



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:	Rocketship Legacy Prep
LEA:	Rocketship Public Schools
Year:	
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:	

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
Denon Carr	Principal	Lead	Instruction
Mirha Smith	Assistant Principal	Member	Strategic Planning
Belinda LaCombe	Business Operations Manager	Member	Resource Allocation

LEA Team for Accelerating Progress (LTAP) Members*			
Name	Role in LEA	Role in LTAP	Expertise
Nicole Bryan	VP of Schools	Lead	Instructional Excellence
Ashlee Watson	Director of Std Services	Member	Strong School Climate
Brandan Persaud	Director of ISE	Member	Instructional Excellence
Angela Perry	Chief of Strategy	Member	Transformational Leadership & Org Health
Zakiya Sackor	Executive Director	Member	Talent Development

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

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

Step 1: Setting SMART Goals to Address Prioritized Root Causes

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

Needs Assessment Summary: Prioritized Root Causes

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

Root Cause	Associated Key Challenge	Accelerate DC Domain(s) Root Cause is Aligned	Stakeholders who Raised this as a Root Cause	Reason for Prioritizing
<i>EXAMPLE: Inconsistent application of instructional best practices</i>	Low English Language Arts (ELA) growth scores for all students	<input checked="" type="checkbox"/> Talent Development	<ul style="list-style-type: none"> • Students in Ms. Smith’s 6th Grade ELA class • Caregivers of 5th grade students • School leaders responsible for quarterly instructional observations 	<ul style="list-style-type: none"> • Need to set clearer expectations to ensure that all instructional ELA staff are equipped and provided with the necessary training, supports, development, and resources for ELA instruction. • Caregivers recognize differences in classroom instructional approaches impact student learning. • The report <i>Effective Teacher Professional Development</i> (Learning Policy Institute) indicates a strong correlation between instructional practices and student outcomes
2. Tenure of current leader and prior leaders, coaching and/or other pipeline strategies	low ELA & math growth	<input checked="" type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Operational Health	new regional leadership, board members, national network leadership	-students deserve high-quality teaching and learning -parents deserve a dependable, high-quality LEA for their children -the business of Rocketship is academic achievement

<p>3. Limited Professional development opportunities and routines</p>	<p>low ELA & math growth</p>	<p> <input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Operational Health </p>	<p>new regional leadership, board members, national network leadership</p>	<p> -one of our key regional priorities is internal talent development, with a massive focus on improving teacher skill -we believe that retention seeds recruitment; to retain our best educators, we must improve the availability, consistency, and quality of our adult learning programming </p>
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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:

N/A

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

SMART Goal (EXAMPLE)			
Goal Statement:	<i>EXAMPLE: Student growth to proficiency score in ELA will increase from 46.1% in SY23-24 to above the SY23-24 state average (49.6%) by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>		
Metric:	<p>EXAMPLE:</p> <p><u>Goal Metric:</u> DC CAPE</p> <ul style="list-style-type: none"> • <i>ELA Growth to Proficiency Score</i> <p><u>Leading Indicators:</u> Grades 3-5 iReady</p> <ul style="list-style-type: none"> • <i>% of students meeting or exceeding annual and stretch growth targets</i> • <i>% of students mid/late grade level</i> • <i>% of students 2 years or more below grade level</i> 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
<i>EXAMPLE:</i> DC CAPE ELA Growth to Proficiency	47.6%	49.1%	50.6%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			

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

If we use reliable data sources to inform our instructional decision making with fidelity, expand access to high impact tutoring and strengthen literacy instructional practices, our formative assessment scores will increase and ultimately lead to improved outcomes and growth on summative assessments.

SMART Goal #1

Goal Statement:	By 2027, the <i>student growth to proficiency rate in ELA will increase from 50.2% in SY23-24 to by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>		
Metric:	<u>Goal Metric:</u> DC CAPE <ul style="list-style-type: none"> • <i>ELA Growth to Proficiency Rate</i> <u>Leading Indicators:</u> NWEA Growth <ul style="list-style-type: none"> • <i>% of students meeting or exceeding annual and stretch growth targets</i> <ul style="list-style-type: none"> ◦ <i>29% of students meeting reading growth goal</i> • <i>Proficiency (students above 67th percentile)</i> <ul style="list-style-type: none"> ◦ <i>reading: 13%</i> 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
50.2%	51.7%	53.2%	54.7%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>We will deploy the following strategies to remedy challenges faced by inconsistent teacher development and chronic absenteeism that has led us to this point:</p> <ul style="list-style-type: none"> • consistency of attendance actions throughout the week. • G3-G5 focused coaching and development • development of leaders (APs) aligned to region/campus priorities • develop sense of shared ownership and knowledge of ISE coaching and development • increase leader support to ensure that ALL teachers receive coaching weekly • launch of weekly humanities collaborative meetings across all three schools • set clear goals for students at all grade levels, and using weekly meetings to review data / follow up consistently 			

SMART Goal #2

Goal Statement:	By 2027, the <i>student growth to proficiency rate in MATH will increase from 43.6% in SY23-24 to by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>		
Metric:	<u>Goal Metric:</u> DC CAPE <ul style="list-style-type: none"> • <i>Math Growth to Proficiency Rate</i> <u>Leading Indicators:</u> NWEA Growth <ul style="list-style-type: none"> • <i>% of students meeting or exceeding annual and stretch growth targets</i> <ul style="list-style-type: none"> ◦ <i>39% of students meeting math growth goal</i> • <i>proficiency (students above 67th percentile):</i> <ul style="list-style-type: none"> ◦ <i>math: 21%</i> 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
43.6%	44.7%	46.2%	47.7%

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

We will deploy the following strategies to remedy challenges faced by inconsistent teacher development and chronic absenteeism that has led us to this point:

- increase leader support to ensure that ALL teachers receive coaching weekly
- launch weekly STEM collaborative meetings across all three schools
- Set clear goals for students at all grade levels, and using weekly meetings to review data / follow up consistently

Step 2: Developing Evidence-Based Strategies to Achieve Goals

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

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

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

- **Identify the evidence-based strategies²** that will help achieve the goal, ensuring at least one strategy is new or substantially different than previous strategies. *For each strategy:*
 - **Describe** the evidence-based strategy.
 - To ensure alignment in the work to OSSE’s **Accelerate DC** Framework, **identify which of the five Domains** your strategy aligns with. There may be more than one Domain per goal, as they are overlapping and cross cutting.
 - **Identify possible funding sources** that could provide resources for the strategy.
 - **Identify the major milestones³** the school will complete over the next three years in order to implement the selected strategy. Include when milestones begin and end and the responsible owner.

SMART Goal (EXAMPLE)	
Goal Statement	<i>EXAMPLE: Student growth to proficiency score in ELA will increase from 46.1% in SY23-24 to above the SY23-24 state average (49.6%) by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>
Strategies	<i>EXAMPLE:</i> A. <u>Strategy A:</u> Leverage iReady Diagnostic and Instructional Tools B. <u>Strategy B:</u> Scale High Impact Tutoring
Strategy A Description:	<i>EXAMPLE: Analysis of iReady Reading Score Reports, through weekly data meeting and planning protocols, to determine Tier 1 and Tier 2 instruction throughout the school year.</i>
Strategy A Owner:	<i>EXAMPLE: Instructional Coach</i>
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <i>EXAMPLE:</i> <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	
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: <i>EXAMPLE: This is an improvement upon our existing planning structure and expectations. Presently, teachers use a planning template and are encouraged to use score report data to inform instruction. Our</i>	

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.

future state will result in significant improvement by systematically increasing our use of evidence-based best practices. These will include a supported use of data to inform tier 1 instruction. Additionally, the expectation of further differentiation through Tier 2 strategies, including needs-based small groups, will be supported by the instructional leadership team consistent participation throughout the school year. Moreover, we have new staff members who need to learn our systems of using data to inform instruction.

Possible Funding Source for Strategy A: **EXAMPLE:**
Investment in Schools Grant
Title II funds

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

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

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

Strategy B Owner: **EXAMPLE:** Assistant Principal

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

EXAMPLE:

- Talent Development
- Instructional Excellence
- Strong School Culture & Climate
- Organizational Health

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

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

Possible Funding Source for Strategy B: **EXAMPLE:**
Investment in Schools Grant; UPSFF funds

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

Milestone	Start Date	End Date
B.1 EXAMPLE Revise master schedule to accommodate High Impact Tutoring during the school day for Grades 3-5	8/1/25	8/20/25
B.2 EXAMPLE Establish monitoring structure to determine and revise student groups designated to receive High Impact Tutoring	8/20/25	9/5/25
B.3 EXAMPLE Launch weekly data and planning meetings with High Impact Tutoring instructional team	9/30/25	10/6/25

SMART Goal #1	
Goal Statement	By 2027, the student growth to proficiency rate in ELA will increase from 50.2% in SY23-24 to by the end of Year 3, reflecting an annual increase of at least 1.5%.
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): C. Leverage NWEA/BOY/EOY data D. Targeted Small Group Instruction Deploy redesigned, targeted small group instruction
Strategy A Description:	Analysis of NWEA Reading Score Reports, through weekly data meeting and planning protocols, to determine Tier 1 and Tier 2 instruction throughout the school year.
Strategy A Owner:	Humanities Achievement Manager
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: X Talent Development X Instructional Excellence	
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 deploy the following strategies to remedy challenges faced by inconsistent teacher development and chronic absenteeism that has led us to this point: <ul style="list-style-type: none"> ● increase leader support to ensure that ALL teachers receive coaching weekly ● launch weekly STEM collaborative meetings across all three schools ● Set clear goals for students at all grade levels, and using weekly meetings to review data / follow up consistently 	
Possible Funding Source for Strategy A:	<ul style="list-style-type: none"> ● Investment in Schools Grant ● Federal Title I (ESEA Consolidated Schoolwide)

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 Monthly PD in reading for all teachers	8.25.25	6.30.26
A.2 Launch weekly data meeting and weekly planning meeting training for all instructional staff with differentiation for new team members	8.25.25	6.30.26
A.3 Students review their individual growth and proficiency data monthly	9.1.25	6.30.26

Strategy B Description:	Targeted Small Group Instruction Deploy redesigned, targeted small group instruction
Strategy B Owner:	AP of Humanities
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one: X Transformational Leadership	

<input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input 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: We will deploy the following strategies to remedy challenges faced by inconsistent teacher development and chronic absenteeism that has led us to this point: <ul style="list-style-type: none"> • increase leader support to ensure that ALL teachers receive coaching weekly • launch weekly STEM collaborative meetings across all three schools • Set clear goals for students at all grade levels, and using weekly meetings to review data / follow up consistently 	
Possible Funding Source for Strategy B:	<ul style="list-style-type: none"> • Investment in Schools Grant • Federal Title I (ESEA Consolidated Schoolwide)

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 Revision of the master schedule to include more time for small group instruction across all grades	8.25.25	6.30.26
B.2 Launch weekly data meeting and weekly planning meeting training for all instructional staff with differentiation for new team members	8.25.25	6.30.26
B.3 Regrouping of students based on data	8.25.25	6.30.26

Strategy C Description:	
Strategy C Owner:	
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 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:	
Possible Funding for Strategy C:	

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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C.1		
C.2		
C.3		

SMART Goal #2:	
Goal Statement	By 2027, the <i>student growth to proficiency rate in MATH will increase from 43.6% in SY23-24 to by the end of Year 3, reflecting an annual increase of at least 1.5%.</i>
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): E. Leverage NWEA/BOY/EOY data F. Targeted Small Group Instruction Deploy redesigned, targeted small group instruction
Strategy A Description:	Analysis of NWEA Reading Score Reports, through weekly data meeting and planning protocols, to determine Tier 1 and Tier 2 instruction throughout the school year.
Strategy A Owner:	HUM Achievement Manager
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <input checked="" type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	
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 deploy the following strategies to remedy challenges faced by inconsistent teacher development and chronic absenteeism that has led us to this point: <ul style="list-style-type: none"> ● increase leader support to ensure that ALL teachers receive coaching weekly ● launch weekly STEM collaborative meetings across all three schools ● Set clear goals for students at all grade levels, and using weekly meetings to review data / follow up consistently 	
Possible Funding Source for Strategy A:	<ul style="list-style-type: none"> ● Investment in Schools Grant ● Federal Title I (ESEA Consolidated Schoolwide)

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 Monthly PD in math for all teachers	8.25.25	6.30.25
A.2 Launch weekly data meeting and weekly planning meeting training for all instructional staff with differentiation for new team members	8.25.25	9.30.25

A.3 Students review their individual growth and proficiency data monthly	8.25.25	6.30.25
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Strategy B Description:	Targeted Small Group Instruction Deploy redesigned, targeted small group instruction
Strategy B Owner:	Math Achievement Manager
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one: <input checked="" type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence	
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: We will deploy the following strategies to remedy challenges faced by inconsistent teacher development and chronic absenteeism that has led us to this point: <ul style="list-style-type: none"> • increase leader support to ensure that ALL teachers receive coaching weekly • launch weekly STEM collaborative meetings across all three schools • Set clear goals for students at all grade levels, and using weekly meetings to review data / follow up consistently 	
Possible Funding Source for Strategy B:	<ul style="list-style-type: none"> • Investment in Schools Grant • Federal Title I (ESEA Consolidated Schoolwide)

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 Revision of the master schedule to include more time for small group instruction across all grades	8.25.25	6.30.26
B.2 Launch weekly data meeting and weekly planning meeting training for all instructional staff with differentiation for new team members	8.25.25	6.30.26
B.3 Regrouping of students based on updated data	8.25.25	6.30.26

Strategy C Description:	
Strategy C Owner:	
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 type="checkbox"/> Strong School Climate and Culture <input 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:

Possible Funding for Strategy C:

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		
C.2		
C.3		

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:

Engage in the following high-yield strategies (listed below) that will be owned and executed upon by the school leadership team. The regional team, led by our VP of Schools, will monitor progress and support the school based team to respond to the data. Given that we are able to monitor progress on our weekly basis, we are able to make some immediate course corrections weekly through our coaching and feedback cycle. More substantive data-driven instructional shifts will be made based on data from our formative assessments as outlined in our curriculum calendar.

- High quality planning for STEM and humanities
- Execution of whole and small group instruction
- Implement data-driven instructional strategies
- Implementing strong student culture systems (Tier 1 - 3)
- Conduct regular professional development sessions.
- Implement real-time coaching and feedback systems
- Regular coaching and development for all staff

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.