school improvement planning
Carla Mike	Manager, Connected Schools	Member	Leads district's work around community schools
Maria Kimmel	Director, OSIS Budget	Member	Leads district's school improvement budgeting
Mary Nicholson	Manger, OSIS Budget	Member	Leads district's school improvement budgeting
Anna Salzberg	Director, ELA and Social Studies	Member	Leads district's work in ELA and Social Studies instruction
Jennifer Carpenter	Director, SEIT	Member	Leads district's Office of Teaching and Learning
Alexis Harris	Manager, Math and Science	Member	Supports and leads district's work in Math and Science instruction
Elizabeth Baird-Thompson	Manager, ELA and Social Studies	Member	Supports and leads district's work in ELA and Social Studies instruction
Brenton McCoy	Manager, Special Education and Inclusion	Member	Supports and leads district's work in specialized instruction

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

Transparency: SIPs should be available to the LEA, parents and the public, and the information contained in the plan must be in an understandable and uniform format. To the extent practicable and/or required by DC law, it should also be provided in a language that the parents can understand. Documents submitted to OSSE will be made available to the public via request and/or the OSSE website.

Step 1: Setting SMART Goals to Address Prioritized Root Causes

Objective: Identify two to four (2-4) goals that will drive school improvement based on the three (3) most significant root causes prioritized in Step 5 of the Needs Assessment.

Needs Assessment Summary: Prioritized Root Causes

The STAP prioritized and identified up to three (3) most significant root causes to address in the School Improvement Plan in Step 5 (Deliverable F) of the **Needs Assessment** document. Please insert your Deliverable F from the Needs Assessment here:

Root Cause	Associated Key Challenge	Accelerate DC Domain(s) Root Cause is Aligned	Stakeholders who Raised this as a Root Cause	Reason for Prioritizing
Inconsistent planning and limited coaching on high-leverage practices, which make it harder for teachers to deliver effective, tailored lessons, leading to gaps in skills and lower student achievement	<p>Key Challenge 1: The % proficiency has not reached pre-pandemic levels according to the PARCC/CAPE assessments. We believe this is a tier 1 issue that is rooted in the lack of lesson/standard internalization.</p> <p>Key Challenge 2: The % proficiency has not reached pre-pandemic levels according to the PARCC/CAPE assessments. We believe this is a tier 1 issue that is rooted in the lack of lesson/standard internalization.</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 checked="" type="checkbox"/> Operational Health	<ul style="list-style-type: none"> Teachers and Staff Administration and Instructional Leadership Team LTAP and STAP 	<p>Teachers need regular, structured time to align instruction and ensure cohesive delivery across content areas. Without this, instruction becomes inconsistent and limits students' learning opportunities.</p> <p>Limited coaching on high-impact strategies leaves teachers without the tools to address student needs effectively. These inconsistencies in planning and coaching contribute to academic gaps in students' foundational skills, like mathematical reasoning and writing.</p>

<p>Insufficient emphasis on building a strong community focused on accelerating academic achievement and supporting well-being.</p>	<p>Key Challenge 1: The % proficiency has not reached pre-pandemic levels according to the PARCC/CAPE assessments. We believe this is a tier 1 issue that is rooted in the lack of lesson/standard internalization.</p> <p>Key Challenge 2: The % proficiency has not reached pre-pandemic levels according to the PARCC/CAPE assessments. We believe this is a tier 1 issue that is rooted in the lack of lesson/standard internalization.</p>	<p><input type="checkbox"/> Transformational Leadership</p> <p><input checked="" type="checkbox"/> Talent Development</p> <p><input type="checkbox"/> Instructional Excellence</p> <p><input checked="" type="checkbox"/> Strong School Climate and Culture</p> <p><input type="checkbox"/> Operational Health</p>	<ul style="list-style-type: none"> • Teachers and Staff • Students (3rd – 5th grade) • Administration and Instructional Leadership Team • LTAP and STAP 	<p>Students and Families recognized the need to provide appropriately rigorous and engaging content that challenges students to reach their full potential. Without this, students may disengage.</p> <p>Trauma impacts both academic achievement and emotional well-being. Teachers and staff need the tools to address these barriers proactively. Students who have experienced trauma often face obstacles to focus, behavior, and self-regulation, which can disrupt learning and the overall classroom environment.</p>
<p>High Teacher Turnover</p>	<p>Key Challenge 1: The % proficiency has not reached pre-pandemic levels according to the PARCC/CAPE assessments. We believe this is a tier 1 issue that is rooted in the lack of lesson/standard internalization.</p> <p>Key Challenge 2:</p>	<p><input checked="" type="checkbox"/> Transformational Leadership</p> <p><input type="checkbox"/> Talent Development</p> <p><input type="checkbox"/> Instructional Excellence</p> <p><input checked="" type="checkbox"/> Strong School Climate and Culture</p> <p><input checked="" type="checkbox"/> Operational Health</p>	<ul style="list-style-type: none"> • Parents/Community • Teachers and Staff • Administration and Instructional Leadership Team • LTAP and STAP 	<p>Issues with retaining highly effective teachers reduce opportunities to build a stable, high-performing teaching staff, limiting long-term impact on student learning and performance.</p> <p>There is a need to develop and implement systems that support, recognize, and provide growth opportunities for teachers.</p>

	<p>The % proficiency has not reached pre-pandemic levels according to the PARCC/CAPE assessments. We believe this is a tier 1 issue that is rooted in the lack of lesson/standard internalization.</p>			
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Resource Allocation Review Summary

STAP should review the **Resource Allocation Review** that was conducted by the LEA (if it was required) and determine which elements inform the school's school improvement efforts. Please insert your responses here or write "N/A" if it was not required:

Existing DCPS supports and structures that will support implementation of the plan's strategies include regular principal and instructional superintendent touchpoints that provide coaching and intensive support, data and performance coach check-ins to analyze Comprehensive School Plan (CSP) and SIP data using data analysis tools, benchmark data reviews, and student data tracking in collaboration with DCPS central service content leads. Additionally, monthly cluster meetings and school walkthroughs with the Instructional Superintendent and central service content leads will ensure continuous monitoring, alignment, and targeted instructional support.

Current DCPS supports that we can leverage include administrators participating in School Leader Professional Learning Communities to learn and implement best practices from other leaders. We can utilize PLCs and tools focused on family engagement in academics and data analysis, ensuring parents are actively involved in their child's learning. Additionally, we can leverage access to the DCPS Becoming Core Practices, toolkits, and collaboration with central service Becoming leads to analyze school culture trends and implement strategies that promote a positive and equitable learning environment. Expanding peer observations within Cluster 3 schools will also enhance instructional practices by allowing staff to observe high-quality LEAP sessions and Tier 1 best practices in Phonemic Awareness, Writing, and Close Reading.

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 8.2% in SY23-24 to 26.2% (annual increase of at least 6 percentage points).		
Metric:	Goal Metric: DC CAPE Math Proficiency Leading Indicators: <ul style="list-style-type: none"> • iReady Math (% meeting or exceeding typical and stretch growth targets, % of students scoring On Mid, Late or Above) • ANet Math (% of students scoring 60% or above) 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
8.2%	14.2%	20.2%	26.2%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal. If we provide high-quality, job-embedded professional development and targeted coaching cycles, teachers will refine their instructional practices and deepen their content knowledge, leading to more effective math instruction. In addition, by leveraging iReady data to drive personalized learning, we will ensure that students receive targeted, differentiated support that meets them at their current level, accelerating skill development and closing learning gaps. When instruction is informed by real-time student performance data, building teachers' capacity to identify gaps early and adjust teaching strategies will ensure that all students receive the scaffolding or enrichment they need to succeed. Lastly, by deepening students' ability to reflect and monitor their own metacognition through structured productive struggle, we will empower students to take ownership of their learning, strengthening their critical thinking and mathematical reasoning. Together, these strategies will create a rigorous, data-driven learning environment that enhances instruction and improves student outcomes, leading to an increasing number of students demonstrating proficiency in Tier 1 instruction.			

SMART Goal #2			
Goal Statement:	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 10.9% in SY23-24 to 28.9% (annual increase of at least 6 percentage points).		
Metric:	Goal Metric: DC CAPE ELA Proficiency Leading Indicators: <ul style="list-style-type: none"> • iReady Reading (% meeting or exceeding typical and stretch growth targets, % of students scoring On Mid, Late or Above) • ANet ELA (% of students scoring 60% or above) 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
10.9%	16.9%	22.9%	28.9%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>With a focus on high-quality professional development through LEAP, we seek to enhance teacher effectiveness in planning for close reading and needs-based small group instruction, ensuring alignment with the rigor of grade-level standards. Our emphasis on blended learning platforms will provide students with increased opportunities to engage in targeted comprehension practice, reinforcing foundational skills and deepening their understanding of complex texts. Additionally, our commitment to data-driven instruction through biweekly data meetings will ensure that teachers continuously analyze student progress, adjust instructional strategies, and provide timely interventions. Together, these strategies will create a rigorous, responsive learning environment that strengthens instruction and accelerates student achievement in ELA.</p>			

Step 2: Developing Evidence-Based Strategies to Achieve Goals

Objective: Identify multiple evidence-based strategies to accomplish each of the SMART goals developed in Step 1.

In writing a SIP, each goal should include multiple evidence-based strategies (A, B, C, or more) that will be implemented to help achieve the stated goal. This template provides sections for strategies for two goals; please add more if needed.

Directions: Copy your SMART goal statements from the previous step into the below template (one goal per table). *For each goal:*

- **Identify the evidence-based strategies²** that will help achieve the goal, ensuring at least one strategy is new or substantially different than previous strategies. *For each strategy:*
 - **Describe** the evidence-based strategy.
 - To ensure alignment in the work to OSSE’s *Accelerate DC* Framework, **identify which of the five Domains** your strategy aligns with. There may be more than one Domain per goal, as they are overlapping and cross cutting.
 - **Identify possible funding sources** that could provide resources for the strategy.

SMART Goal #1	
Goal Statement	By the end of Year 3 (SY 26-27), DC CAPE Math proficiency score will increase from 8.2% in SY23-24 to 26.2% (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): <ul style="list-style-type: none"> A. Responding to data gathered from iReady personalized instruction B. Provide professional learning that is intensive, ongoing and connected to practice via LEAP and individual coaching (Coaching Cycles) C. Students monitor and reflect on reflect on problem solving process
Strategy A Description:	iReady Personalized Instruction is an evidence-based program that supports student learning while strengthening teachers’ instructional planning and data-driven decision-making.
Strategy A Owner:	Instructional Coach, Assistant Principal, Principal
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	

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.

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:

While this strategy was previously utilized, there were limited structures to support implementation. By implementing it with greater structure and fidelity, we will align lesson assignments with grade-level standards, integrate data analysis into biweekly planning meetings, and provide targeted professional development to ensure effective small-group interventions. This structured approach will drive intentional differentiation, increase student engagement, and address academic gaps.

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
A1. Design a professional development scope and sequence focused on leveraging iReady data for targeted instruction, including small group differentiation and intervention strategies.	03/17/25	06/30/25
A2. Implement a schoolwide progress monitoring system for leaders to track iReady usage and student growth.	06/23/25	08/30/25
A3. Develop and implement a student-friendly progress tracking system for iReady. This will include digital dashboards, data binders, and/or goal-setting templates.	08/04/25	01/31/26

Strategy B Description:	Providing professional learning that is intensive, ongoing, and connected to practice via LEAP and individual coaching (Coaching Cycles) that is high-quality and job-embedded will ensure that teachers feel supported and equipped with the content knowledge and instructional strategies necessary to improve student achievement. This strategy is evidence-based, as research shows that job-embedded coaching leads to sustained instructional improvement and higher student achievement.
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Strategy B Owner:	Instructional Coach, Assistant Principal, Principal
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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:

Current professional development lacks individualization and does not consistently translate into improved instruction. Implementing consistent intensive, data-driven coaching cycles through LEAP will accelerate teacher growth by addressing specific needs and embedding high-impact strategies into daily practice.

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
B1. Design a structured and sustainable professional learning plan that prioritizes foundational content knowledge and integrates coaching cycles.	03/17/25	06/30/25
B2. Outline a coaching plan that uses a tiered coaching model that includes intensive support for new teachers, goal-driven coaching for experienced educators, and peer collaboration opportunities to enhance instructional practices.	06/23/25	08/30/25
B3. Create a structured system for monitoring and providing feedback on professional development effectiveness.	08/04/25	01/31/26

Strategy C Description:	Students need multiple opportunities to monitor and reflect on the problem-solving process (e.g., daily debriefs during the math block). This strategy establishes an observable and measurable feedback loop, allowing teachers and the Instructional Coach to assess how instructional adjustments impact student understanding before formal assessments. Student responses during reflection/debriefs provide immediate, actionable insights into the effectiveness of instructional practices, supporting timely course corrections.
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Strategy C Owner:	Teachers, Instructional Coach
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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:

While we have focused on the integration of problem-solving strategies previously, teachers need continued support and development with shifting the cognitive lift of the lesson to students by increasing productive struggle.

Possible Funding for Strategy C:	DCPS school-based budget, Investment in Schools grant
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Milestones for Strategy C: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.

Milestone	Start Date	End Date
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C1. Create structured coaching schedules that allow instructional coaches to provide targeted support for teachers on facilitating student-centered problem-solving.	03/17/25	06/30/25
C.2 Develop and implement standardized lesson structures that intentionally incorporate student monitoring and reflection.	06/23/25	08/30/25
C3. Establish a set professional development calendar with a focus on strategic teacher facilitation and student discourse techniques.	08/04/25	01/31/26

SMART Goal #2:	
Goal Statement	By the end of Year 3 (SY 26-27), DC CAPE ELA proficiency score will increase from 10.9% in SY23-24 to 28.9% (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): <ul style="list-style-type: none"> A. LEAP Professional Development: Planning for Close Reading/Needs-Based Small Group instruction B. Using blended learning platforms (iReady personalized instruction) to promote increased student practice opportunities. C. Data driven instruction: Use Bi-Weekly Data Meetings to respond to students learning
Strategy A Description:	Providing high-quality professional development and intentional planning for needs-based small group (NBSG) instruction and close reading aligned to grade-level standards is a proven strategy for improving teacher practice and student achievement. By strengthening teachers' capacity to plan for close reading and language comprehension with the rigor of the standards in mind, students will engage in multiple opportunities to apply comprehension strategies when reading complex texts. This strategy is evidence-based, as research demonstrates that job-embedded coaching leads to sustained instructional improvement and increased student achievement.
Strategy A Owner:	Principal, AP, ELA Instructional Coach
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 	
Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal: <p>Implementing this strategy with fidelity addresses a key root cause—the need for strategic planning that aligns with the demands of grade-level standards in Tier 1 close reading and language comprehension instruction. While professional development has been utilized previously, this</p>	

<p>approach prioritizes using student data to create flexible small groups based on specific comprehension needs. Through explicit, systematic, and diagnostic instruction rooted in the rigor of the standards, students will engage in targeted practice, receive immediate feedback, and develop the skills necessary to master grade-level expectations</p>		
<p>Possible Funding Source for Strategy A:</p>	<p>DCPS school-based budget, Investment in Schools grant</p>	
<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 Unpacking the “how” for each LEAP session between now and the end of SY 24-25 to have a clear model of what the end-goal should be (backwards map).	03/17/25	06/30/25
A2. Build a master schedule and structure that ensures consistency of professional learning (e.g. addressing teacher absences).	06/23/25	08/30/25
A3. Ensure that new teachers are set up with successful instructional models/mentors for SY 25-26.	08/04/25	01/31/26
<p>Strategy B Description:</p>	<p>The iReady blended learning platform provides students with personalized instruction tailored to their comprehension needs while also offering teacher-assigned lessons aligned with grade-level standards. During literacy workstations, students engage in adaptive learning experiences that reinforce foundational skills, provide targeted practice, and offer real-time feedback. This strategy is evidence-based, as research shows that blended learning models improve student outcomes by combining adaptive technology with teacher-led instruction to address learning gaps in real time.</p>	
<p>Strategy B Owner:</p>	<p>Principal, AP, ELA Instructional Coach</p>	
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 		
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>Building on previous use, we will enhance progress by ensuring iReady lessons are strategically assigned, closely aligned with direct instruction, used for targeted interventions, and that student mastery is closely monitored. Strengthening this alignment will create a more cohesive approach to improving comprehension skills, ultimately increasing reading proficiency.</p>		
<p>Possible Funding Source for Strategy B:</p>	<p>DCPS school-based budget, Investment in Schools grant</p>	

Milestones for Strategy B: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.		
Milestone	Start Date	End Date
B1. Build a reporting structure that informs leaders of student progress in the platform each week. Monitor the skill development and passing percentage in addition to the number of minutes used.	03/17/25	06/30/25
B2. Leadership team defines and plans data cycles to determine when to examine different data sources from the platform (Tier 1 data versus intervention data points).	06/23/25	08/30/25
B3. Define a clear LEAP scope and sequence (what data and when) for each meeting throughout the year. Correlate to required curriculum tasks, iReady, and other major data points.	08/04/25	01/31/26
Strategy C Description:	Using a data-driven instruction approach focused on bi-weekly data meetings will support teachers in analyzing student progress on grade-level standards and identifying key instructional priorities for needs-based small groups (NBSG). This strategy ensures that flexible groupings are adjusted regularly based on real-time student data, allowing for timely, targeted instruction. It is evidence-based, aligning with ESSA Tier 2 research, which highlights the effectiveness of data-driven instruction in improving student achievement by ensuring that teaching is responsive to student needs.	
Strategy C Owner:	Principal, AP, ELA Instructional Coach	
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 checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 		
Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal: <p>Building on previous implementation, we will enhance progress by creating a structured and consistent process for using data to refine instructional decisions. Strengthening this cycle will lead to more precise interventions, increased student mastery of grade-level content, and overall academic growth.</p>		
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

C1. Define the progress monitoring indicators for students, teachers, and leaders by term.	03/17/25	06/30/25
C2. Correlate LEAP scope and sequence to major data points collected throughout the school year (e.g., RCTs, benchmark assessments)	06/23/25	08/30/25
C3. Implement a schoolwide progress monitoring system for the leadership team to track student growth and provide ongoing feedback.	08/04/25	01/31/26

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:

In order to monitor, track, and sustain progress against the SIP, our school will implement a comprehensive performance management system that ensures accountability and continuous improvement. We will utilize structured data collection, progress monitoring, and strategic interventions to drive student achievement and educator effectiveness. Weekly professional learning communities (PLCs) will analyze formative assessment data to inform instruction, while bi-weekly leadership team meetings will review exit tickets, curriculum tasks, and observation data to determine necessary instructional adjustments. Monthly data meetings will track key performance indicators, assess the effectiveness of implemented strategies, and incorporate feedback from teachers, students, and families.

Classroom observations, coaching cycles, and culture walkthroughs will be conducted with increased frequency to ensure alignment with instructional goals, providing targeted support through individualized coaching plans. The Comprehensive School Plan (CSP) will undergo formal mid-year and end-of-year evaluations to assess impact, identify areas for improvement, and refine strategies based on data-driven insights. Benchmark assessment data will be reviewed quarterly, allowing for instructional pivots to accelerate progress toward end-of-year goals. Our Multi-Tiered Systems of Support (MTSS) framework will ensure that students needing academic, attendance, or behavioral interventions are identified and receive targeted support through regular progress monitoring meetings.

To sustain progress, we will prioritize strong communication and stakeholder engagement. Parent-teacher conferences, data-sharing nights, home visits, and town hall meetings will provide transparency and foster collaboration between schools and families. School leadership will engage with district stakeholders and community partners to leverage resources that support school improvement efforts. Leadership teams will conduct regular strategic planning sessions to ensure alignment between instructional priorities and improvement initiatives, using a data-driven decision-making approach to maintain momentum and drive continuous growth.

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.