



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:	SHINING STARS MONTESSORI ACADEMY PUBLIC CHARTER SCHOOL (SSMA)
LEA:	SSMA PCS
Year:	SY26
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
Dr. Regina Rodriguez	Head of School	Engage Board (academic and fiscal) regarding SIP implementation, monitoring and evaluation. Identify, hire staff and contractors. Monitor SIP implementation and review.	Governance and management (academic and operational), HR, Policy Development, Internal and External liaison including parents, PCSB, DC Govt., DC Charter School Alliance, community partnerships
Rasheki Kuykendall	Principal/Chief Academic Officer (CAO)	Plan, Implement, Monitor, and Evaluate SIP	Supervising, coaching, and evaluating academic staff, student academic achievement and growth, student data; and family engagement.
Cherita Moore-Gause	Chief Operating Officer	Implement and supervise Operations-related components of the SIP, including on-boarding new staff and school enrollment	Finance and procurement liaison to EdOps, facility operations, National School Lunch Program and Health & Safety
Diane Cottman	Grant Director	Monitor and report on SIP implementation	Federal and non-federal grants and reports

Nieva Armstrong	Lead Teacher	Provide input from a teacher's perspective and support with planning and implementation	Elementary Education (Montessori)
Dr. Kamal Wright-Cunningham	Board Member	Provide input from a Board's (governance) perspective and support with planning and implementation	School Governance

LEA Team for Accelerating Progress (LTAP) Members*			
Name	Role in LEA	Role in LTAP	Expertise
Dr. Regina Rodriguez	Head of School	Budget and approve expenditures; identify, hire staff and contractors; monitor SIP implementation	Public School administration - policy development, human resources, academic and operational admin and evaluation
Rasheki Kuykendall	Principal	Supervise and evaluate academic team; Identify professional development available to support SIP	Academic Excellence and student achievement
Cherita Moore-Gause	COO	Implement Operations-related components of the SIP	Human Resources, Operations, Health and Safety, Facility Maintenance
Diane Cottman	Grants Director	Monitor and report on SIP implementation	Administration
Kevin Lapinski	Director of Special Programs	Implement and monitor Special Programs components of SIP	Special Program
Delton Fontroy	Dean of Scholars	Attendance, Family Engagement	Student Support, Family Engagement

*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>	<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
1. Lack of clear systems and identification of academic goals to ensure effective Montessori practices that lead to academic growth.	Low academic growth and achievement scores in ELA and Math	X Transformational Leadership X Talent Development Instructional Excellence Strong School Climate and Culture X Organizational Health	*Teachers *Interventionists *Instructional Coach *Learning Specialists	Clear systems and well-defined academic goals ensure consistency, and provides the opportunity to monitor student progress and provide targeted support
2. Lack of curricular resources that align common core and	Low academic growth and achievement scores in Math and ELA	Transformational Leadership Talent Development X Instructional Excellence	*Leadership Team *Teachers *Instructional Support	

<p>Montessori grade level standards (e.g. instructional materials, classroom assessment materials, planning materials)</p>		<p>Strong School Climate and Culture X Organizational Health</p>	<p>*Observation feedback</p>	
<p>3. Lack of consistent collaboration and engagement of teachers and no standardized approach which vertically articulates through the age/grade spans of the school.</p>	<p>Low academic growth and achievement scores in Math and ELA</p>	<p>X Transformational Leadership Talent Development X Instructional Excellence X Strong School Climate and Culture Organizational Health</p>	<p>*Leadership Team *Teachers *Instructional Support</p>	

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:

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
 - 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:	<p><i>EXAMPLE:</i></p> <p><u>Goal Metric:</u> DC CAPE</p> <ul style="list-style-type: none"> ● ELA Growth to Proficiency Score <p><u>Leading Indicators:</u> Grades 3-5 iReady</p> <ul style="list-style-type: none"> ● % 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%
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:	<p>In SY24, the student growth to proficiency score in ELA was 39.8%. For SY25—the base year of our designation as a Comprehensive Support and Improvement (CSI) school—we will increase that percentage by no less than 2%.</p> <p>By June 2027, SSMA will demonstrate an increase of at least 10% in student growth to proficiency in ELA. This will be done by implementing academic systems that are aligned with Montessori practices.</p>		
Metric:	<p>Goal Metric: DC CAPE</p> <ul style="list-style-type: none"> ● ELA growth to proficiency (SY25-27) <i>Percentage of students demonstrating growth on DC CAPE</i> <p>Leading Indicators:</p> <ul style="list-style-type: none"> ● % of students meeting/exceeding expectations 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
ELA Growth to Proficiency (39.8%)	42%	45%	50%

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

If SSMA provides high-quality, standards-aligned ELA professional development for teachers on the Science of Reading; ensures consistent access to a high-quality instructional materials (HQIM), curriculum, and planning tools; establishes clear expectations and accountability for data-driven instruction; implements collaborative structures for planning, reflection, and coaching; and monitors student progress through formative assessments and adjusts instruction accordingly, the instructional staff will be better equipped to deliver effective, differentiated/scaffolded ELA instruction, and students will demonstrate increased engagement, skill mastery, and growth toward proficiency in literacy, writing, and comprehension, which will result in an increase in student growth to proficiency rates.

SMART Goal #2

Goal Statement:	<p>In SY24, the student growth to proficiency score in MATH was 46.6%. For SY25—the base year of our designation as a Comprehensive Support and Improvement (CSI) school—we will increase that percentage by no less than 3%.</p> <p>By June 2027, SSMA will demonstrate an increase of at least 10% in student growth to proficiency in MATH. This will be done by implementing academic systems that are aligned with Montessori practices.</p>		
Metric:	<p>Goal Metric: DC CAPE</p> <ul style="list-style-type: none"> ● ELA growth to proficiency (SY25-27) <i>Percentage of students demonstrating growth on DC CAPE</i> <p>Leading Indicators:</p> <ul style="list-style-type: none"> ● % of students meeting/exceeding expectations 		

FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
MATH Growth to Proficiency (46.6%)	50%	55%	60%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>If SSMA provides high-quality, standards-aligned MATH professional development for teachers; ensures consistent access to a high-quality instructional curriculum (HQIM), materials, and planning tools; establishes clear expectations and accountability for data-driven instruction; implements collaborative structures for planning, reflection, and coaching; and monitors student progress through formative assessments and adjusts instruction accordingly, the instructional staff will be better equipped to deliver effective, differentiated/scaffolded MATH instruction, and students will demonstrate increased engagement, skill mastery, and growth toward proficiency in core math skills (problem solving, critical thinking), which will result in an annual increase in student growth to proficiency rates.</p>			

SMART Goal #3			
Goal Statement:	By the end of the 2027 school year, establish and implement vertically aligned Professional Learning Community (PLC) structures within the SSMA community and across the DC Charter Montessori network to support collaborative data analysis, instructional alignment, and the sharing of effective practices.		
Metric:	<p>Goal Metric: At least 50% of SSMA PLCs meet consistently according to the established calendar and use standardized protocols to analyze student data, align instruction, and share effective practices, as evidenced by documented meeting artifacts and feedback surveys.</p> <p>Leading Indicators:</p> <ul style="list-style-type: none"> ● % of teachers/schools attending and contributing to PLC meetings. ● # of PLCs using vertically aligned agenda templates and protocols. ● % of grade bands completing student work protocol reviews at least once per trimester. ● # of cross-grade peer observations or walkthroughs conducted each trimester. 		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
0%	20%	35%	50%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>If we create and sustain vertically aligned professional learning communities that foster collaboration across Montessori schools, age groups and instructional teams, then teachers will share best practices, align expectations, and ensure consistent academic and developmental progressions, resulting in stronger continuity of student learning and smoother transitions across Montessori grade spans.</p>			

Step 2: Developing Evidence-Based Strategies to Achieve Goals

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

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

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

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

SMART Goal (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. Strategy A: Leverage iReady Diagnostic and Instructional Tools B. Strategy B: 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	

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	In SY24, the student growth to proficiency score in ELA was 39.8%. For SY25—the base year of our designation as a Comprehensive Support and Improvement (CSI) school—we will increase that percentage by no less than 2%. By June 2027, SSMA will demonstrate an increase of at least 10% in student growth to proficiency in ELA. This will be done by implementing academic systems that are aligned with Montessori practices.
Strategies	<ul style="list-style-type: none"> A. Strategy A: Adopt and implement a high-quality instructional curriculum aligned to ELA Montessori and Common Core standards. B. Strategy B: Develop and implement school-wide academic performance ELA benchmarks aligned to MAP (CCSS) and Montessori standards. C. Strategy C: Provide targeted professional development and coaching on the Science of Reading, Response-to-Intervention (RTI) strategies, and data-driven instruction aligned to CCSS and Montessori practices. D. Strategy D: Create and implement a universal student progress monitoring system that integrates formative assessment and Montessori learning progressions.
Strategy A Description:	<p>Adopt and implement a high-quality instructional ELA curriculum aligned to Montessori and Common Core standards.</p> <p>This strategy focuses on the adoption and implementation of a school-wide ELA instructional framework that is CCSS-aligned and includes assessments, scoring rubrics, standardized lesson plan templates and instructional examples to support consistency in planning and delivery of Montessori practices.</p>
Strategy A Owner:	CAO, Teachers, Instructional Coaches/Support, SPED Coordinator
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 	
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>Adopting a high-quality ELA curriculum aligned with both Montessori and Common Core standards ensures that students receive explicit, coherent, and equitable literacy instruction.</p>	
Possible Funding Source for Strategy A:	Investment in Schools Grant School Improvement Grant Title Funds UPSFF 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 Identify high-quality ELA instructional curriculum	5/1/25	6/16/25
A.2 Provide continuous PD and coaching opportunities for teachers	8/18/25	8/21/26
A.3 Identification and contracting of a curricular design consultant	7/1/25	8/15/25
A.4 ELA curriculum alignment to Montessori practices and instructional resources	7/1/25	9/1/25
A.5 Provide continuous PD on the alignment of ELA CCSS and Montessori standards	8/18/25	8/21/27

Strategy B Description: **Develop and implement school-wide ELA academic performance goals/benchmarks aligned to MAP (CCSS) and Montessori standards.**

This strategy focuses on creating clear, grade-band specific benchmarks that merge MAP Growth expectations with Montessori learning progressions. These benchmarks will align with the new curriculum, guide instruction, provide assessments, pacing guides, and RTI strategies, giving both educators and students clear targets and pathways for growth.

Strategy B Owner: CAO, Lead Teachers, Instructional Coaches/Support

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:

Montessori pedagogy emphasizes individualized progression, but without shared benchmarks, academic expectations can vary widely by classroom. Establishing performance ELA benchmarks aligned to MAP (CCSS) and Montessori practices ensures coherence in expectations per grade band, enables progress monitoring, and provides teachers with clear guidance for scaffolding instruction. Metrics assist in balancing individualized pacing with common academic goals.

Possible Funding Source for Strategy B: Investment in Schools Grant
School Improvement Grant
Title Funds
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 Curriculum mapping of newly adopted curriculum (i.e. pacing chart and scope and sequence).	7/1/25	8/15/25
B.2 Develop ELA academic performance benchmarks/expectations for each grade span (e.g., Children’s House-PK3-K, Lower Elementary-1st-3rd, Upper Elementary-4th-6th).	7/1/25	8/15/25
B.3 Introduce ELA academic benchmarks during Summer Institute (staff training), integrated into instructional planning.	8/18/25	8/22/25
B.4 Teachers integrate ELA academic benchmarks into instructional planning.	8/18/25	6/1/26
B.5 Schedule school-wide town hall kickoff to communicate ELA academic goals/benchmarks.	9/1/25	10/1/25

Strategy C Description:

Provide targeted professional development and coaching on the Science of Reading, Response-to-Intervention (RTI) strategies, and data-driven instruction aligned to CCSS and Montessori practices.

This strategy provides teachers with evidence-based practices for teaching foundational reading skills, equips teachers with tools to analyze student data (e.g., MAP results, formative checks, and Montessori work samples) and adapt instruction accordingly—while maintaining fidelity to Montessori methods. Continuous PD, data sessions, coaching, and feedback cycles will emphasize actionable strategies within the Montessori framework.

Strategy C Owner: CAO, Teachers, Instructional Coaches/Support, SPED Coordinator

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:

Many of our teachers are less familiar with the Science of Reading, analyzing standardized data (like MAP) or integrating evidence-based strategies into lesson planning. High-quality PDs and coaching can help bridge this gap, ensuring that teachers use evidence-based ELA strategies and leverage data to strengthen academic outcomes for students.

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

Milestone	Start Date	End Date
C.1 Provide targeted PD on evidence-based strategies for teaching foundational Reading skills and coaching cycles to leverage data and drive instruction..	8/18/25	8/21/26
C.2 Provide targeted PD on analyzing and leveraging student data to drive instruction.	8/18/25	8/21/26
C.3 Schedule monthly data walks and data sessions with Lead teachers.	9/1/25	6/1/25

Strategy D Description: **Create and implement a universal student progress monitoring system that integrates formative assessment and Montessori learning progressions.**

This strategy introduces a unified system for monitoring student learning. It will combine traditional data sources (MAP, quizzes) with Montessori tools (work journals, observational notes), enabling real-time instructional adjustments.

Strategy D Owner: CAO, Teachers, Instructional Coaches/Support, SPED Coordinator

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:

Montessori teachers rely heavily on observation and student work cycles, which can be subjective or inconsistent without a structured system. Integrating data tools with Montessori methods (e.g., observation logs + formative checks) ensures that student growth is consistently tracked, enabling timely interventions and improved instructional decisions across grade bands.

Possible Funding for Strategy D:	Investment in Schools Grant Title Funds UPSFF Funds
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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
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D.1 Identify student progress monitoring tool that aligns to Math curriculum	9/1/25	6/1/26
D.2 Provide PDs and coaching on implementation of the progress monitoring tool	9/1/26	6/1/27
D.3 School-wide implementation with quarterly reviews by leadership	9/1/26	6/1/27

SMART Goal #2:	
Goal Statement	<p>In SY24, the student growth to proficiency score in MATH was 46.6%. For SY25—the base year of our designation as a Comprehensive Support and Improvement (CSI) school—we will increase that percentage by no less than 3%.</p> <p>By June 2027, SSMA will demonstrate an increase of at least 10% in student growth to proficiency in MATH. This will be done by implementing academic systems that are aligned with Montessori practices.</p>
Strategies	<p>Strategy E: Adopt and implement a high-quality Math curriculum aligned to Montessori and Common Core standards for Math.</p> <p>Strategy F: Develop and implement school-wide academic performance Math benchmarks aligned to MAP (CCSS) and Montessori standards.</p> <p>Strategy G: Provide targeted professional development and coaching on the Science of Math, Response-to-Intervention (RTI) strategies, and data-driven instruction aligned to CCSS and Montessori practices.</p> <p>Strategy H: Create and implement a universal student progress monitoring system that integrates formative assessment and Montessori learning progressions.</p>
Strategy E Description:	<p>Adopt and implement a high-quality Math curriculum aligned to Montessori and Common Core standards</p> <p>This strategy focuses on the adoption and implementation of a school-wide Math instructional framework that is CCSS-aligned and includes assessments, scoring rubrics, standardized lesson plan templates and instructional examples to support consistency in planning and delivery of Montessori practices.</p>
Strategy E Owner:	CAO, Instructional Coach, Teachers, SPED Coordinator
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy D. You may identify more than one:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 	
<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:</p>	

Adopting a high-quality math curriculum aligned with Montessori and CCSS allows the academic program to honor the developmental, hands-on nature of Montessori practices while ensuring that all students meet rigorous, grade-level expectations through coherent instruction, data-informed practice, and consistent support structures.

Possible Funding Source for Strategy E:	Investment in Schools Grant School Improvement Grant Title Funds UPSFF Funds
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Milestones for Strategy E: 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
E.1 Identify high-quality Math instructional curriculum	5/1/25	6/16/25
E.2 Provide continuous Math PD and coaching opportunities for teachers	8/18/25	8/21/26
E.3 Identification and contracting of a curricular design consultant	7/1/25	8/15/25
E.4 Curriculum alignment to Math Montessori practices and instructional resources	7/1/25	9/1/25
E.5 Provide continuous PD on the alignment of Math CCSS and Montessori standards alignment	8/18/25	8/21/27

Strategy F Description:	<p>Develop and implement school-wide Math academic performance benchmarks aligned to MAP (CCSS) and Montessori standards.</p> <p>This strategy focuses on creating clear, grade-band specific benchmarks that merge MAP Growth expectations with Montessori learning progressions. These benchmarks will align with the new curriculum, guide instruction, provide assessments, pacing guides, and RTI strategies, giving both educators and students clear targets and pathways for growth.</p>
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Strategy F Owner:	CAO, Teachers, Instructional Coach/Support
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Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy E. 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:

Montessori pedagogy emphasizes individualized progression, but without shared benchmarks, academic expectations can vary widely by classroom. Establishing performance Math benchmarks aligned to MAP (CCSS) and Montessori practices ensures coherence in expectations per grade band, enables progress monitoring, and

provides teachers with clear guidance for scaffolding instruction. Metrics assist in balancing individualized pacing with common academic goals.

Possible Funding Source for Strategy F:	Investment in Schools Grant School Improvement Grant Title Funds UPSFF Funds
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Milestones for Strategy F: 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
F.1 Curriculum mapping of newly adopted Math curriculum (i.e. pacing chart and scope and sequence).	7/1/25	8/15/25
F.2 Develop Math academic performance goals/benchmark templates for each grade span (e.g., Children’s House-PK3-K, Lower Elementary-1st-3rd, Upper Elementary-4th-6th).	7/1/25	8/15/25
F.3 Introduce Math academic goals/benchmark templates during Summer Institute (staff training), integrated into instructional planning.	8/18/25	8/22/25
F.4 Teachers integrate Math academic goals/benchmarks templates into instructional planning.	8/18/25	6/1/26
F.5 Provide training and coaching on effective use of goals/benchmark templates		
F.6 Schedule school-wide town hall kickoff to communicate ELA academic goals/benchmarks	9/1/25	10/1/25

Strategy G Description:	<p>Provide targeted professional development and coaching on the Science of Math, Response-to-Intervention (RTI) strategies, and data-driven instruction aligned to CCSS and Montessori practices.</p> <p>This strategy provides teachers with evidence-based practices for teaching foundational Math skills, equips teachers with tools to analyze student data (e.g., MAP results, formative checks, and Montessori work samples) and adapt instruction accordingly—while maintaining fidelity to Montessori methods. Continuous PD, data sessions, coaching, and feedback cycles will emphasize actionable strategies within the Montessori framework.</p>
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Strategy G Owner:	CAO, Instructional Coach, Teachers, SPED Coordinator
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Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy F. 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:

Many of our teachers are less familiar with the Science of Math, analyzing standardized data (like MAP) or integrating evidence-based strategies into lesson planning. High-quality PDs and coaching can help bridge this

gap, ensuring that teachers use evidence-based Math strategies and leverage data to strengthen academic outcomes for students.

Possible Funding for Strategy G: Investment in Schools Grant
School Improvement Grant
Title Funds
UPSFF Funds

Milestones for Strategy G:
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
G.1 Provide targeted PD on evidence-based strategies for teaching foundational Reading skills and coaching cycles to leverage data and drive instruction..	8/18/25	8/21/26
G.2 Provide targeted PD on analyzing and leveraging student data to drive instruction.	8/18/25	8/21/26
G.3 Schedule monthly data walks and data sessions with Lead teachers.	9/1/25	6/1/25

Strategy H Description: **Create and implement a school-wide student progress monitoring system that integrates formative assessment and Montessori learning progressions.**

This strategy introduces a unified system for monitoring student learning. It will combine traditional data sources (MAP, quizzes) with Montessori tools (work journals, observational notes), enabling real-time instructional adjustments.

Strategy H Owner: CAO, Teachers, Instructional Coaches/Support

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:

Montessori teachers rely heavily on observation and student work cycles, which can be subjective or inconsistent without a structured system. Integrating data tools with Montessori methods (e.g., observation logs + formative checks) ensures that student growth is consistently tracked, enabling timely interventions and improved instructional decisions across grade bands.

Possible Funding for Strategy H: Investment in Schools Grant
Title Funds
UPSFF Funds

Milestones for Strategy H:

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
H.1 Identify student progress monitoring tool that aligns to Math curriculum	9/1/25	6/1/26
H.2 Provide PDs and coaching on implementation of the progress monitoring tool	9/1/26	6/1/27
H.3 School-wide implementation with quarterly reviews by leadership	9/1/26	6/1/27

SMART Goal #3:	
Goal Statement	By the end of the 2027 school year, establish and implement vertically aligned Professional Learning Community (PLC) structures within the SSMA community and across the DC Charter Montessori network to support collaborative data analysis, instructional alignment, and the sharing of effective practices.
Strategies	<p>Strategy I: Provide professional development for teachers and school leaders on effective PLC practices, including data analysis, collaborative inquiry, and Montessori-aligned instructional planning.</p> <p>Strategy J: Develop a yearlong PLC calendar by grade bands and vertical teams; create standardized meeting templates, data protocols, and agendas aligned to student achievement goals.</p> <p>Strategy K: Coordinate with leaders across the DC Charter Montessori network to organize biannual network-wide PLC sessions focused on sharing data trends, instructional tools, and Montessori-aligned practices.</p>
Strategy I Description:	<p>Provide PD for teachers and school leaders on effective PLC practices, including data analysis, collaborative inquiry, and Montessori-aligned instructional planning.</p> <p>To ensure the successful implementation and sustainability of vertically aligned Professional Learning Communities (PLCs), educators and leaders need targeted training on the essential components of high-functioning PLCs—particularly in a Montessori context that balances autonomy with accountability.</p>
Strategy I Owner:	CAO, Instructional Coach, Teachers, SPED Coordinator
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy G. You may identify more than one:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health 	

<p>Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>This strategy ensures all participants have a shared understanding of PLC purpose, roles, and protocols, promoting consistent and productive collaboration</p>		
<p>Possible Funding Source for Strategy I:</p>	<p>Investment in Schools Grant School Improvement Grant? Title Funds UPSFF Funds</p>	
<p>Milestones for Strategy I: 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
I.1 Conduct a needs assessment to identify current staff knowledge, attitudes, and practices around PLCs.	8/18/2025	8/20/2025
I.2 Design professional development plan for PLCs, including Montessori and CCSS alignment.	9/1/2025	9/30/2025
I.3 Train team leaders in Montessori-aligned data analysis and facilitation of collaborative planning.	9/1/2025	9/30/2025
<p>Strategy J Description:</p>	<p>Develop a yearlong PLC calendar by grade bands and vertical teams; create standardized meeting templates, data protocols, and agendas aligned to student achievement goals.</p> <p>To ensure PLCs are consistent, goal-oriented, and aligned to both Montessori philosophy and academic standards, a structured annual calendar and toolkit of resources will guide the work of all PLCs across the school and network.</p>	
<p>Strategy J Owner:</p>	<p>CAO, Instructional Coach, Teachers</p>	
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy H. You may identify more than one:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" 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>This strategy promotes accountability, focus, and alignment across classrooms, ensuring PLC time is used strategically to improve instructional outcomes.</p>		
<p>Possible Funding Source for Strategy J:</p>	<p>Investment in Schools Grant School Improvement Grant Title Funds UPSFF Funds</p>	

Milestones for Strategy J: 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
J.1 Develop grade band teams for vertical alignment and collaboration	9/1/2025	6/1/2026
J.2 Create standardized meeting templates, data protocols	9/1/2025	6/1/2026
J.3 Develop PLC calendar based on feedback from teachers	9/1/2025	6/1/2026
Strategy K Description:	Coordinate with leaders across the DC Charter Montessori network to organize biannual network-wide PLC sessions focused on sharing data trends, instructional tools, and Montessori-aligned practices.	
	This strategy focuses on creating a collaborative, interconnected professional environment across multiple schools, where teachers and leaders can share resources, insights, and strategies to improve student outcomes.	
Strategy K Owner:	CAO, Instructional Coach, Teachers, SPED Coordinator	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy I. You may identify more than one: <input checked="" type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence <input checked="" 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: This strategy encourages knowledge-sharing, strengthens instructional coherence, and builds a supportive professional community beyond a single school site.		
Possible Funding for Strategy K:	Investment in Schools Grant School Improvement Grant Title Funds UPSFF Funds	
Milestones for Strategy K: 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
K.1 Identify school leaders and invite to collaborate	8/20/2025	8/22/2025
K.2 Develop calendar, structure and shared objectives	ongoing	ongoing
K.3 Plan first network-wide PLC session; collect feedback and identify shared instructional priorities.	TBD	TBD

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 ensure accountability and continuous improvement, Shining Stars Montessori Academy PCS will implement a comprehensive, multi-tiered system for monitoring progress toward the three-year School Improvement Plan (SIP) goals over the 2024–2027 cycle. Progress monitoring will be data-driven, aligned to specific leading and lagging indicators, and embedded in instructional practice, leadership routines, and stakeholder engagement processes.

1. Data Systems and Benchmark Tracking

The school will use a combination of academic performance data (lagging indicators) and implementation-focused process data (leading indicators) to assess progress toward each goal:

- Academic goals and benchmarks aligned to CCSS, NWEA MAP Growth and Montessori grade-level expectations will be tracked quarterly.
- Curriculum alignment will be measured through internal audits, teacher usage rates of standards-aligned lesson guides, and committee-reviewed instructional resources.
- Vertical alignment and collaboration will be monitored via PLC participation logs, teacher surveys, student work reviews, and implementation fidelity checklists.

All metrics will have clear baselines and annual targets, which are disaggregated by content area and grade span to enable nuanced, equitable decision-making.

2. Internal Monitoring Routines

The Leadership Team will review SIP progress at the following intervals:

- Quarterly data reviews to analyze MAP interim assessment results, curriculum implementation milestones, and PLC artifacts.
- Monthly implementation check-ins led by instructional coaches, focusing on classroom walkthrough data, benchmark use, and teacher feedback.
- Biannual strategic reflection sessions involving school leadership, curriculum committee members, and teacher leaders to assess mid-year and end-of-year progress and recalibrate as needed.

Progress will be documented using a centralized SIP Dashboard, maintained by the Data Manager and regularly updated to ensure transparency.

3. Teacher & Stakeholder Engagement

Teachers will play an active role in progress monitoring through:

- Participation in quarterly PLC-driven reflection cycles, using student data and aligned student work protocols.
- Instructional planning logs that reflect alignment with Montessori and Common Core benchmarks.
- PD feedback surveys to ensure professional learning remains targeted and impactful.
- Collaboration with other Montessori programs and PLCs.
- Town Hall meetings to engage and inform stakeholders

The school will also share SIP progress with the broader community through biannual family reports, Board presentations, and charter accountability updates.

4. Adaptation and Continuous Improvement

The school is committed to using SIP data not only for compliance, but as a living part of its instructional improvement engine. Where data indicates challenges or underperformance, responsive adjustments will be made to strategies, professional development priorities, and resource allocation. Annual SIP revisions will incorporate lessons learned and teacher input to ensure continuous alignment with student needs.

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.