



Roots Public Charter School

School Improvement Plan

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:	Roots Public Charter School
LEA:	Roots Public Charter School
Year:	2023-2024
Designation Category (select one):	☒ Comprehensive Support and Improvement (CSI) School ☐ Intensive Support & Improvement (ISI) School ☐ Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School ☐ Monitored Improvement Status (MIS) ☐ <i>Targeted Support and Improvement (TSI)</i>
Date Completed:	March 28, 2025

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
Tyshawn Chisholm	Principal	Manage and oversee the SIP process in totality. Assist with identifying strategies to address key challenges.	Over 25 years of experience in the education field. First year as Principal at this LEA.
Keviana Holmes	Data Manager	Gather and provide hard data around key challenges. Assist with identifying strategies to address key challenges. Assist with the SIP process in totality.	Over 5 years of experience in the administrative/data field. Second year as Data Manager at this LEA.
Roseanna Nwaogu	Chief Financial Officer	Manage financial processes around the SIP process.	Over 25 years of experience in finance. Serve as a Certified Public Accountant (CPA).
Cameron Poles	Interim Board of Directors Chairman	Assist with the SIP process in totality. Provide input for deliverables.	Currently serves as Interim Chairman of the Board of Directors in addition to a former active parent of the school. Affiliated with school for many years.

Kim Bryant-Hughes	Lead Teacher, K-5 Campus, Teacher Rep on the Board of Directors	Assist with identifying strategies to address key challenges. Assist with the SIP process in totality.	Served as a lead teacher for grades K-5 and member of the board for over 10+ years.
Gail Gray	Lead Teacher, PreK3 and PreK4 Campus	Assist with identifying strategies to address key challenges. Assist with the SIP process in totality.	Served as a lead teacher for grades PreK3 and PreK4 for over 10+ years. Former member of the board.

LEA Team for Accelerating Progress (LTAP) Members*			
Name	Role in LEA	Role in LTAP	Expertise
Tyshawn Chisholm	Principal	Same as STAP	See above
Keviana Holmes	Data Manager	Same as STAP	See above
Roseanna Nwaogu	Chief Financial Officer	Same as STAP	See above
Cameron Poles	Interim Board Chair	Same as STAP	See above
Kim Bryant-Hughes	Lead Teacher	Same as STAP	See above
Gail Gray	Lead Teacher	Same as STAP	See above

*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:</i> <i>Inconsistent application of instructional best practices</i>	<i>Low English Language Arts (ELA) growth scores for all students</i>	☒ Talent Development	- Students in Ms. Smith's 6th Grade ELA class - Caregivers of 5th grade students - School leaders responsible for quarterly instructional observations	- Need to set clearer expectations to ensure that all instructional ELA staff are equipped and provided with the necessary training, supports, development, and resources for ELA instruction. - Caregivers recognize differences in classroom instructional approaches impact student learning. - The report <i>Effective Teacher Professional Development</i> (Learning Policy Institute) indicates a strong correlation between instructional practices and student outcomes
1. The curriculum foundation, published in 2016, requires a strong supplement to improve academic rigor for students.	Going through this process led to associated root causes, including a surge in chronic absenteeism for students who are economically disadvantaged.	X Transformational Leadership ☐ Talent Development X Instructional Excellence ☐ Strong School Climate and Culture X Organizational Health	- Parents of the student population. - Roots PCS' CFO responsible for administering the school budget. - Roots PCS' Board Members as the governing body	Research from NCES shows a strong correlation between student absenteeism with academic proficiency. School culture is negatively impacted by chronic absenteeism.

			• OSSE raised as a key challenge due to low attendance growth/data on the DC School Report Card. • School administrators noticed a rise in absences based on patterns recorded via the student information system (SIS).	
2. Operational needs of the school prevent school leaders and staff from addressing academic needs. Factors such as this can affect the overall learning experience, directly and indirectly affecting student outcomes.	Zero growth to proficiency score in Math for all students.	X Transformational Leadership ☐ Talent Development ☐ Instructional Excellence ☐ Strong School Climate and Culture X Organizational Health	• OSSE raised as a key challenge due to zero academic growth to proficiency in math/data shown on the DC School Report Card. • School administrators raised this domain as a key challenge based on proficiency growth patterns indicated through benchmark math scores.	

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:

Goal Development

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

Directions:

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

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

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

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

SMART Goal #1			
Goal Statement:	By the end of SY26–27, student growth to proficiency in ELA for Grades 3–5 will increase from 31% in FY24 to 35.5%, with a minimum annual increase of 1.5 percentage points, as measured by the DC CAPE ELA Growth to Proficiency metric.		
Metric:	DC CAPE ELA Growth to Proficiency (% of students demonstrating growth)		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
31%	32.5%	34%	35.5%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
If we adopt and implement a research-based, Common Core-aligned ELA curriculum (such as EL Education) that provides structured lesson plans, differentiated supports, and formative assessments—and if teachers receive intensive onboarding, continuous coaching, and planning support—then instruction will improve in consistency, quality, and responsiveness to student needs. As a result, students will be more engaged in literacy learning, show increased reading proficiency, and demonstrate growth across diagnostic and summative assessments.			

SMART Goal #2			
Goal Statement:	By the end of SY26–27, student growth to proficiency in mathematics for Grades 3–5 will increase from 28.4% in FY24 to 32.9%, with a minimum annual increase of 1.5 percentage points, as measured by the DC CAPE Math Growth to Proficiency metric.		
Metric:	DC CAPE Math Growth to Proficiency (% of students demonstrating growth)		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
28.4%	29.9%	31.4%	32.9%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
If we deepen our implementation of the My Math curriculum through intentional planning, rigorous use of embedded assessments, and consistent instructional coaching, then teachers will be better equipped to deliver whole group, small group, and independent learning opportunities with fidelity. Student understanding and math proficiency will increase when teachers are supported with professional development that helps them translate the curriculum's real-world, adaptive, and multimodal learning components into effective classroom practices. Ongoing data collection will guide grouping and support timely, targeted interventions.			

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	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%.
Strategies	EXAMPLE: A. <u>Strategy A:</u> Leverage iReady Diagnostic and Instructional Tools B. <u>Strategy B:</u> Scale High Impact Tutoring
Strategy A Description:	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.
Strategy A Owner:	EXAMPLE: Instructional Coach
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: EXAMPLE: ☒ Talent Development ☒ Instructional Excellence	

² See **OSSE Supports by Accelerate DC School Improvement Domain** in the Supplemental Toolkit for a portfolio of existing OSSE resources, organized by **Accelerate DC** Domain, that schools and LEAs may choose to leverage in their SIPs. Schools and LEAs may also want to reference the U.S. Department of Education's [What Works Clearinghouse](#) to search for and identify evidence-based strategies across topic areas and grade bands.

³ See the **Guide to Developing Milestones** in the Supplemental Toolkit for additional guidance and examples.

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

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

Possible Funding Source for Strategy A:

*EXAMPLE:
Investment in Schools Grant
Title II funds*

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

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

Strategy B Description:

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

Strategy B Owner:

EXAMPLE: Assistant Principal

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

EXAMPLE:

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

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

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

Possible Funding Source for Strategy B:

*EXAMPLE:
Investment in Schools Grant; UPSFF funds*

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

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

SMART Goal #1		
Goal Statement	By the end of SY2026–27, student growth to proficiency in ELA for Grades 3–5 will increase from 31% in FY24 to 35.5% , with a minimum annual increase of 1.5 percentage points, as measured by the DC CAPE ELA Growth to Proficiency metric.	
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): A. Adopt and Implement EL Education ELA Curriculum (tentative curriculum choice) B. Align Planning Systems and Teacher Coaching	
Strategy A Description:	Adopt EL Education's (or similar) Common Core-aligned curriculum to ensure access to high-quality, rigorous, and culturally responsive ELA instruction. The curriculum includes daily lesson plans, built-in assessments, and rubrics. Instructional time will be protected through updates to the master schedule.	
Strategy A Owner:	Principal; Lead Teacher	
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 ☐ 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: Yes, this is the adoption of a new curriculum. While a literacy curriculum has been in place, this represents a shift toward a standards-aligned, structured program with a full implementation and coaching plan.		
Possible Funding Source for Strategy A:	School Improvement Grant Funding Per Pupil Allocation	
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 Confirm adoption of new curriculum and place orders	September 1, 2024	June 18, 2025
A.2 Update master schedule to support ELA instructional blocks	July 1, 2025	July 15, 2025
A.3 Distribute teacher and student materials	July 15, 2025	August 15, 2025
Strategy B Description:	Develop aligned planning templates and pacing calendars to support curriculum delivery. Deliver August PD focused on lesson internalization and literacy strategies. Launch a bi-weekly coaching system focused on ELA instruction and data-based adjustments.	
Strategy B Owner:	Principal; Lead Teacher	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:		

SMART Goal #2:		
Goal Statement	By the end of SY26–27, student growth to proficiency in mathematics for Grades 3–5 will increase from 28.4% in FY24 to 32.9% , with a minimum annual increase of 1.5 percentage points, as measured by the DC CAPE Math Growth to Proficiency metric.	
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. Deepen Implementation of My Math Curriculum through Structured Planning and Data Use D. Strengthen Math Instruction through Coaching and Professional Development	
Strategy C Description:	Ensure full and consistent use of McGraw-Hill's My Math curriculum including whole-group, small-group, and independent practice tools. Support teachers in leveraging My Math's embedded formative assessments and data tools to inform grouping and pacing.	
Strategy C Owner:	Principal; Lead Teacher	
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 ☐ 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: Yes — while the curriculum is not new, this is a substantially deeper and more data-driven implementation supported by new planning templates, coaching, and scheduled PD cycles.		
Possible Funding Source 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 Review current My Math implementation and teacher usage patterns	Ongoing	Ongoing
C.2 Revise lesson plan templates to align with My Math components	Ongoing	Ongoing
C.3 Schedule and launch weekly curriculum planning sessions	Ongoing	Ongoing
Strategy D Description:	Build and implement a consistent coaching cycle focused on My Math's instructional routines, use of data, and classroom execution. Training includes how to implement small-group and collaborative learning embedded in the curriculum.	
Strategy D Owner:	Principal; Lead Teacher; Math Coach (consultant)	

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:

Yes — a formalized and school-wide coaching system is new and directly aligned to curriculum expectations.

Possible Funding Source for Strategy D:

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

Milestone	Start Date	End Date
D.1 Design coaching cycles and walkthrough tool aligned to My Math	Ongoing	August 15, 2025
D.2 Launch August PD sessions on instructional strategies and tech tools	August 10, 2025	August 15, 2025
D.3 Begin bi-weekly classroom observations and coaching sessions	August 18, 2025	Ongoing

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:

To monitor and sustain progress toward our academic goals, Roots Public Charter School will implement a multi-tiered performance management system grounded in curriculum fidelity, teacher support, and data-driven reflection.

Existing Routines We Will Leverage:

- Weekly lesson plan reviews by the principal and lead teacher for alignment to curriculum expectations and pacing.
- Monthly data meetings to review diagnostics and My Math/EL Education assessment data, identifying students in need of targeted support.
- Quarterly Board of Directors meetings, which will include SIP updates to ensure alignment between governance and academic improvement work.

New Routines to be Implemented:

- Bi-weekly coaching cycles for both ELA and math, including pre-observation planning, classroom walkthroughs, and feedback sessions. These cycles will be tracked using a shared coaching log reviewed monthly.
- Weekly grade-level planning sessions facilitated by the principal, focused on internalizing lessons, analyzing student work, and differentiating instruction using embedded assessment data.
- Curriculum fidelity checks, conducted quarterly, to review use of My Math and EL Education tools (e.g., formative assessments, My Learning Stations, graphic novels, pacing guides).

- Curriculum impact surveys, administered to teachers and students twice per year to assess the perceived effectiveness and usability of newly adopted curricular materials.

Ownership and Roles:

- The Principal, Math Coach, and Lead Teacher will lead the coaching cycles, planning sessions, and curriculum implementation monitoring.
- The Principal will monitor progress through instructional rounds and ensure alignment with schoolwide scheduling, PD, and resource allocation.
- The Data Manager will track attendance and assessment data and support the development of progress dashboards for staff and leadership.
- The Board Chair and PAC President will review SIP progress quarterly and provide feedback from a governance and community perspective.

Course Corrections: The Principal, Board Chair, and Lead Teacher will engage in structured quarterly “Plan-Check-Adjust” reviews to analyze data trends, assess the fidelity of implementation, and identify needed adjustments. These reviews will be documented and shared with the full STAP team.

Adjustments may include shifting PD focus, modifying pacing, reallocating coaching time, or making mid-year interventions in resource deployment.

Roots PCS is committed to creating a transparent, collaborative improvement culture in which progress is measured, shared, and actively refined.

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.