



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

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Central Park School Improvement Plan 2021-2022

Stakeholder Engagement (Continuous Improvement Leadership Team) [\(Back to table of contents\)](#)

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation.

Team Member Name	Role
Becky Berkas	Principal
Jan Barke	ATPPS Lead Teacher
Berri Reiser	PLC Lead
Michelle Beck	Teacher – Classroom
Maria Le	Teacher – Classroom
Daniel Church	Teacher – Math Interventionist
Roberta Hernandez	Teacher – Interventionist, Classroom/Family Circle Support
Deb Tatge	Special Education Representative
Angela Camacho	Multilingual (EL) Learning Representative

Levy Jones III	Cultural Liaison
Sara Laine	Science Integrationist
Nur Nur	Parent
Jennifer Endres	Parent

2021-2022 District Areas of Focus [\(Back to table of contents\)](#)

(Be sure to include these strategies within your SIP as appropriate)

- PLC – Questions 3 and 4 and school culture (within an MTSS framework)
 - Interrupted instruction, accelerated learning practices
- [Educational Equity Curriculum and Instructional Compass](#) especially Collective Knowledge Co-creation and Absent Narratives
- SEL
- Grading 7-12

How are stakeholders (staff, admin, families, students) involved in the evaluation, planning and implementation process? [Limit response to 50 words or 300 characters.]

We use parent feedback listening sessions, surveys, and parent pride nights are used to gather feedback and information regarding the evaluation, planning and implementation process.

Comprehensive Needs Assessment [\(Back to table of contents\)](#)

Identify the data sources used for each of the five different types of data:

[2021-22 SIP Data Landing Page](#)

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[Examples of Five Categories of Data](#)

Student Academic Data	Student Non-Academic Data	Perception Data	Program, Process, Policy Data	Fidelity Data
MCA; CFA; FAST; ACCESS	Demographic, SWIS, Student Needs Survey, ADSIS student and parent feedback; Attendance;	Teacher survey; Tripod survey, Family survey;	CT work; attendance; SAT; CRCT; Targeted Services and Unity Center ; PBIS	Implementation Survey, ATPPS, Coaching ; Observer TAB

What successes were identified?

1. No Out of School suspensions!
2. Classroom/ SPED/ELD collaboration with families which was mutually empowering_____
3. ___MCA Reading scores increased!_____

What Area(s) of Greatest Need were identified?

1. ___Activate students strengths and amplify student voices (Co-construction of Knowledge) to build the academic needs of our students in both math and literacy._____
2. ___How to maintain the mutuality of last year between families and school._____

3. Introduce students and staff to skills and strategies in order to self-identify and self-regulate emotions to maintain social/emotional health.

School Improvement Focus Area #1 [\(Back to table of contents\)](#)

Area of Greatest Need –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

1. Activate students strengths and amplify student voices (Co-construction of Knowledge) to meet academic needs of our students in both math and literacy._____

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

- Based on the survey /anecdotal information, students are not seeing themselves and their culture being represented and used in lessons.
- Teachers are finding and using students’ strengths, but not always amplifying student voices.

[2021-2022 SIP Research Landing Page](#)

Evidence-based Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity and cultural responsiveness to your community. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

Amplify student voice (Co-construction of Knowledge), activate students’ strength, CGI Training, Equity Compass CRCT Training

School Match – Briefly explain how the strategy is an appropriate, culturally responsive match for the school’s needs, student population, capacity and other conditions.

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When we engage with new learning that we have as a collective (both students and staff) and utilize the funds of knowledge and ways of knowing and being of our diverse population, content becomes relevant, rigorous, relationship based, and true learning happens.

SMART Goal – State a goal that is **specific, measurable, attainable, result oriented and time-bound.**

Reading SMART goal: The percentage of all students in grades K-6 at Central Park school who are in the “low risk” category on the Fastbridge early reading/CBM standardized assessment will increase from 42.7% in fall 2021 to 48.5 % by end-of-year 2022.

Math SMART goal: The percentage of all students in grades K-6 at Central Park school who are in the “low risk” category on the Fastbridge aMath standardized assessment will increase from 38.5 % in fall 2021 to 44.6 % by end-of-year 2022.

Implementation Plan for Focus Area #1

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc...)	Resources Needed	Fidelity Checks - Identify the process and measures school will use to determine fidelity of implementation of strategies	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Highlight the need for student voice to help guide instruction as a part of CT work.	Principal, staff, community	Equity Compass, Co-Creation of Knowledge PD,	Implementation Survey			Increased use of student voice by teachers will lead to increased student engagement

Introduce the language and meaning of community cultural wealth	Principal, SEL Lead		Implementation Survey			Students will know their cultural wealth of themselves and their community.
Implementing CGI Ongoing Training & Follow-up	PLC Lead, Principal, ATPPS Lead	Initial and on-going training, classroom support,	Walk-throughs, teacher surveys, observations, CT			Students will have a stronger understanding of number sense and are able to apply a variety of strategies to grade level concepts.
Implement CRCT - Focus on , Co-Creation of Knowledge Training	CRCT trainers	CRCT Training	Exit slip			Student perspectives and experiences will contribute to instruction.
Training about Acceleration Vs Remediation for Staff	Principal, BLT, PLC Lead	Rollins Article, Table Acceleration vs. Remediation	Exit Slip			There will be more access to grade level content.
Provides PD, coaches teachers and CT teams weekly (PLC Lead)	PLC/ CT Leadership team		Observations, CFAs, Data Collection and analysis, Exit Slip			Consistency in student access to learning opportunities
Math intervention (WIN) Lead	Classroom teacher and math interventionists		CFAs, Data Collection and analysis			Consistency in student access to learning opportunities
Math and Reading Interventionist	classroom teacher and interventionists		CBMs, CFAs, Benchmark Screeners,			Consistency in student access to learning opportunities

Annual Evaluation for Focus Area #1

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine progress toward achieving the SMART goal.

Central Park will use FastBridge Learning early reading and CBMR screeners in the fall, winter, spring and end of the school year to determine progress and proficiency.

Central Park will use FastBridge aMath adaptive assessment tool in the fall, winter and end of the year in order to determine progress and proficiency.

School Improvement Focus Area #2 [\(Back to table of contents\)](#)

Area of Greatest Need –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

2. Maintain and increase teacher agency (willingness to act in order to create change) in order to foster a safe, welcoming and informed platform for families.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

- Because of the pandemic and the distance learning that occurred throughout the year
- Because parents were in the classroom and teachers were in the homes (new perspectives from parents & teachers)
- Because students were having difficulties participating in distance learning
- Trauma, Lack of technology skills, lack of Wi-fi, Language and cultural norms,
- We had trouble communicating with families, not everyone got a device at once, Wi-fi issues resolved at later date
- continue to bring forth barriers that affect CP
- move away from equality to equity
- change ways of communication with our families
- *fear around difference - bias in our thinking of what school should look like vs reality of what our kids' lives look like, being forced to look at those biases and face those fears. True urgent need to push through fear and bias in order for scholars to participate in school.

Evidence-based Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity and*

cultural responsiveness to your community. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]

The new strategy used will be family circles, using our liaisons and Seesaw to communicate effectively, fall family meetings with individual classroom families in order to create stronger partnerships in educational decisions between children, families and staff.

School Match – Briefly explain how the strategy is an appropriate, culturally responsive match for the school’s needs, student population, capacity and other conditions

Fostering a safe, welcoming and informed relationship between families and staff will build culturally sustaining communities of learning. It breaks down barriers for families and creates access to education and learning. For staff, it can break down biases and fear of difference.

SMART Goal – State a goal that is **specific, measurable, attainable, result oriented and time-bound.**

The ratio of black students referred to the office (ODR’s) will decrease 2.15 in May 2019 to 1.0 by May of 2022.

Implementation Plan for Focus Area #2

Action Step - name specific strategies	Position(s) Responsible (teacher,	Resources Needed	Fidelity Checks - Identify the process and measures	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
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	principal, social worker, psych, etc...)		school will use to determine fidelity of implementation of strategies			
Use technology to communicate with families	All staff	Seesaw, Zoom, Dialog One, Text, Google Voice, Phone calls,	Use of sign in sheets; monitor Seesaw activity	Sept	May	Staff will use a variety of technology tools to reach families throughout the year.
Family/classroom Story Circles - training and support	Teachers, Principal, SEL lead	Story Circle training/MHC Story Circle Institute Participation, Community Cultural Wealth framework	Attendance Pre-Post survey	Sept	May	We will form deeper relationships, share perspectives and experiences to create culturally sustaining communities of learning.
Encourage House visits	BLT		Teacher documented	Sept	May	Family connection will increase.
Changing format of conferences and Meet the Teacher	Principal and teachers	Zoom, Dialog One, Guided question sheet,	Submitting conference logs/agenda/reflection	Sept	May	We will reach more families, and get to know them on a deeper level.
Use of our AA Cultural Liaison to increase connection to school and strengthen cultural identity	AA Cultural Liaison		Participation in classroom family circles, cultural identity group participation, Seesaw and technology measurement matrix	Sept	May	Decrease in ODR's and connection to school by students

Annual Evaluation for Focus Area #2

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine progress toward achieving the SMART goal.

- -Look at conference reflection data
- -BLT will look at home visit documentation
- -Circle Evaluations / Survey Data

School Improvement Focus Area #3 [\(Back to table of contents\)](#)

Area of Greatest Need –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

Use SEL skills and strategies to build capacity in students and staff in order to self-identify and self-regulate emotions to maintain social/emotional health.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

- because we work from a system and practices centered and built around whiteness, as a diverse group of people
- because we are all coming from different perspectives and experiences and want to be seen, heard, included and accepted
- how we feel dictates our behavior, attitudes and our capacity to learn

Evidence-based Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity and cultural responsiveness to your community. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

Teaching SEL understanding and skills in students and staff, in order to self-regulate and self-identify emotions to maintain social/emotional health.

School Match – Briefly explain how the strategy is an appropriate, culturally responsive match for the school’s needs, student population, capacity and other conditions.

Teaching critical SEL skills and strategies enable students and staff to build culturally sustaining communities of learning. It amplifies student voice, de-centers whiteness, and deepens racial identities in order to increase the capacity to learn.

SMART Goal – State a goal that is **specific, measurable, attainable, result oriented and time-bound.**

The ratio of black students referred to the office (ODR’s) will decrease 2.15 in May 2019 to 1.0 by May of 2022.

Implementation Plan for Focus Area #3

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc...)	Resources Needed	Fidelity Checks - Identify the process and measures school will use to determine fidelity of implementation of strategies	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Family/classroom Story Circles - training and support/utilizing Community Cultural Wealth framework	SEL Co-Facilitator, staff,	Story Circle training/MHC Story Circle Institute Participation,	Attendance			We will form deeper relationships, share perspectives and experiences to create

		Community Cultural Wealth framework, Posters,				culturally sustaining communities of learning.
Flowchart of MTSS, PBIS	PBIS team, staff	Flowchart of MTSS	SWIS data			Reduction of ODRs
Zones of Regulation	Mental Health Team	Curriculum, fidgets, calming stations,	SWIS data, staff surveys			Reduction of ODRs and students time out of class
Weekly Student Surveys	Social Worker	Technology, Post student needs meetings				Collaborative approach to supporting students,

Annual Evaluation for Focus Area #3

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine progress toward achieving the SMART goal.

- PBIS core team will share buildingwide ODR data three times a year

Title I Schoolwide Programs *(To be completed by Title I Schoolwide Programs - CP, EGN, LC, and HAR)*

How will the strategies and staff action specifically strengthen the school’s academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards? [Limit response to 100 words or 600 characters.]

When we engage with new learning that we have as a collective (both students and staff) and utilize the funds of knowledge and ways of knowing and being of our diverse population, content becomes relevant, rigorous, relationship based, and true learning happens.

As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services? [Limit response to 100 words or 600]

A schoolwide program is critical to our academic success as we are able to strengthen our staff’s capacity for culturally relevant teaching. The work of the PLC lead and our interventionists mean that the schoolwide programming is cohesive and connected to classroom instruction and student needs.

Budget – How is the school using Title I funds and any other funds to improve the school program and student outcomes?

(To be completed by Title I Schoolwide Programs - CP, EGN, LC. and HAR)

Focus Area #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed FTE	Other funding source(s) proposed FTE
1	PLC Lead	1.0	
1	Reading intervention	.5	
1	Math Specialist	.5	.5 ESSER
1, 2 and 3	SEL co-facilitator/academic intervention	.05	.2 ESSER; ADSIS .75;

Communication Plan [\(Back to table of contents\)](#)

Complete the chart below to list how the plan will be communicated to staff, families of students, school board, and community members in a format and language that families can understand?

When will the communication take place	What is the message	Who is the audience	How will it be communicated
August 31	Intro to SIP	CP Staff	One page, staff meeting
Sept 30	Back to School Kick-off and Title I Event	Families	Family meeting; website; Liaisons; Seesaw
Dec/Jan	Stakeholder feedback and input gathering	Families	Seesaw, webpage, liaisons
Dec/Jan	Implementation and progress review	CP Staff	Staff meeting
March	Progress review	Families	Family Conferences; Seesaw; Zoom; Liaisons; Dialogue One
May	Stakeholder feedback and input gathering	Families	Seesaw, webpage, liaisons

School Professional Development Calendar - See 2021-2022 district PD calendar link below for district dates. [\(Back to table of contents\)](#)

DATE (district PD SIP dates and other scheduled PD in the	Planned Activity	Persons Responsible	With which Focus Area does this activity align? (Ex. Focus Area 1, 2, 3)	Notes/outcome
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building)				
August CGI trainings	CGI	Jim Brickwedde/Principal/PLC lead	1	
PRESS intervention re-training	PRESS	PRESS lead	1	
Aug/Sept	Fall Family Meetings	Building Leadership Team; Interim principal	1, 2, 3	
FASTBridge screening and analysis	Early Reading CBM - R; a Math	Principal PLC Lead team/PRESS Lead	1	
Nov	Follow up CGI training	Jim Brickwedde/Principal/PLC lead	1	
Oct	Classroom meeting training	SEL co-facilitator	2, 3	
Sept	Meet with teams to discuss PRESS data and plan for interventions	PLC Lead team/PRESS Lead	1	
Oct/Nov	Family circle meeting training	SEL co-facilitator; consultant	2, 3	
Sept - Dec	PRESS implementation feed back to staff and data review	Principal PLC Lead team/PRESS Lead	1	
Dec/Jan	Comprehensive data analysis with CT teams including but not limited to Math CFA targets, PRESS data, FASTBridge Early reading /CBM-R data, aMath data; family and staff survey data	Principal PLC Lead team/PRESS Lead/Math Specialist	1, 2,3	

<i>March</i>	Follow up CGI training	Jim Brickwedde/Principal/PLC lead	1	
<i>March</i>	PRESS implementation feed back to staff and data review	Principal PLC Lead team/PRESS Lead	1	
<i>May /June May/June</i>	Comprehensive data analysis with CT teams including but not limited to Math CFA targets, FASTBridge aMath, PRESS data, Early reading and CBM-R data/ family and staff survey data; MCA's	Principal PLC Lead team/PRESS Lead/Math Specialist	1, 2, 3 (continued)	

2021-2022 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Asst. Supt. SIP Review
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Deadline	Activity	Positions Responsible	Notes
August 20	Submit SIP and SIP PD meeting dates to Assistant Superintendent Title I Schools also submit SIP to Title I Administrator	Principal	

August 24	Review Site Improvement Plans & give principals feedback	Assistant Superintendent	
August 28	SIP revisions completed	Principal	
August - workshop week/early September	Share SIP overview with staff	Principal	
Mid September	ATPPS Site goal (aligned to building SIP goal) due to Florence Odegard	Principal	
September/October	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant Superintendent 1:1 (6 week check in)	
November/December	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant Superintendent 1:1 (6 week check in)	
Early December	SIP review by building leadership team - report on process to be shared with staff, school community and district leaders.	School Leadership Team	
December/January	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant Superintendent 1:1 (6 week check in)	
February/March	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant Superintendent 1:1 (6 week check in)	
Mid-March	SIP review by building leadership team - report on process to be shared with staff, school community and district leaders.	School Leadership Team	
March/April	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant Superintendent 1:1 (6 week check in)	

May/June	Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant Superintendent 1:1 (6 week check in)	
Early June	CNA data identified/collected for planning 2022-2023 SIP	Principal and School Leadership Team	

SIP Resources:

[2021-2022 SIP Data Landing Page](#)

[Implementation Science Tool](#)

[2021-2022 PD Calendar](#)

[SIP Action Plan & Reflection Form](#)

[Suspension and Referral Data](#)