



Roseville Area Schools

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

Central Park School Improvement Plan/Title I Schoolwide Plan 2022-2023

Stakeholder Engagement

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 Suttan	Principal
Jan Barke	ATPPS Lead Teacher
Berri Reiser	PLC Lead
Maria Lê Selmer	Teacher – Classroom
Michelle Beck	Teacher – Classroom
Dan Church	Teacher – Academic Interventionist
Debbie Tatge	Special Education Representative

Amber Erickson	Multilingual (EL) Learning Representative
Roberta Hernandez	Teacher – Academic Interventionist
Sara Laine	Specialist / AVID/AATD Lead
Maria Hughes	Social Worker/SEL team
Victor Lo	Out of School Time Program Specialist

2022-2023 District Areas of Focus

(Be sure to include at least 2 of these areas of focus within your SIP as appropriate)

- LETRS
- AVID
- PLC – Questions 3 and 4 and school culture
- Grading for Equity
- Social Emotional Learning

Comprehensive Needs Assessment

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

[2022-23 SIP Data Landing Page](#)

[Examples of Five Categories of Data](#)

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
See Central Park Data Landing Page				

Data Analysis Narrative Reflection

Write a summary of your data analysis for each category below.

Literacy:

- FAST Assessment demonstrates more growth than MCAs

Math:

- FAST math results align closer with MCA test results

Culture - Climate - Behavior: Overidentified risk has lowered but students of color, particularly black and multi-racial students, receive a disproportionate number of referrals.

What successes were identified?

1. Met all three of our goals last year!
2. Using CFAs and analyzing them
3. Learning and Implementing of CGI and significantly increased staff buy-in
4. Continued refinement and structure to CT process and teaming
5. Many of our students never receive a referral all year

What Area(s) of Greatest Need were identified?

1. MCA test results are not demonstrating the same growth or progress as FAST assessment results
2. Collaborative teaming continues to need to adapt and refine data collection system/spreadsheet
3. Continue to have race based disparity in our referral data.
4. Physical Aggression is our highest number of referrals

School Improvement Strategy #1

Name 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.*

Schoolwide hierarchy of explicit, systematic, sequential and linguistic phonemic and phonological awareness

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

- There is not an explicit, systematic, linguistic and sequential implementation of word study in language or reading instruction.

Evidence-based Strategy selected to address the root cause(s):

LETRS based strategies

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

The percentage of all students in grades K-6 at Central Park school who are in the “Low Risk” and “College Pathway” categories on the Fastbridge early reading/CBMr standardized assessment will increase from 33.8% in spring 2022 to 40.4% by spring 2023.

Implementation Plan for Strategy #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
LETRS training (Units 1-4)	K-4, ELD, SPED teachers	LETRS texts, live facilitated classes, online modules	8/2022	6/2023	Students will increase their phonological awareness and phonemic knowledge resulting in stronger reading scores as measured by the FAST CBM and Early Reading assessments.
LETRS training (Units 5-8)	Early adopter cohort	LETRS texts, live facilitated classes, online modules	8/2022	6/2023	Students will increase their phonological awareness and phonemic knowledge resulting in stronger reading scores as measured by the FAST CBM and Early Reading assessments.
PLCs -Bimonthly Focus on Bridge to Practice and Fluency Intervention Groups	Berri Reiser, Dan Church	Bridge to Practice case study folders and materials	8/2022	6/2023	Teachers will analyze data and improve instruction based on data.

					Teachers will follow the Bridge to Practice activities and reflect on their new learning and implementation.
Reading intervention	Roberta Hernandez, Jan Barke	Progress Monitoring Assessments	8/2022	6/2023	Students will increase their phonological awareness and phonemic knowledge resulting in stronger reading scores as measured by the FAST CBM and Early Reading assessments.
Instructional Coaching	Dan Church, Berri Reiser, Roberta Hernandez, Jan Barke, Becky Suttan		8/2022	6/2023	Teachers will increase their capacity and have reflective conversations about their practice

Annual Evaluation for Strategy #1

<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. <p>We will use TDE observations, screeners, walk throughs/observations by Becky S., and PLCs/CTs. Fidelity checks could include a review of end of session Check for Understanding quizzes, end of unit assessments and review of BtoP materials.</p>
<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal. <p>We will use the Early Reading and CBM screening assessments 4 times per year to measure student achievement.</p>

School Improvement Strategy #2

Name 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.*

Increased rigor in academic instruction will promote equity.

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

- Deficit mindsets in teachers lead to lower expectations and decreased rigor.
- We are not going to the depth of the standard in order for our students to be proficient.

Evidence-based Strategy selected to address the root cause(s):
further development of CGI based strategies, CTs, integrate CRCT

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

The percentage of all students in grades 2-6 at Central Park school who are in the “low risk” and “college pathway” categories on the Fastbridge aMath standardized assessment will increase from 44.4 % in fall 2022 to 50% by end-of-year 2023.

Implementation Plan for Strategy #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Math intervention	Dan Church	Building schedule	8/2022	6/2023	Using CGI best practices, students will build number, operation, algebraic, and linguistic skills as measured by the FAST aMath assessment and grade level CFAs.
PLCs -Bimonthly Focus on Math CFAs and Intervention Groups	Berri Reiser, Dan Church, Becky Suttan	DAP, CFAs	8/2022	6/2023	Teachers will analyze data and improve instruction based on data and collaborative conversation.
Embedded Professional Development	Berri Reiser, Dan Church, Roberta Hernandez, Jan		8/2022	6/2023	Teachers will develop increased knowledge of CGI strategies

	Barke, Becky Sutten				
Instructional Coaching	Dan Church, Berri Reiser, Roberta Hernandez, Jan Barke, Becky Sutten		8/2022	6/2023	Teachers will increase their capacity and have reflective conversations about their practice
RCE Coaching	RCE advocates, Becky Sutten, Berri Reiser				Instructional leaders will increase their capacity and have reflective conversations about their practice and leadership
Grade level standards-based assessments	K-6 teachers, interventionists		1/2023	2/2023	Increased teacher knowledge of standards and benchmarks, in addition to knowledge about which students need which skills.

Annual Evaluation for Strategy #2

- Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended.**

We will use TDE observations, screeners, walk throughs/observations by Becky S., embedded coaching and observations by math interventionist, and PLCs/CTs.

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**

We will use the FAST aMath assessment to measure academic proficiency.

School Improvement Strategy #3

Name 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.*

Disproportionate number of ODRs of BIPOC students in our SWIS data.

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

- Recognize and reflect that there is still a presence of individual and systemic bias that is present within culture, climate, & behavior, which impacts how we are interpreting and responding to behavior.
- Collective ownership as a building staff that we are a community/team, working together for ALL to find a solution and succeed.
- Classrooms need to be spaces that all students feel welcomed, accepted, heard and valued.
- Deficit mindsets in teachers lead to lower expectations.

Evidence-based Strategy selected to address the root cause(s): PBIS, CRCT,

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 from 1.94 in May 2022 to 1.0 by May of 2023.

The ratio of multi-racial students referred to the office (ODRs) will decrease 1.5 in May 2022 to 1.0 by May of 2023.

Implementation Plan for Strategy #3

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Accountability partners/CRCT partners	Becky Suttan	Reflection questions	8/2022	6/2023	Teachers will better understand their biases and their students. Improve student relationships and instruction as a result. Teachers will improve their self awareness/self regulation skills.

PBIS	PBIS Core	Minor/Major Flowchart, learning materials ex: Matrices, learning sessions around the building	8/2022	6/2023	Students will learn expectations for different areas of the building, will be reinforced and instructed after breaks. Teachers will use common language and common systems
SAEBRS/mySAEBRs	Mental Health staff	Technology, SEL curriculum	8/2022	6/2023	Students will have opportunity to access tools and strategies through staff, in order to decrease from high risk to low risk in results
Weekly student surveys	Michele Wackman, Maria Hughes, Karla Rhodes, Becky Suttan	Technology,	8/2022	6/2023	Through tiered intervention, students will have needs (SEL, academic, attendance, welfare, etc.) met through a variety of intervention strategies.
Zones of Regulation	All staff	Texts, scope and sequence, pacing guide, lessons/worksheets (Google Drive)	8/2022	6/2023	Students will increase self-awareness and self-regulation strategies

Annual Evaluation for Strategy #3

<p>Identify the process and measure(s) that will be used to determine:</p> <ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. <p>We will evaluate via PBIS core team as well as building leadership team and use tools such as SWIS, Tiered Fidelity Inventory of PBIS and self-assessment. We can monitor the weekly Student Survey - both the use and follow-up. Classroom observations provide the method for measuring Zones of Regulation and teaching/re-teaching of expectations.</p>
<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal. <p>We will use the number of ODRs and the risk ratio for black students compared to all students, and multi-racial students compared to all students to measure our progress on this goal.</p>

How will the identified strategies and staff actions 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 characters.]

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?

Strategy #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed budget amount	Other funding source(s) proposed FTE or budget amount
	PLC Lead Teacher	1.0	
	Math Intervention & CGI Lead	.7	.3 Comp Ed

Communication Plan

Complete the chart below to list how this plan and the Parent and Family Engagement (PFE) Plan will be communicated to key stakeholders (staff, families of students, 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 29	Intro to SIP	CP Staff	One page, staff meeting
Sept 22	Back to School Kick-off and Title I Event	Families	Family meeting; website; Liaisons; Seesaw
Dec 12	SIP Review	Building Leadership Team	Follow up update and report to staff
Dec/Jan	Stakeholder feedback and input gathering	Families	Seesaw, webpage, newsletter, liaisons
March 27	SIP Review	Building Leadership Team	Follow up update and report to staff
May 15	SIP Review	Building Leadership Team	Follow up update and report to staff
May	Stakeholder feedback and input gathering	Families	Seesaw, webpage, newsletter, liaisons

School Improvement Action Plan and Reflection Form - Click [here](#) to complete your School Improvement Action Plan and Reflection Form

School Professional Development Calendar - See [2022-2023 district PD calendar link](#) below for district dates.

PROFESSIONAL DEVELOPMENT PLAN

The PD Plan below is a calendar that should include your professional development across the year. Including half day PD dates, a monthly staff meeting, release days using subs (if they relate to your SIP), etc.

Date	Time	Activity	Persons Responsible
August 15-18, 2022		CGI Summer Institute	Jim Brickwedde/Principal
8/30/2022 AM	TBD	District PD Calendar	District

8/30/22 PM	TBD	District PD Calendar	District
Site Workshop Week	See link	Workshop Week PD	Principal/District
9/27/22-9/28/22	7:45-8:30am	Collaborative Teams Grounding, Norming and Process PD	Principal/PLC Lead
9/30/22	7:45-8:30am	Staff Meeting: PBIS	PBIS Core Team
Monday, October 3	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
October LETRS Learning	7:45-8:30am	10/4, 10/11, 10/25 - Tuesdays	Staff
October Bridge to Practice	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
10/28/22	7:45-8:30am	Staff Meeting:	
Tuesday, November 8	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
11/9/22	7:45-8:30am	LETRS Learning	Staff
November LETRS Learning	7:45-8:30am	11/1, 11/8, 11/15	Staff
November Bridge to Practice	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
11/18/22	7:45-8:30am	Staff Meeting: PBIS	PBIS Core Team
December LETRS Learning	7:45-8:30am	12/6, 12/13	Staff
December Bridge to Practice	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
Thursday, Dec. 22	8:00-11:00	District PD Calendar Staff Meeting:	

	12:00-3:00	District PD Calendar	
January LETRS Learning	7:45-8:30am	1/3, 1/10, 1/17, 1/24	Staff
January Bridge to Practice	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
1/20/23	7:45-8:30am	Staff Meeting:	PBIS Core Team
Monday, January 30 K-8 AM	8:00-11:00	District PD Calendar	
Monday, January 30 K-8 PM	12:00-3:00	District PD Calendar	
February LETRS Learning	7:45-8:30am	1/31, 2/14, 2/21	Staff
February Bridge to Practice	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
Friday, February 10	8:00-11:00		
	12:00-3:00	District PD Calendar	
2/24/23	7:45-8:30am	Staff Meeting: PBIS	
March LETRS Learning	7:45-8:30am	2/28, 3/7, 3/21, 3/28	Staff
March Bridge to Practice	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
Friday, March 10	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
3/24/23	7:45-8:30am	Staff Meeting:	
April LETRS Learning	7:45-8:30am	4/4, 4/11, 4/18, 4/25	Staff

April Bridge to Practice	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
Friday, April 21	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
4/28/23	7:45-8:30am	Staff Meeting:	PBIS Core Team
May LETRS Learning	7:45-8:30am	5/2, 5/9, 5/16, 5/23, 5/30	Staff
May Bridge to Practice	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
5/19/23	7:45-8:30am	Staff Meeting: PBIS	
Friday, May 26	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Friday, June 9	8:00-11:00	Year End Wrap Up	

2022-2023 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 19	Have the following documents completed in your Google Folder: <ul style="list-style-type: none"> • 22-23 SIP • SIP One Pager • SIP Action Plan • Title I Parent and Family Engagement Plan 	Principal	

August 24	Review Site Improvement Plans & give principals feedback	Assistant Superintendent	
August 26	SIP revisions completed	Principal	
August - workshop week/early September	Share SIP One Pager with staff	Principal	
Mid September	ATPPS Site goal (aligned to building SIP goal) due to ATPPS Coordinator	Principal	
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, district leaders and at an Instructional Leaders meeting.	School Leadership Team	
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)	
March	SIP review by building leadership team - report on process to be shared with staff, school community, district leaders and at an Instructional Leaders meeting.	School Leadership Team	
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 2023-2024 SIP	Principal and School Leadership Team	

SIP Resources:

[2022-23 SIP Data Landing Page](#)

[Implementation Science Tool](#)

[2022-2023 PD Calendar](#)

[SIP Action Plan & Reflection Form](#)

[CP SIP One Pager](#)

[SIP Research Landing Page](#)