



OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION

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:	Kingsman Academy Public Charter School
LEA:	Kingsman Academy Public Charter School
Year:	SY 2024 - 2025
Designation Category (select one):	<input type="checkbox"/> Comprehensive Support and Improvement (CSI) School <input type="checkbox"/> Intensive Support & Improvement (ISI) School <input checked="" type="checkbox"/> Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School <input type="checkbox"/> Monitored Improvement Status (MIS) <input type="checkbox"/> <i>Targeted Support and Improvement (TSI)</i>
Date Completed:	

School Team for Accelerating Progress (STAP) Members*			
Name	Role in LEA	Role in STAP	Expertise
Natasha Metts	Program Director	Coordinator of Recommendations and Strategic Initiatives for the R.I.S.E Program	Management and Implementation of interventions for engagement for uncredited and overaged adult students.
Corey Williams	Program Director	Coordination of recommendations and strategic initiatives for the Odyssey program.	Management and implementation of interventions for engagement for uncredited and overaged high school-aged students.
Malik Carson	Program Director	Coordination of recommendations and strategic initiatives for the Bridging the Gap program.	Management and implantation of interventions for engagement for youths with high sped levels.
Jakeya Hardy	Academic Specialist	Coordination of recommendations and strategic initiatives for the Quest program.	Detailed, organized, and seamless at interpreting data to design avenues to intervene to improve student performance.
Teri Marshall	Special Education Coordinator	Monitoring that the recommendations and initiatives placed follow special education requirements, and work	Coordination of SPED services and detailed knowledge on compliance and legal requirements.

		to the benefit of our special student population.	
Vonetta Long	Family Coordinator	Communicating with families and other stakeholders to deliver status on goals, progress of individual students, as well to extract information on improvements or barriers that should be addressed.	Former Program Director of the Middle School for Kingsman who had tremendous success in engaging parents and involving them in day-to-day instruction for their students.

LEA Team for Accelerating Progress (LTAP) Members*			
Name	Role in LEA	Role in LTAP	Expertise
Kennesha Kelly	Executive Director	Oversee the entirety of the SIP.	A School Administrator with over a decade's worth of experience based around the progression and implementation of school's trajectories, visions, and goals.
Emily Olive-Hernandez	Director of Data and Accountability	Responsible for accountability and ensuring that progress towards goals are reported whether they're met or not. Responsible for committing audits to ensure interventions are being implemented correctly across the LEA.	Incredibly organized director capable of devising a slew of audits, and other frameworks for accountability to ensure that targeted interventions are being addressed and implemented across the LEA.
Shanise Butler	Director of Student Culture and Engagement	Establishing the culture and engaging students to interact with the proposed interventions.	Licensed Social Worker and former Program Director for the R.I.S.E Program who established frameworks for engaging historically unengaged students. Possesses the ability to deeply connect with students and establish a powerful culture around expectations in relation to students' goals.

<p>Derek Deane</p>	<p>Director of Staff Culture and Engagement</p>	<p>Establishing the culture and engaging staff to interact with the proposed interventions.</p>	<p>School administrator with many talents but primarily centered around the management and staff. Essential for establishing expectations and ensuring that staff are meeting the responsibilities highlighted in their job descriptions. A strong management leader who can set school culture and climate.</p>
<p>Katrina Foster</p>	<p>Director of Student Support Services</p>	<p>Ensuring that interventions and implemented changes benefit students across the LEA. Assist in the administer of services, and monitor adjustments carefully.</p>	<p>Leads the LEA’S response and administration of services to provide services to students such as occupational therapy, temporary placements for homeless student, clothes, food, etc.,</p>
<p>De’Sean Markley</p>	<p>Special Projects Coordinator</p>	<p>Providing updates to the SIP and submitting them to OSSE. Recording and organizing the changes and compiling the reports for them.</p>	<p>The LEA’s data and system manager who is chiefly responsible for ensuring that data is delivered seamlessly to instructors, program directors, and other directors so that they can make informed decisions. Has worked on SIP in the past.</p>
<p>Phyllis Powell</p>	<p>Director of Program Development</p>	<p>Working with staff, and all programs to ensure that students have post-secondary opportunities, and placements after graduation from Kingsman.</p>	<p>Leads the LEA’s transitional team which is focused around helping students transition from Kingsman to the <i>real world</i> after graduation. Having worked with DC’s government, Powell possesses a tremendous amount of resources and an extensive network that will provide students with opportunities after graduation.</p>

*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
EXAMPLE: Inconsistent application of instructional best practices	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. Student Engagement – Inconsistent Engagement in Person vs Virtual Students	Low Graduation Rate	<input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health	Staff Members raised this concern. They can see students as they slowly become less engaged.	We have seen that when students are consistently engaged in school, lifetime outcomes are significantly better. When students are more engaged at Kingsman, and we have daily interactions, staff are more likely to address their non-academic needs.

<p>3. Lack of Real-Time Data Progress Monitoring</p>	<p>Low Graduation Rate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health 	<p>Parents raised this concern when discussing progress reports and report cards. Because we operate on a trimester basis, information around academic progress does not come as often as schools that operate off four quarters. By the time they receive the information, they feel as though it is too late. Staff members have raised this concern as well. Without a place to view student progress, there is a lot of manual work to determine who is engaged, what they're engaged with, and how much they're engaged. By having this administrative duty removed from their workload, they can focus more deeply on the content being instructed, and by having access to this data, they can make real-time interventions for students.</p>	<p>If Parents are engaged, students have a higher chance of being engaged. Family engagement is pivotal in the education of any student, and it is absolutely needed for students with unique challenges which is most Kingsman's population. By giving them opportunity to view progress in real-time, we give parents the opportunity to make interventions at home. Similarly, by giving teachers this access to view real-time progress, they can make real-time interventions in the classroom to change the course of a student's academic trajectory.</p>
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Resource Allocation Review Summary

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

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 <ul style="list-style-type: none"> • ELA Growth to Proficiency Score <u>Leading Indicators:</u> Grades 3-5 iReady <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>	47.6%	49.1%	50.6%

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

DC CAPE ELA Growth to Proficiency			
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:	Student engagement will increase from 70.4% in SY23-24 to our SY21-22 engagement score levels of 85% by the end of year three.		
Metric:	Kingsman Academy’s Engagement Score - a composite index of student engagement derived from multiple indicators of participation and progress (e.g., attendance rates, course/topic completion, system logins, daily check-in responses, and learning readiness measures). This score is updated in near real-time to reflect students’ ongoing engagement across in-person, hybrid, or virtual settings.		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):
70%	75%	80%	85%
Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.			
<p>If we develop and utilize a robust real-time engagement data system and respond swiftly to the trends it reveals, then staff will identify disengaged students earlier and intervene more effectively, leading to higher overall engagement. Our needs assessment found that after a return from fully virtual learning in SY20-21, the flexibility in Kingsman’s model (virtual, hybrid, in-person) made consistent monitoring difficult. Teachers struggled to monitor participation equally across settings, contributing to a decline in engagement (70% in SY23-24, down from 85% in SY21-22). To address this, we are building an internal data warehouse in partnership with university fellows to automate data feeds from our LMS, SIS, and other platforms. This will generate on-demand engagement scores for each student. By having timely, comprehensive data, all departments can collaborate to ensure no student “falls through the cracks.” We anticipate that a culture of data-driven decision-making – enabled by immediate insight into attendance, assignment completion, and other engagement indicators – will allow for prompt support and course corrections to keep students engaged.</p>			

SMART Goal #2			
Goal Statement:	The four- and five-year cohort graduation rates will increase from a baseline of 24% (4th-year) and 47% (5th-year) to 55% and 65% respectively by the end of Year 3. This aligns Kingsman with national AEC averages while continuing to exceed local (DC) AEC trends.		
Metric:	Kingsman’s 4 th and 5 th year cohort graduation rate:		
FY24 Baseline:	YR1 Target (FY25):	YR2 Target (FY26):	YR3 Target (FY27):

24% (4 th year) 47% (5 th year)	35% (4 th year) 55% (5 th year)	45% (4 th year) 60% (5 th year)	55% (4 th year) 65% (5 th year)
<p>Theory of Action: Please explain how addressing the root causes will enable you to achieve the goal.</p> <p>If we implement real-time graduation progress monitoring and proactive transition support for students in their final year, then we will address the root causes of delayed graduation and significantly improve on-time graduation rates for 4th- and 5th-year students. Root Causes & Data: Our needs assessment revealed that only 24% of fourth-year and 47% of fifth-year students graduated on time last year, far below the district averages. We discovered two main factors: (1) Lack of real-time progress alerts – Staff often identified students as off-track too late, relying on quarterly grades or credit checks that lagged behind students’ actual progress. By the time we realized a student was not going to finish needed credits, it was often the final term. Given these root causes, our theory of action is: By introducing a real-time graduation tracking system, staff will get immediate alerts when a 4th- or 5th-year student falls behind in credits or required courses, allowing for timely interventions (credit recovery options, intensive tutoring, parent meetings, etc.). Additionally, by expanding our senior-year transition supports – including internships, career/college guidance, and a post-secondary transition program – students will feel more prepared and less anxious about life after high school. We believe that addressing the academic monitoring and the emotional readiness in tandem will keep students motivated to graduate rather than defer completion. This theory is strongly grounded in our SIP root cause analysis: we are directly targeting the lack of real-time data and the need for transition planning, which were highlighted as critical gaps in our current program.</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	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. <i>Strategy A: Leverage iReady Diagnostic and Instructional Tools</i> B. <i>Strategy B: Scale High Impact Tutoring</i>
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: <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:	

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.

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 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	Student engagement will increase from 70.4% in SY23-24 to our SY21-22 engagement score levels of 85% by the end of year three.	
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. Kingsman Engagement Data Dashboard B. Engagement-Focused SDT Meetings C. Student Daily Check-in Documentation	
Strategy A Description:	Build and implement a real-time data dashboard that aggregates student performance data across LMS, SIS, and other platforms to improve daily engagement monitoring – generating “engagement scores” in real-time.	
Strategy A Owner:	Director of Data and Accountability/Data Team	
Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> Organizational Health		
Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal: This is a strategy that Kingsman has been working towards; traditionally, we’ve attempted to employ systems that we believed could build this out for us directly. However, we have not had success in outsourcing to others as we otherwise anticipated. Therefore, instead, we have decided to build the dashboard and integrations internally by only contracting LMS’s, SIS’s, and other instructional platforms that can transfer data regularly using sftp or Api capabilities.		
Possible Funding Source for Strategy A:	ESSER III, Title I, Local 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 Key Engagement Indicators & Finalize Data Framework: Use historical data to determine which engagement metrics best predict student success. For example, analyze past students’ data to compare those who graduated on time vs. those who did not, identifying trends in attendance, course completion, etc. These findings will inform the dashboard’s design.	02/01/2025	03/10/2025
A.2 – Develop Integration Plan & Tools: Finalize the data integration framework and select software/tools needed for the dashboard. This includes ensuring all relevant systems (LMS, SIS, etc.) can feed into the data warehouse continuously.	03/10/2025	06/30/2025
A.3 – Build Dashboard & Pilot Test: Build the initial dashboard and pilot it with a small group of instructional staff. During this pilot, gather feedback on usability and also stress-test the engagement score by running historical student data through the system. This retrospective test will verify that the dashboard would have correctly flagged students who eventually disengaged, thus validating our intervention triggers. Refine the dashboard based on staff feedback and these back-	07/07/2025	10/31/2025

testing results.		
A.4 – Staff Training and Implementation: Train all teachers, advisors, and support staff on using the new engagement dashboard as part of their daily routine. Ensure the dashboard is embedded in staff workflows (e.g., discussed in morning meetings or weekly data reviews).	10/31/2025	11/21/2025
A.5 – Ongoing Monitoring and Year 3 Evaluation: Throughout Year 2 and Year 3, continuously monitor engagement data and the effectiveness of interventions triggered by the dashboard. Conduct a formal evaluation at the end of Year 2 (Summer 2026) to assess the dashboard’s impact on engagement (e.g., did average engagement improve, and were at-risk students identified in time?). Use this evaluation to make any refinements to the system for Year 3.	5/4/2026	08/31/2026
Strategy B Description:	Implement structured, data-driven academic team meetings (similar to Student Data Team meetings) focused on engagement trends. Every two weeks, the academic teams will convene to review the latest dashboard data and identify students showing early signs of disengagement. The Executive Director will lead these meetings, guiding grade-level and content-area teams through the data. In each session, the team will pinpoint which students are falling off the engagement benchmarks and collaboratively identify strategies to re-engage them – such as targeted outreach, mentoring, parent conferences, or adjustments in instruction. By formalizing these meetings and using real-time data (rather than outdated reports), we ensure timely action.	
Strategy B Owner:	Executive Director	
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 checked="" type="checkbox"/> Strong School Climate and Culture <input checked="" 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 approach builds on our regular student progress meetings but is substantially different in that it uses up-to-the-minute engagement data rather than infrequent snapshots.		
Possible Funding Source for Strategy B:	Local 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 – Develop Meeting Protocols & Calendar: Design the structure of the bi-weekly engagement data meetings. This includes creating protocols (agenda, roles, data review templates) and setting an annual calendar aligned with data updates from the dashboard. (By planning in late Year	5/19/2025	9/5/2025

1, we ensure readiness to launch meetings early in Year 2.)		
B.2 – Launch Bi-Weekly Engagement Meetings: Begin the bi-weekly academic team meetings in the first quarter of SY25-26. The Executive Director convenes the teams to review the engagement dashboard’s latest analytics. In these initial meetings, identify any students with declining engagement scores and assign immediate intervention actions.	9/7/2025	11/15/2025
B.3 – Integrate Data Meetings with Interventions: By mid-Year 2, ensure that insights from the data meetings directly inform student support plans. This milestone involves formalizing how identified students are followed up: connecting the academic team discussions to our interventionists, counselors, and parent outreach. For example, if a student’s engagement score triggers concern, the team will implement a response plan (tutoring, home visit, etc.) within the next two-week cycle.	11/15/2025	06/01/2026
B.4 – Evaluate and Refine Meeting Effectiveness: At the end of Year 2, review the outcomes of these meetings (e.g., number of interventions triggered, improvements in those students’ engagement). Refine the meeting protocols for Year 3 based on what worked best. In Year 3, continue the bi-weekly meetings as a sustained practice and consider expanding to weekly check-ins if needed.	06/01/2026	09/02/2026
Strategy C Description:	Continue and enhance our school-wide daily student “pulse check” system. Every student completes a brief daily check-in (via a form or survey) to gauge their readiness, mood, and any support needs each day. The data from these check-ins – which may include responses about how students are feeling or if they need help – is documented and monitored. Specific responses trigger alerts to relevant staff (e.g., counselors for emotional distress, ops team for attendance issues). In this plan, we will refine the tool to align with our engagement initiatives and use the trends to inform school climate strategies.	
Strategy C Owner:	Director of Student Support	
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 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: <p>This strategy builds on an existing practice (daily check-in forms), but we will upgrade it to integrate with our new dashboard and intervention protocols.</p>		
Possible Funding for Strategy C:	Local Funds	
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 – Refine Check-In Tool: Adapt and refine the daily check-in survey tool to better capture data relevant to engagement. Ensure questions are aligned with the indicators we want to track (e.g., level of motivation, internet access for virtual learners, etc.) and that the survey platform can feed data into the engagement dashboard.	07/07/2025	08/29/2025
C.2 – Launch Daily Check-In Routine: Re-launch the improved daily check-in form at the beginning of SY25-26 and ensure every student completes it each morning (whether in-person or remotely). Train teachers/advisors on how to prompt students and how to respond to alerts generated by the form.	9/2/2025	9/30/2025
C.3 – Monitor Trends & Provide Supports (Year 2): Throughout the first semester of Year 2, monitor the check-in data trends and respond accordingly. Administrative and support teams review aggregate data biweekly to identify school-wide climate issues (for instance, a spike in students reporting low motivation) and adjust supports. Individual student responses that indicate disengagement or distress trigger immediate interventions (counselor check-in, mentor assigned, etc.).	9/1/2025	12/19/2025
C.4 – Evaluate and Sustain the Practice: At the end of Year 2, evaluate the effectiveness of the daily check-in process in improving engagement and well-being (e.g., compare engagement scores of students who consistently filled out check-ins vs. those who didn’t, and examine outcomes). Make any needed adjustments to the questions or response protocols. In Year 3, institutionalize the daily check-in as a permanent practice, with periodic reviews each semester to ensure the data is used effectively to support students.	06/01/2026	06/01/2027

SMART Goal #2:	
Goal Statement	The four- and five-year cohort graduation rates will increase from a baseline of 24% (4th-year) and 47% (5th-year) to 55% and 65% respectively by the end of Year 3. This aligns Kingsman with national AEC averages while continuing to exceed local (DC) AEC trends.
Strategies	Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): <ul style="list-style-type: none"> D. Real-Time Graduation Tracker System E. Senior Year Transition Readiness Program F. Graduation Commitment Campaign
Strategy A Description:	Develop a dedicated Graduation Progress Tracker for students in their 4th and 5th years that provides real-time data on each student’s path to graduation. This will be an internally-built tracking system (or dashboard module) that pulls in the latest information on credits earned, credits still needed, course grades, and other graduation requirements as soon as data is available. By “real-time,” we mean the system updates continuously (or at least daily) through automated data feeds from our student information system and learning platforms – instead of waiting for end-of-quarter grades or manual transcript audits, staff will see up-to-the-moment progress (for example, if a student completes a credit recovery course or passes a required class, the tracker will immediately reflect the credit earned). This provides information faster than traditional systems, which might only be reviewed a few times a year. The tracker will also include alert indicators (e.g., flagging when a student is a certain number of credits behind schedule or hasn’t passed a required

	course by a set point in the year), enabling counselors and academic coaches to intervene right away.	
Strategy A Owner:	Director of Data and Accountability	
<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 type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input checked="" type="checkbox"/> 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 is brand new – while we have tried to monitor graduation progress in the past, we lacked a tool to do it in real-time. With this system, every advisor and administrator can know any day of the week which seniors are off-track and what they need.</p>		
Possible Funding Source for Strategy A:	Local Funds	
<p>Milestones for Strategy A: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.</p>		
Milestone	Start Date	End Date
A.1 – Define Requirements & Indicators: Determine the key graduation progress indicators the tracker will monitor (e.g., credits earned vs. required, core course completion status, service hours, exam requirements, etc.). This includes analyzing historical student data to see where past students fell behind and what indicators could have signaled that earlier. Use these findings to set the system requirements and design the tracking logic (including what triggers an “off-track” alert).	2/1/2025	6/30/2025
A.2 – Build & Pilot the Tracker: Develop the graduation tracker system and integrate it with our data systems. Pilot the tracker in early SY25-26 with a focus group of staff (e.g., senior advisors, academic interventionists) and with actual student data. During the pilot, verify that the tracker’s real-time updates are functioning (for example, simulate a student completing a course and ensure the credit count updates immediately) and that the alert thresholds are appropriately catching students in need without too many false alarms. Collect feedback from staff on usability and clarity.	07/07/2025	10/31/2025
A.3 – Integrate Alerts into Support Workflows: Following the pilot, fully implement the tracker school-wide. Embed the alert system into our support routines: for instance, when the tracker flags a student as off-track, a protocol is triggered where an academic specialist or counselor reaches out within a week to create a graduation recovery plan for that student. Training will be provided to all relevant staff on how to interpret tracker data and respond to alerts. By the end of the first semester, using the tracker should be a regular part of senior team meetings and case management.	10/31/2025	12/19/2025
A.4 – Evaluate Effectiveness & Refine: Monitor the outcomes from Year 2: how many students were identified as off-track by the tracker and subsequently got back on track? Did on-time credit accumulation	05/04/2026	08/31/2026

<p>improve compared to prior years? In Summer 2026, conduct a comprehensive evaluation of the tracker’s impact on our 4th/5th-year student progress. Based on the data, make any needed refinements to the system or alert criteria for Year 3. Ensure that in Year 3 (SY26-27), the tracker is fully optimized and continues to provide up-to-date information, helping us reach the graduation rate targets</p>											
<p>Strategy B Description: Expand our existing post-secondary transition program into a comprehensive Senior Year Transition Readiness Program. The aim is to directly address the anxiety and uncertainty that many 4th- and 5th-year students experience about life after high school, which has led some to delay graduating. This enhanced program will include structured opportunities such as: internship placements or job shadowing experiences, career exploration workshops, college access support (application and FAFSA assistance, college visits), and an alumni mentorship component where recent graduates mentor current seniors. By engaging students in tangible post-secondary planning and experiences while they are still at Kingsman, we create a bridge from high school to the next step. Students will build confidence and see a clear path forward, strengthening their resolve to complete their courses in a timely manner. This initiative will be piloted and then scaled to become a required part of every senior’s experience.</p>											
<p>Strategy B Owner: Director of Program Development</p>											
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input checked="" type="checkbox"/> Talent Development <input 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 rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>This is a brand-new strategy, launched with the leadership of our recently hired Director of Program Development, indicating a major shift in how we prepare students for post-Kingsman life.</p>											
<p>Possible Funding Source for Strategy B: Community Partnership Grants</p>											
<p>Milestones for Strategy B: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.</p>											
<table border="1"> <thead> <tr> <th>Milestone</th> <th>Start Date</th> <th>End Date</th> </tr> </thead> <tbody> <tr> <td>B.1 – Program Design & Partnerships: Finalize the design of the transition readiness program. Define the program components (internship, workshops, mentorship, etc.), secure necessary community partners (local businesses, non-profits, colleges), and develop a curriculum or sequence of activities for the senior year.</td> <td>5/1/2025</td> <td>9/1/2025</td> </tr> <tr> <td>B.2 – Pilot Cohort Implementation: Launch a pilot of the program with a cohort of 4th- and 5th-year students in SY25-26. Identify a group of students (e.g., all fifth-year students, or a mix of 20 seniors) to participate in internships, attend the new workshops, and be paired with mentors. Monitor their engagement and gather feedback. Throughout the year, adjust the program logistics as needed (for example, scheduling internship hours, matching students with suitable mentors, etc.).</td> <td>9/1/2025</td> <td>6/1/2026</td> </tr> </tbody> </table>			Milestone	Start Date	End Date	B.1 – Program Design & Partnerships: Finalize the design of the transition readiness program. Define the program components (internship, workshops, mentorship, etc.), secure necessary community partners (local businesses, non-profits, colleges), and develop a curriculum or sequence of activities for the senior year.	5/1/2025	9/1/2025	B.2 – Pilot Cohort Implementation: Launch a pilot of the program with a cohort of 4th- and 5th-year students in SY25-26. Identify a group of students (e.g., all fifth-year students, or a mix of 20 seniors) to participate in internships, attend the new workshops, and be paired with mentors. Monitor their engagement and gather feedback. Throughout the year, adjust the program logistics as needed (for example, scheduling internship hours, matching students with suitable mentors, etc.).	9/1/2025	6/1/2026
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<p>B.3 – Scale to All Seniors: In SY26-27, expand the Transition Readiness Program to all 4th-year (and any remaining 5th-year) students as a required component for graduation. This means every senior will, as part of their schedule, engage in either an internship or post-secondary prep module. By this time, the program should be fully integrated into the school’s practices (with necessary community partnerships firmly in place). Evaluate the outcomes (e.g., graduation rates, student self-reported readiness, etc.) at the end of Year 3 to ensure the program is achieving its goal of easing the transition and encouraging on-time graduation.</p>		7/1/2026	7/1/2027
<p>Strategy C Description:</p>	<p>Launch a student-driven Graduation Commitment Campaign to build motivation and a sense of shared purpose among 4th- and 5th-year students. This campaign will be peer-led and celebratory in nature, aiming to make graduating on time a personal and collective goal. By making the journey to graduation a celebrated, communal effort, students will feel accountable to themselves and their peers. They co-own their path and are publicly recognized for their determination.</p>		
<p>Strategy C Owner:</p>	<p>Director of Student Culture and Engagement</p>		
<p>Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input 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 rationale for why you believe it will lead to significant improvement toward your goal:</p> <p>This is a new strategy for Kingsman, injecting school spirit and student voice into the serious business of meeting graduation requirements.</p>			
<p>Possible Funding for Strategy C:</p>	<p>Local Funds</p>		
<p>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.</p>			
<p>Milestone</p>	<p>Start Date</p>	<p>End Date</p>	
<p>C.1 – Develop Campaign Materials & Train Peer Leaders: Create the resources for the campaign – e.g., design the “Commit to Graduate” contract templates, make posters or a digital dashboard for the graduation countdown, and plan recognition events. Select and train a group of peer leaders (motivated 4th/5th-year students and perhaps some alumni) on how to facilitate peer support sessions and lead by example.</p>	<p>7/1/2025</p>	<p>10/1/2025</p>	
<p>C.2 – Kickoff & Initial Engagement: Roll out the campaign at the beginning of SY25-26. Hold a kickoff assembly or event where seniors sign their graduation commitment contracts publicly and are introduced to their peer mentors or support groups. Begin periodic senior check-ins or “commitment ceremonies” where students update on their progress and challenges.</p>	<p>10/1/2025</p>	<p>01/01/2026</p>	

<p>C.3 – Ongoing Recognition and Support: Maintain momentum through the spring by continuing the campaign activities. This includes regular check-ins (perhaps monthly senior meetings), celebrating achievements (like a bulletin board of seniors who have reached 75% of credits, etc.), and keeping the graduation countdown visible. Ensure that any student who is struggling or wavering is lifted up by the group and referred to additional supports (this links with Strategy A and B data – if the tracker shows someone off-track, the campaign leaders and staff can double down on encouraging that student).</p>	<p>01/01/2026</p>	<p>06/15/2026</p>
<p>C.4 – Sustain Campaign and Institutionalize Traditions: Use insights from the first year of the campaign to strengthen it for SY26-27. For the new cohort of seniors, continue the commitment contract tradition and peer support structure. Consider making some elements permanent traditions at Kingsman (for example, an annual senior pledge day, or a wall of fame for on-time graduates). By Year 3, the campaign should be a fully established part of the school culture for seniors, contributing to an environment where graduating on time is the clear norm and expectation.</p>	<p>08/03/2026</p>	<p>05/31/2027</p>

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, track, and sustain progress against the SIP, our school will:

Leverage existing performance management routines while introducing targeted new structures that ensure timely, data-informed decision-making aligned to both engagement and graduation goals.

Existing Routines to Leverage:

- Weekly Leadership Team Meetings: Used to review academic trends, behavioral data, and attendance patterns. These will now include a SIP Progress Update section with a focus on engagement and graduation metrics.
- Biweekly Data Huddles: Currently held by grade-level academic teams to discuss student performance; these will be expanded to review real-time engagement scores and graduation tracker alerts.
- Quarterly MTSS Review Meetings: Will continue to be used for intervention planning and monitoring support effectiveness, with integration of new “at-risk for disengagement” and “graduation risk” flags.

New Routines to Implement:

- Monthly SIP Monitoring Meetings: A new cross-functional meeting involving leadership, data, academic, and program development leads. Each meeting will focus on a specific SMART goal area, reviewing strategy implementation, milestone progress, and barriers.
- Student Transition Roundtables: Held quarterly to review 4th and 5th year student progress, emotional readiness, and post-secondary planning.

- Pulse Check Review Protocols: Feedback gathered via the student “Pulse Check” system will be reviewed biweekly and presented during staff meetings to identify school climate or engagement issues early.

Course Corrections:

- Course corrections will be made monthly through SIP Monitoring Meetings, where strategy effectiveness is evaluated using engagement scores, graduation tracker alerts, and qualitative feedback.
- Adjustments may include reallocating resources, adding targeted interventions, modifying timelines, or shifting roles and responsibilities.
- At each academic quarter, a mini “SIP Retrospective” will be conducted to assess cumulative progress and reset priorities for the next quarter.

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.