



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

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|---|--|
| School: | IDEA Public Charter School |
| LEA: | IDEA Public Charter School |
| Year: | School Year 2024-2025 |
| Designation Category (select one): | <input type="checkbox"/> Comprehensive Support and Improvement (CSI) School <input type="checkbox"/> Intensive Support & Improvement (ISI) School <input type="checkbox"/> Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School <input type="checkbox"/> Monitored Improvement Status (MIS) <input type="checkbox"/> <i>Targeted Support and Improvement (TSI)</i> |
| Date Completed: | March 27, 2025 |

| School Team for Accelerating Progress (STAP) Members* | | | |
|---|---------------------------------------|--------------|--|
| Name | Role in LEA | Role in STAP | Expertise |
| Brian Rahaman | CEO | Team Chair | Extensive experience leading school improvement initiatives in Chicago Public Schools and Maryland Department of Education, among other places. Studied school improvement processes in the School District of Philadelphia for dissertation research. Final approver on budget decisions. |
| Gretchen Sewell | Principal | Team Member | Principal of the school and leads the instructional program. Has also worked in schools in DCPS that were undergoing improvement efforts. |
| Angela Nivens | Business Teacher | Team Member | Business teacher and former dean of students in DC schools. Has been part of school improvement efforts in other schools. Operates multiple extra-curricular programs, including SYEP, for students and understands students at a deep level. |
| Shatarah Roper | Science Teacher | Team Member | Science teacher in urban schools for 14 years. Understands the challenges that students face in their personal lives that impact their academic success. |
| Heidi Simonsen | Director of College & Career Programs | Team Member | Long time math teacher and now the Director of College & Career Programs. Knows students on a deep level and understands the barriers students face in their academic performance. |
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| LEA Team for Accelerating Progress (LTAP) Members* | | | |
|--|-------------|--------------|--|
| Name | Role in LEA | Role in LTAP | Expertise |
| Brian Rahaman | CEO | Team Chair | Extensive experience leading school improvement initiatives in Chicago Public Schools and Maryland Department of |

| | | | |
|-----------------|---------------------------------------|-------------|---|
| | | | Education, among other places. Studied school improvement processes in the School District of Philadelphia for dissertation research. Final approver on budget decisions. |
| Gretchen Sewell | Principal | Team Member | Principal of the school and leads the instructional program. Has also worked in schools in DCPS that were undergoing improvement efforts. |
| Angela Nivens | Business Teacher | Team Member | Business teacher and former dean of students in DC schools. Has been part of school improvement efforts in other schools. Operates multiple extra-curricular programs, including SYEP, for students and understands students at a deep level. |
| Shatarah Roper | Science Teacher | Team Member | Science teacher in urban schools for 14 years. Understands the challenges that students face in their personal lives that impact their academic success. |
| Heidi Simonsen | Director of College & Career Programs | Team Member | Long time math teacher and now the Director of College & Career Programs. Knows students on a deep level and understands the barriers students face in their academic performance. |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

*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> 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 |
| 1. Lack of sense of belonging (e.g. relationships, community events, etc.) | Low 4-year and 5-year 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 type="checkbox"/> Organizational Health | This issue was raised by all stakeholder groups, including students and staff members. | This issue was raised in all engagement sessions. There is consensus that it is important to create a greater sense of belonging in our school community. |
| 2. Lack of data management as it pertains to tracking the cohort, understanding progress, intervening when necessary, etc. | Low 4-year and 5-year graduation rate | <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 | This issue was raised by the staff group, including teachers, administrators, and support staff members. | Knowing how the graduation process works (e.g. how credits are earned, what credits are needed in different content areas) and regularly reviewing the data and each student's progress toward graduation will inform programming decisions |

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| | | | | | and student ownership of data and performance. |
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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:

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> <u>Goal Metric:</u> DC CAPE</p> <ul style="list-style-type: none"> ● <i>ELA Growth to Proficiency Score</i> <p><u>Leading Indicators:</u> Grades 3-5 iReady</p> <ul style="list-style-type: none"> ● <i>% of students meeting or exceeding annual and stretch growth targets</i> ● <i>% of students mid/late grade level</i> ● <i>% of students 2 years or more below grade level</i> | | |
| FY24 Baseline: | YR1 Target (FY25): | YR2 Target (FY26): | YR3 Target (FY27): |
| <i>EXAMPLE:</i> DC CAPE ELA Growth to Proficiency | 47.6% | 49.1% | 50.6% |

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

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

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

SMART Goal #1

Goal Statement: The 4-year graduation rate will increase from 56% in SY23-24 to 80% or above by the end of Year 3, reflecting an annual increase of at least 8 percent.

Metric: Goal Metric: 4-Year Adjusted Cohort Graduation Rate

Leading Indicators: Cohort On-Track Percentages

- % of students in Cohort 21-22 on track for graduation
- % of students in Cohort 22-23 on track for graduation
- % of students in Cohort 23-24 on track for graduation
- % of students in Cohort 24-25 on track for graduation

| FY24 Baseline: | YR1 Target (FY25): | YR2 Target (FY26): | YR3 Target (FY27): |
|----------------|--------------------|--------------------|--------------------|
| 56% | 64% | 72% | 80% |

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

If we systematically build strong relationships with all students and create a deep sense of belonging throughout the school community, and if we manage data better, including removing students from our ACGR roster when they leave IDEA, closely monitor student progress toward graduation, and quickly intervene with students who fall off track and need additional support, then students will engage in school more deeply (e.g. attend school more frequently), perform better in their courses, and stay on track for on-time graduation.

SMART Goal #2

Goal Statement: The 5-year graduation rate will increase from 64% in SY23-24 to 85% or above by the end of Year 3, reflecting an annual increase of at least 7 percent.

Metric: Goal Metric: 5-Year Adjusted Cohort Graduation Rate

Leading Indicators: Cohort On-Track Percentages

- % of students in Cohort 21-22 on track for graduation
- % of students in Cohort 22-23 on track for graduation
- % of students in Cohort 23-24 on track for graduation
- % of students in Cohort 24-25 on track for graduation

| FY24 Baseline: | YR1 Target (FY25): | YR2 Target (FY26): | YR3 Target (FY27): |
|----------------|--------------------|--------------------|--------------------|
| 64% | 71% | 78% | 85% |

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

If we create close relationships and a strong sense of belonging for students, manage graduation-related data better, intervene with students who become disengaged or fall behind in credits, and support our most disengaged students through the credit recovery process, then students will stay on track (or close to on-track) and graduate in four years (or, at most, five years).

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 sources³** 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> <i>A. Strategy A. Leverage iReady Diagnostic and Instructional Tools</i> <i>B. Strategy B. Scale High Impact Tutoring</i> |
| Strategy A Description: | <i>EXAMPLE: Analysis of iReady Reading Score Reports, through weekly data meeting and planning protocols, to determine Tier 1 and Tier 2 instruction throughout the school year.</i> |
| Strategy A Owner: | <i>EXAMPLE: Instructional Coach</i> |
| Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <i>EXAMPLE:</i> <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Excellence | |
| Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal: | |

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.

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| Possible Funding Source for Strategy A: | <i>EXAMPLE: Investment in Schools Grant Title II funds</i> |
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Milestones for Strategy A: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.

| Milestone | Start Date | End Date |
|--|------------|----------|
| 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 |

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|--------------------------------|---|
| Strategy B Description: | <i>EXAMPLE: Scale High Impact Tutoring to identified students in Grades 3-5</i> |
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| Strategy B Owner: | <i>EXAMPLE: Assistant Principal</i> |
|--------------------------|-------------------------------------|

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.

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| Possible Funding Source for Strategy B: | <i>EXAMPLE: Investment in Schools Grant; UPSFF funds</i> |
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Milestones for Strategy B: What major milestones must the school complete over the next three years in order to implement the selected strategy? If implemented successfully, these milestones should help you reach your annual and three-year target for the goal.

| Milestone | Start Date | End Date |
|---|------------|----------|
| 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 | The 4-year graduation rate will increase from 56% in SY23-24 to 80% or above by the end of Year 3, reflecting an annual increase of at least 8 percent. |
|-----------------------|---|

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| Strategies | Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): <ul style="list-style-type: none"> A. Create and implement an Early Warning and Intervention System B. Implement an Advisory Program to strengthen relationships with all students and ensure time in the school schedule to educate students on graduation requirements, regularly track progress toward graduation, and provide a consistent adult to serve as the student’s academic advisor. | |
| Strategy A Description: | Design a dashboard that tracks attendance, behavior, and grades for all students. Assign an ASPIRE point-person to work with EmpowerK12 and other school data partners to design the dashboard. Form a Student Intervention Team to monitor the early warning data on a weekly basis. Identify students at-risk of falling behind or not graduating on time and assign an adult mentor or case manager. Implement interventions for students who fall behind. Monitor the effectiveness of interventions and adjust as needed. | |
| Strategy A Owner: | Principal | |
| Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health | | |
| Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal: <i>We currently have an MTSS team that meets weekly to discuss students of concern. However, the team does not utilize a dashboard that provides real-time data related to student performance. The plan here is to create a dashboard that allows the Student Intervention Team to more easily identify students who need intervention or support as soon as the need arises.</i> | | |
| Possible Funding Source for Strategy A: | Per pupil funding; we will also seek additional grant funding to support this work | |
| 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 Create a Student Intervention Team | April 1, 2025 | July 1, 2025 |
| A.2 Create an Early Warning and Intervention dashboard | April 15, 2025 | June 30, 2025 |
| A.3 Create standard operating procedures for the Early Warning and Intervention systems. For example, we would use weekly in-seat attendance rate to identify students who need an attendance intervention (e.g. students who fall below 90% would be identified). Similarly, any student who is failing two or more courses or receives an out-of-school suspension will be identified for interventions. | April 15, 2025 | June 30, 2025 |
| A.4 Meet weekly to review early warning data, identify students at-risk of falling behind, assign adult mentors, and implement interventions. | August 25, 2025 | June 16, 2026 |

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| Strategy B Description: | Identify and implement an evidence-based advisory program to ensure that every student feels deeply connected to the school, has a strong relationship with at least one adult in the building, understands graduation requirements, frequently monitors progress toward graduation, and has opportunities to develop the habits and mindset necessary for success in school and in life. | |
| Strategy B Owner: | Principal | |
| Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy B. You may identify more than one: <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health | | |
| Is this a new or substantially different strategy than has been implemented in the past? If not, provide a rationale for why you believe it will lead to significant improvement toward your goal: Yes, this is a new strategy for IDEA. We do not currently have an advisory program in our schedule. | | |
| Possible Funding Source for Strategy B: | Per pupil funding | |
| 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 Design or identify the Advisory Program, including lessons, templates, meeting protocols, etc. | April 15, 2025 | August 11, 2025 |
| B.2 Assign students to advisors | July 1, 2025 | August 11, 2025 |
| B.3 Create advisory schedule as part of the master scheduling process | April 15, 2025 | July 1, 2025 |
| B.4 Conduct Advisory Program training to ensure all advisors and staff members understand their roles and how to implement the program as designed | July 1, 2025 | August 25, 2025 |
| B.5 Evaluate the Advisory Program once per semester to ensure the program is effective and is responsive to the needs of students | August 25, 2025 | June 16, 2026 |

| SMART Goal #2: | |
|--------------------------------|---|
| Goal Statement | The 5-year graduation rate will increase from 64% in SY23-24 to 85% or above by the end of Year 3, reflecting an annual increase of at least 7 percent. |
| Strategies | Identify strategies that will help the school address priority needs and leverage existing strengths to reach the desired goal (add lines as needed): <ul style="list-style-type: none"> A. Closely monitor Adjusted Cohort Graduation Rate (ACGR) rosters and remove students when they leave IDEA (a process which requires us to determine the receiving schools and obtain enrollment verification from those schools). B. Create and implement personalized credit recovery plans for students who are unlikely to graduate in four years. |
| Strategy A Description: | Run ACGR reports from OSSE's Qlik system monthly. Review the rosters and compare them to current enrollment records. Identify students who have left IDEA. Create a spreadsheet to track each student's whereabouts. Obtain |

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| | documentation to verify that each student has left IDEA. Submit required forms to OSSE to remove students from our ACGR rosters when appropriate. | |
| Strategy A Owner: | Director of Operations (which encompasses enrollment) | |
| Identify the Accelerate DC Domain(s) that can best support the school in reaching Strategy A. You may identify more than one: <ul style="list-style-type: none"> <input type="checkbox"/> Transformational Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Strong School Climate and Culture <input type="checkbox"/> Organizational Health | | |
| Is this a new or substantially different strategy than has been implemented in the past? If not, provide a brief rationale for why you believe it will lead to significant improvement toward your goal: Yes, this will be a new strategy for IDEA. We started using the strategy last school year, but not until the end of the year, and by that time, we were unable to locate several students who counted against our graduation rates. SY24-25 will be the first year of full implementation of the strategy. | | |
| Possible Funding Source for Strategy A: | Per pupil funding | |
| 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 Run ACGR roster reports and compare the rosters to current enrollment rosters. | April 21, 2025 | November 15, 2025 (and ongoing each year) |
| A.2 Identify any students still on the ACGR rosters who are no longer enrolled at IDEA. | April 21, 2025 | November 15, 2025 |
| A.3 Contact students/families/schools to locate identified students. | April 21, 2025 | December 15, 2025 |
| A.4 Once new schools are known, obtain enrollment verification for each identified student. | April 21, 2025 | December 15, 2025 |
| A.5 Submit required forms to OSSE to remove identified students from our ACGR rosters. | April 21, 2025 | December 15, 2025 |
| Please note that the start and end dates for the milestones above assume that this strategy will be implemented beginning in April 2025 and continue on this timeline for the next three years. | | |
| Strategy B Description: | <p>Conduct a transcript audit and identify students who are unlikely to graduate on time (Principal, Guidance Counselor, Vice Principal, Data Manager).</p> <p>Create a personalized credit recovery plan for each student (Principal, Guidance Counselor, Vice Principal, Data Manager).</p> <p>Assign a mentor to each student who will support as they work through their plan (Principal, Vice Principal).</p> <p>Meet with the student and parent to ensure they understand what is required to get back on track for graduation (Principal, Guidance Counselor, Vice Principal).</p> <p>Create a flexible credit recovery program that allows students to demonstrate mastery of content and skills in multiple ways (CEO, Principal, Guidance Counselor, Vice Principal).</p> | |

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| Strategy B Owner: | Principal | |
| <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 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: <i>Yes, this is a new strategy that has not been implemented in the past. We believe it will lead to significant improvement toward our goal by focusing intensively on student-level data to identify the exact students who need intervention, ensuring that every student receives a personalized graduation plan and mentor, and ensuring that our credit recovery program is responsive to the specific needs and challenges of our students.</i></p> | | |
| Possible Funding Source for Strategy B: | Per pupil funding | |
| <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> | | |
| Milestone | Start Date | End Date |
| B.1 Create ACGR rosters of students who started high school in SY20-21, SY21-22, SY22-23, and SY23-24 | April 1, 2025 | April 21, 2025 |
| B.2 Conduct a transcript audit on all students to identify students who are off-track | April 1, 2025 | May 15, 2025 |
| B.3 For each student who is off track, create a personalized credit recovery plan for the student | April 1, 2025 | June 16, 2025 |
| B.4 Meet with students and parents to review the plans and discuss support needed for students to successfully complete the plans | May 1, 2025 | August 1, 2025 |
| B.5 Create credit recovery courses in multiple formats (e.g. online, paper-based and asynchronous, direct instruction, etc.) | April 1, 2025 | August 1, 2025 |

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:

Meet with the STAP once per quarter to review the full SIP, discuss progress, identify challenges, and course correct, when necessary.

Provide monthly written updates to the STAP to ensure all team members know our progress and can support the plan's implementation.

Review SIP progress during School Board meetings.

Conduct an annual SIP review for all stakeholders to share improvement from the prior year (a zoomed-out view of SIP progress compared to the quarterly reviews) and to discuss strategic or tactical changes.

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](https://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](https://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](https://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.