Roseville Area Schools
Excellence, Innovation & Equity in All We Do

Harambee School Improvement Plan/Title I Schoolwide Plan 2023-2024

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
Nathan Meyer	Principal
Blair Wenndt	ATPPS Lead Teacher
Kara Illetschko	Title I/PLC Lead Lead Teacher
Denise Dzik	K-2/PLC Lead
David Taylor	Teacher – Classroom
Christopher Miller	Teacher – Academic Interventionist

Sara Stimple	Special Education Representative
Kenneth Rivera	Multilingual (EL) Learning Representative
berit engstrom	Social Worker
Otho Farrow	Student Support Staff (formerly Behavior Specialist/Interventionist)
	Cultural Liaison
Kim Tann	Paraprofessional
Christa Knudsen	Parent/Family member of students
Felise Park	Community Member
Kaolee Yang	Assessment/Data Coordinator

2023-2024 District Areas of Focus
(Be sure to include at least 2 of these areas of focus within your SIP as appropriate)
- LETRS/ELA
- AVID
- PLCs
- 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:

23-24 SIP Data Landing Page

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
		[Harambee Data Lading Page](#)		

Data Analysis Narrative Reflection

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

Math: Our math scores were very low. This is a drop from our scores from last year. The building as a whole focused on literacy last year and spent a lot of time on discussion of the curriculum that was being piloted and LETRS training. It is clear that we cannot afford to only focus on one subject.

Literacy: Our literacy scores were low. Like math, they fell from where they were last year. There are a lot of reasons that this could have happened, and we know that we need to figure out how to turn this trend around. We will focus on the aggressive growth of students to help give our students and staff they tools they need to bring all students to grade level.

Culture - Climate - Behavior: We have very inconsistent data around behavior. The log of calls to the office is not consistent and SWIS is used by some teachers to enter referrals and not by others, providing a skewed view of what is happening in the building. We should focus on something positive, like increasing students sense of belonging. This will hopefully help reduce ODRs by empowering students to be their best and reminding them that they belong at Harambee. |

What successes were identified?

1. Achievement gap for African-American students in math was narrowed.
2. We, as a staff, have taken multiple moments to reflect on data throughout the year - this has helped us to better understand the trends and the massive amount of data that is generated by student performance.
3. Regular assessment of all students - FAST math and reading were given to all at least three times a year - has given us better picture of what is happening in classrooms.

What Area(s) of Greatest Need were identified?

1. Our math scores are very low. We need to do better.
2. Our literacy scores are very low. We need to do better.
3. Our student engagement and sense of belonging falls as students get better. We need to ensure that our oldest and youngest students are equally excited about school.

School Improvement Strategy #1

Name Area of Greatest Need : Literacy achievement and growth
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.

What is the Root Cause(s) of the need? Students are not performing at grade level. Teachers need support in using the PLC process to ensure excellent tier 1 instruction and well planned and focused interventions for students who do not meet the standard.
A root cause is an early controllable factor in a chain of factors which impact student learning.

Evidence-based Strategy selected to address the root cause(s): We will use the PLC framework to ensure quality tier one instruction, use of the data protocol, and focused and intentional interventions. We will embed AVID and LETRS strategies into our work.

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

The percentage of all students in grades Kindergarten through six who make aggressive growth on the earlyReading or aReading assessment will increase from 12.29% in End-of-Year of 2023 to 21.06% in End-of-Year of 2024.

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
Reduce the number of students who miss more that 16 days of school (high and medium risk categories)	Attendance team, administration, classroom teachers	● Funding for home visits ● Stickers/badges for student attendance tracking on Thursday Folders ● Attendance "report cards" for conferences ● Attendance information (handouts, graphics,	8/30/23 (back-to-school open house)	July 2024	Student attendance will improve as measured by the number of students who are in the high-risk and some-risk categories for absenteeism. The percentage of students who miss 16 or more school days will decrease from 25.84% in the 2022-2023 school year to 18.44% in the 2023-24 school year.

		etc…) to share with families ● Attendance table at all family partnership events			
Continued use of Literacy PLCs	Lead Teachers, classroom teachers, administration	● Dedicated time for Literacy PLC ● Clear expectations (tight-loose-tight) for work done during PLCs ● System of accountability for doing and supporting the work of PLCs.	August 2023	July 2024	To be successful, we will work to ensure that the PLC process includes the following steps: 1. Quality tier 1 instruction for all students 2. CFAs that use use Costa's Levels of Inquiry to help ensure rigor 3. Data analysis as outlined in the PLC data protocol 4. Dedicated daily brainspace time as outlined in the building schedule to provide interventions the remediate and accelerate Tier 1 instruction Additionally, lead teachers and building administration will conduct regular observations of classrooms and PLCs to ensure that the process is working and provide support that may be needed.
Implement new ELA curriculum	Classroom teachers, lead teachers, administration, OEE	● District support in learning and implementing the new curriculum ● Materials for new curriculum	August 2023	July 2024	Once successful in meeting this action step the following outcomes are expected: ● All teachers will complete LETRS training by the end of the school year ● All staff will attend district curriculum training and planning days ● Lead teachers (Blair, Kara or Denise) will conduct walkthrough observations with a list of specific look-fors based on the stage of implementation. Completed observation lists will provide quick and specific feedback for teachers.
Family Partnership	Everyone	● Funding for home visits	August 2023	July 2024	Once successful in meeting this action step the following outcomes are expected:

		● Thursday folders ● Newsletter template ● Curriculum based family communication tool from Wit & Wisdom ● Harambee Culture, Climate. and Community Committee ● Harambee Family and Community Advisory Council			● Three evening family partnership events will be held (9/21/23, 12/14/23, 6/18/23) throughout the year. ● Two school day family partnership events will be held (National African American Parent Involvement Day and Juneteenth Celebration). ● Families will be invited into the building regularly to be an active part in their students' school experience. ● Thursday folders will be sent home each week school is in session. ● Licensed teachers will send home a classroom newsletter every other week. ● Harambee Family and Community Advisory Council will meet throughout the school year.

Annual Evaluation for Strategy #1

● Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended**. The following will be collected to ensure fidelity of the implementation of the action steps for strategy one: literacy pacing guides that align with the new curriculum, PLC data protocol and reflections, data from tier 2 interventions, attendance data, sign-in sheets from family events, feed back collected from families (surveys, reflection on event, etc…), data collected during classroom observations.
● Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**. Three to four times a year students will take their grade level appropriate FAST literacy assessment. This data will be analyzed by PLCs and the staff as a whole to determine our growth toward our goal.

School Improvement Strategy #2

Name Area of Greatest Need: Math
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.

What is the Root Cause(s) of the need? Students are not performing at grade level. Teachers need support in using the PLC process to ensure excellent tier 1 instruction and well planned and focused interventions for students who do not meet the standard.

A root cause is an early controllable factor in a chain of factors which impact student learning.

Evidence-based Strategy selected to address the root cause(s): We will use the PLC framework to ensure quality tier one instruction, use of the data protocol, and focused and intentional interventions. We will embed AVID strategies into our work.

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

The percentage of all students in grades kindergarten through six who make aggressive growth on the earlyMath or aMath assessment will increase from 5.62% at the end of the year in 2023 to 15.06% at the end of the year in 2024.

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
Reduce the number of students who miss more that 16 days of school (high and medium risk categories)	Attendance team, administration, classroom teachers	● Funding for home visits ● Stickers/badges for student attendance tracking on Thursday Folders ● Attendance "report cards" for conferences	8/30/23 (back-to-school open house)	July 2024	Student attendance will improve as measured by the number of students who are in the high-risk and some-risk categories for absenteeism. The percentage of students who miss 16 or more school days will decrease from 25.84% in the 2022-2023 school year to 18.44% in the 2023-24 school year.

		• Attendance information (handouts, graphics, etc…) to share with families • Attendance table at all family partnership events			
Continued use of Math PLCs	Lead Teachers, classroom teachers, administration	• Dedicated time for Math PLC • Clear expectations (tight-loose-tight) for work done during PLCs • System of accountability for doing and supporting the work of PLCs.	August 2023	July 2024	To be successful, we will work to ensure that the PLC process includes the following steps: 5. Quality tier 1 instruction for all students 6. CFAs that use use Costa's Levels of Inquiry to help ensure rigor 7. Data analysis as outlined in the PLC data protocol 8. Dedicated daily brainspace time as outlined in the building schedule to provide interventions the remediate and accelerate Tier 1 instruction Additionally, lead teachers and building administration will conduct regular observations of classrooms and PLCs to ensure that the process is working and provide support that may be needed.
Use of math pacing calendars and CFAs created during the 2018-19 and 2019-202 school years.	Administration, lead teachers, classroom teachers	• Access to pacing calendars and CFAs for all staff • Access to needed curricular materials	August 2023	July 2024	Once successful in meeting this action step the following outcomes are expected: • Teachers will have CFA and other data to demonstrate what has been taught and learned according to the pacing calendars. • Teachers will successful participate in their Math PLC
Family Partnership	Everyone	• Funding for home visits • Thursday folders • Newsletter template	August 2023	July 2024	Once successful in meeting this action step the following outcomes are expected: • Three evening family partnership events will be held (9/21/23, 12/14/23, 6/18/23) throughout the year.

| | | Curriculum based family communication tool from Wit & Wisdom Harambee Culture, Climate. and Community Committee Harambee Family and Community Advisory Council | | | Two school day family partnership events will be held (National African American Parent Involvement Day and Juneteenth Celebration). Families will be invited into the building regularly to be an active part in their students' school experience. Thursday folders will be sent home each week school is in session. Licensed teachers will send home a classroom newsletter every other week. Harambee Family and Community Advisory Council will meet throughout the school year. |

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**.

  The following will be collected to ensure fidelity of the implementation of the action steps for strategy one: math pacing guides that align with the curriculum, PLC data protocol and reflections, data from tier 2 interventions, attendance data, sign-in sheets from family events, feed back collected from families (surveys, reflection on event, etc…), data collected during classroom observations.

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

  Three to four times a year students will take their grade level appropriate FAST math assessment. This data will be analyzed by PLCs and the staff as a whole to determine our growth toward our goal.

School Improvement Strategy #3

Name Area of Greatest Need : Student sense of belonging.
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.

What is the Root Cause(s) of the need? There are many factors that could contribute to this including attendance, response to behavior, and student engagement.
A root cause is an early controllable factor in a chain of factors which impact student learning.

Evidence-based Strategy selected to address the root cause(s): To build on and celebrate students current success, we will implement our school wide success plan that allows all staff to align their efforts and work, This will help to minimize confusion among students, and provided consistent support to all students.

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

The percentage of all students in grades kindergarten through six who report that they feel like they belong at Harambee as measured by our Student Climate Survey will increase from 54.95% in the Spring of 2023 to 59.45% in the Spring of 2024.

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
Reduce the number of students who miss more that 16 days of school (high and medium risk categories)	Attendance team, administration, classroom teachers	• Funding for home visits • Stickers/badges for student attendance tracking on Thursday Folders • Attendance "report cards" for conferences	8/30/23 (back-to-school open house)	July 2024	Student attendance will improve as measured by the number of students who are in the high-risk and some-risk categories for absenteeism. The percentage of students who miss 16 or more school days will decrease from 25.84% in the 2022-2023 school year to 18.44% in the 2023-24 school year.

Commented [2]: I know that this looks a lot like another SMART goal (and technically I guess it is). We had a lot of conversation around making this our Climate-Culture-Community strategy, but decided that it would better serve us an action step in all three of our SIP strategies.

Commented [3]: Got it, thanks Nathan

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		• Attendance information (handouts, graphics, etc…) to share with families • Attendance table at all family partnership events			
Family Partnership	Everyone	• Funding for home visits • Thursday folders • Newsletter template • Curriculum based family communication tool from Wit & Wisdom • Harambee Culture, Climate. and Community Committee • Harambee Family and Community Advisory Council	August 2023	July 2024	Once successful in meeting this action step the following outcomes are expected: • Three evening family partnership events will be held (9/21/23, 12/14/23, 6/18/23) throughout the year. • Two school day family partnership events will be held (National African American Parent Involvement Day and Juneteenth Celebration). • Families will be invited into the building regularly to be an active part in their students' school experience. • Thursday folders will be sent home each week school is in session. • Licensed teachers will send home a classroom newsletter every other week. • Harambee Family and Community Advisory Council will meet throughout the school year.
School Success Plan	All staff	• First Six Weeks of School Plan • SEL Curriculum Plan • Unified response to student behavior • Student Advisory Group • True Monarch	August 2023	July 2024	Once successful in meeting this action step, the following outcomes are expected: • All staff will follow the plan for the first weeks of school according to the tight-loose-tight guidelines. • All staff will participate in monthly SEL lessons that center around community, resiliency, and integrity. • All staff will have a unified response to student behaviors that support student learning and success

					● Each grade will celebrate the success of students through the True Monarch program ● A student advisory group will be formed and help to inform decisions made, especially those pertaining to the house system. ● There will be less staff confusion around communication of expectations and other important information.
Mental health supports	Administration, social worker, lead teachers, staff, outside therapists	● Therapist(s) and dedicated space ● SEL Curriculum ● Time for PD ● First Six Weeks of School Plan ● Response to student behavior ● Sunshine Committee (staff support)	August 2023	July 2024	Once successful in meeting this action step, the following outcomes are expected: ● All staff will follow the plan for the first weeks of school according to the tight-loose-tight guidelines. ● All staff will participate in monthly SEL lessons that center around community, resiliency, and integrity. ● All staff will have a unified response to student behaviors that support student learning and success. ● Space in the building will be dedicated for use by outside therapists who see students at school. ● Partnership with outside therapy organizations will be formed to provide more mental health support to students whose families want but have trouble accessing these services. ● Sunshine committee will be formed to help celebrate staff success and increase staff sense of belonging and community.

Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:
● Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended**.   The following data will be collected and analyzed to ensure fidelity in the implementation of the above action steps: attendance data, data on ODRs, family night sign ins, family surveys, classroom observations.
● Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**.   Students will take the climate survey three times a year. Data collected from the survey will be analyzed by PLCs and the staff as a whole to ensure that our efforts are moving us in the right direction.

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 not meeting standards? [Limit response to 100 words or 600 characters.]

Strategies 1 & 2 directly address data that shows a large number of students performing below grade level. The strategies and their action steps work to improve student achievement in literacy & math by ensuring instruction based in best practices and time to plan for and implement quality tier two interventions. Strategy 3 will create a stronger sense of community within the building and increase academic performance.

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.]

Title 1 funds will allow us to provide programming and support during the school day that Targeted Assistance services would not be able to provide in the same way. We will be able to provide cohesive professional development that works to create culturally relevant, engaging, and meaningful tier one instruction and tier two intervention. Additionally, we will be able to work to improve the culture of the building as a whole, allowing all students to feel welcomed and engaged in their school work.

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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
1, 2, 3	1.0 FTE PLC Coordinator	.8 FTE	.2 FTE building funds
1, 2, 3	.5 FTE PLC Lead/.5 FTE ATTPS	.4 FTE	.5 ATTPS .1 building funds

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 28 & 31	SIP Overview	staff	Staff Meetings

August 30	Basic information about school goals	families	Back-to-School Open House
Wednesdays in September	Deeper dive into SIP strategies and how we will work together to meet our goals	staff	Staff meetings on Wednesday mornings
September 21	More in-depth information about SIP strategies and action steps	families	Fall Title 1 & Family Night
October 17 & 18	Information about how a families student is performing and their progress towards meeting our goals	families	Fall Conferences
December or January	Mid-year data review (will be completed after winter FAST testing is done)	staff	Staff meeting
March 27 & 28	Information about how a families student is performing and their progress towards meeting our goals	families	Spring conferences
July	End of year data review (will be completed after EOY FAST testing is completed)	staff	Staff Meeting

School Improvement Action Plan and Reflection Form - Click here to complete your School Improvement Action Plan and Reflection Form

School Professional Development Calendar - *See 2023-2024 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.

To see a full calendar of all staff, leadership, and PLC meetings for licensed and Raider support staff, please follow this link.

Date	Time	Activity	Persons Responsible
Monday, August 28	TBD	District PD Calendar	
	TBD	District PD Calendar	
Tuesday, August 29	TBD	District PD Calendar	District
	TBD	District PD Calendar	
9/6, 9/13, 9/20, 9/27	8:20 - 9:15	Staff Meeting: For more information, see Harambee meeting calendar	
Monday, October 2	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
10/11, 10/25	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	
10/4	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
11/8, 11/29	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	
11/8	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
Monday, November 6	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
12/13	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	

12/6	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
Monday, January 29	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
1/3, 1/17, 1/31	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	
1/10	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
2/7	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
Monday, March 4	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
3/6, 3/20	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	
3/13	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
4/3, 4/24	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	
4/17	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
Monday, April 29	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	

5/1	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	
5/8	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
Friday, May 10	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Friday, May 24	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Friday, June 7	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
6/5, 6/26	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	
6/12	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	
7/10, 7/24	8:20-9:15	Staff Meeting: For more information, see Harambee meeting calendar	
7/17	8:20-9:15	Leadership Meeting: For more information, see Harambee meeting calendar	

RAIDER SUPPORT - PROFESSIONAL DEVELOPMENT PLAN

The PD Plan below is a calendar that should include your professional development across the year for Raider Support.

Date	Time	Activity	Persons Responsible
Monday, August 28	8:00-11:00	Back-to-School Staff Meeting	Principals

	12:00-3:00	Self-Reflection and Individual Growth Goals	Principals
Tuesday, August 29	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	District PD Calendar	OEE
Tuesday, November 7	8:00-11:00	District PD Calendar	OEE
	12:00-3:00		Principals
Monday, January 2	8:00-11:00	District PD Calendar	OEE
	12:00-3:00		Principals
Friday, April 26 (March 29 for HAR)	8:00-11:00	District PD Calendar	OEE
	12:00-3:00		Principals

2023-2024 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Asst. Supt. SIP Review

Deadline	Activity	Positions Responsible	Notes

August 19	Have the following documents completed in your Google Folder: ● 23-24 SIP ● SIP One Pager ● SIP Action Plan ● Title I Parent and Family Engagement Plan (CP, LC, EGN, HAR, RAMS, FAHS, Preschool) ● Title I Targeted Assistance Plan (FAHS, RAMS, Preschool Only) ● Title I Selection Criteria (FAHS, RAMS and PreSchool only)	Principal	
August 21	Review Site Improvement Plans & give principals feedback	Assistant Superintendent	
August 23	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 2024-2025 SIP	Principal and School Leadership Team	

SIP Resources:

2022-23 SIP Data Landing Page

Implementation Science Tool

2023-2024 PD Calendar

SIP Research Landing Page

2023-2024 SIP One Pager