



School Improvement Plan Template

To be completed for each Comprehensive Support and Improvement (CSI)

Tier 1 – Strong Evidence

Supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence

Supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence

Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale

Practices that have a well-defined logic model or theory of action, are supported by research and have some effort underway by a state education agency (SEA), LEA, or outside research organization to determine their effectiveness.

CSI plan strategies are required to have demonstrated strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV may use Tiers 1–4.

Schools Implementing a Schoolwide Program

To reduce burden and avoid duplicative efforts, schools implementing a schoolwide program model under Title I, Part A may use this template to meet the requirement to develop and implement a schoolwide program plan. The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)) The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii))

Submission Instructions

CSI Schools

LEAs with newly designated or re-designated CSI schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](https://box.com) by May 31, 2023. After the plan is approved by OSSE, the LEA must upload the approved plan for each school into the Enterprise Grants Management System (EGMS) with their application by May 31, 2023.

CSI-(T) 1114(b)(7)(A)(i), (iii) (ESEA section 1114(b)(7)(A)(ii))



State the Goals

Identify specific, measurable, achievable, relevant and time-bound (S.M.A.R.T.) goals of the SIP to achieve the vision described above. SIP goals must focus on student outcomes, not on adult actions. These should include annual targets tied to specific accountability framework metrics as well as other leading indicators (inputs and/or outputs).

In the table below, list your school's goals and the metrics:

Goal 1:	Decrease the % of students earning Level 1 AND 2 PARCC ELA from SY21-22 benchmark by 10% by the end of year 2.				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC ELA Meet or Exceeds Expectations	Percentage of Students attaining Level 1 or 2 on PARCC ELA.	PARCC ELA	>95%	95%	90%

Act 12 of 2019

Critical Categories

Note: OSSE funding and resources are designed to focus on the most effective interventions, thus the School Improvement Plan Template focuses on strategies and supports related to People, Instruction and Structures.

People

When schools are producing student outcomes that indicate low performance, adults in the building also need supports and interventions to institute change. Through attention to this area, schools will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

In a narrative, explain: What is the school's theory of action around people? What changes do you plan for your approach to talent building – for leadership and educators – to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your Needs Assessment and Resource Equity Analysis, if applicable?

The narrative

operates under an Opportunity Academy model that focuses on supporting students with credit recovery, and therefore increases the likelihood that students graduate in a timely manner.

Connection to Instruction and Structures

An effective leadership team and empowered and effective teachers are key elements of implementing our instructional strategy. Additionally, our school leadership team will focus on developing structures such as common planning time and advisory blocks so that teachers are able to plan to better meet student needs. In addition to developing staff member capacity to provide interventions aligned to student needs (discussed further in the Instruction section), we will be relying upon our staff members to support non-academic supports for students such as mentoring and modified home-visit models, which supports our needs in the areas of providing mental health supports for students and increasing student attendance.

the LCM team will work to reinvigorate the “5 Pillar Career Readiness Program” to include additional job shadowing opportunities, mentoring, and internships for students.

The 5 Pillars is a rebranding of the school’s work to prepare students for post-secondary success. The school’s Post-Secondary Coordinator manages the work of this strategy. They provide opportunities for

The LCM team will continue to think strategically about how to leverage the school's schedule to

Continuous Improvement

In a narrative, explain the routines for how the school will determine whether the SIP is having its intended outcomes, including self-monitoring and continuous stakeholder engagement.

The narrative must include how your school is:

- Establishing or continuing internal routines
- Establishing or continuing routines with stakeholders
- Making the SIP available to the LEA, parents and the public in a form that is understandable and uniform, to the extent practicable and/or required by DC law, provided in a language that the parents can understand
- Conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising its SIP
- Structuring for sustainability, including how the school will coordinate and integrate the SIP


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