



Roseville Area Schools

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

Little Canada Elementary 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
Dr. José Becerra-Cardenas	Principal
Jodi Seifert	ATPPS Lead Teacher
Jovita Hernandez	PLC Lead (if applicable)
Daniel Zielske, Rebecca Bies, Sarah Wolfe	Teacher – Classroom

Sue Wenthin	Teacher – Academic Interventionist
Jennifer Martin	Special Education Representative
Kerry Gamble	Multilingual (EL) Learning Representative
Tina Hogberg	Social Worker
Zac Mernin	Behavior Specialist/Interventionist
Veronica Martinez	Cultural Liaison
Angela Martinez	Paraprofessional
	Parent/Family of student at risk of not meeting standards
Kathy Casey	Member of Community being served
Maureen Foreman	Assessment/Data Coordinator

2022-2023 District Areas of Focus

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

- LETRS
- PLC – Questions 3 and 4 and school culture
- 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
21-22 demographic data Attendance data Discipline	Mid/End-of-Year Plan Review	Math MCAs Math FAST Reading MCA Reading CBM/earlyReading	Attendance data (repeat)	TDE data

Data Analysis Narrative Reflection

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

Literacy: We have inconsistent growth, non-growth or negative growth from year to year. 65%-85% of Kindergarten and first graders were at risk at the end of 2021-22 school year. CBM scores showed grades 3-6 all with at least 30% in the risk category and MCA's showed 35% proficient in reading for grades 3-6.

Math: MCA performance in mathematics dropped dramatically over the pandemic across all grade level groups and other groups based on race, ethnicity, and other groups based on need. This past year, 3rd grade MCA scores rebounded more substantially than 4th, 5th and 6th grade.

School Climate: At Little Canada, Black students continue to be overrepresented in our ODR data. There was a notable reduction in the risk ratio of our Black students in ODR data from 2020-2021 to 2021-2022 from 3.53 to 1.58. As a whole school, 92% of our students received 0-1 referral. Broken down by racial demographics, 24% of Black students and 22% of Multi-Racial students received referrals compared to 17% of Latinx, 14% White, and 9% Asian. In addition, physical aggression continues to be the largest source for ODR's at 60%.

What successes were identified?

1. (Climate/Behavior) Significant Risk Ratio reduction from 20-21 to 21-22 for our Black students. 92% of our students received only 0-1 referral.
2. (Reading) The District has made a commitment to train K-4 educators in LETRS. Third and sixth grade students performed the best.

3. (Math) From 2020-2021 to 2021-2022, achievement gaps went down for all groups and most decidedly for Blacks and African Americans. 3rd grade MCA performance rebounded post-COVID much more noticeably than 4th, 5th and 6th grade.

What Area(s) of Greatest Need were identified?

1. (Climate/Behavior) Our Black students continue to be overrepresented in ODR. Physical aggression accounts for 60% of our ODR's.
2. (Reading) Foundational reading skills in the early grades. Whole class intervention across most/all grades. Use of additional screeners beyond FAST in order to inform instruction. i.e. PAST, Phonics and Word Reading Survey, Spelling screener
3. (Math) Growth in math proficiency remains low, even with continued PLC focus. All teachers need to strengthen their systematic number sense instruction and incorporate guided math groups.

School Improvement Strategy #1 (Reading)

Name Area of Greatest Need: Phonemic Awareness and Phonics Instruction for beginning readers__

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? Lack of consistent teacher professional development in teaching phonemic awareness and phonics or accountability and fidelity of instruction.

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): LETRS Training and implementation

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 Little Canada school who are in the “low risk” and “college pathway” categories on the FAST early reading/CBM standardized assessment will increase from 37.3% in spring 2022 to 43.6% in spring 2023.

Implementation Plan for Strategy #1 (Reading)

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
K-4: LETRS Training	K-4 Licensed Classroom, SPED, EL teachers	LETRS Manuals	October 3, 2022	June 5, 2023	Staff will complete the LETRS training and will follow the Pacing Guide .
K-4: Monday morning (7:45-8:45) dedicated for online learning	Licensed Staff for completing learning modules. Principal for designating uninterrupted time for staff to	Uninterrupted Time	October 3, 2022	June 5, 2023	Licensed staff will complete LETRS online modules during this time every week. If one hour is not enough, they can use Thursday morning.

	complete training every week.				
K-4: Wednesday morning (7:45-8:45) Bridge to practice	K-4 Licensed Classroom, SPED, EL teachers	Bridge To Practice	October 5, 2022	June 7, 2023	Collaborative Teams will meet every other week to bridge learning to practice.
K-6: Tier 1 Whole Class Intervention	Classroom teachers	Curriculum	October 3, 2022	June 5, 2023	Student growth in reading skills from fall to spring as measured by FAST, MCA, PAST, and other LETRS reading screeners.
K-4: Use the LETRS strategies to teach, monitor and assess	All staff teaching reading in K-4	LETRS manuals and training activities	October 3, 2022	June 5, 2022	Student growth in reading skills from fall to spring as measured by FAST, MCA, PAST, and other LETRS reading screeners.
LETRS Implementation Fidelity Checks	Admin Lead Teachers		October 3, 2022	June 5, 2022	Trained staff will be implementing LETRS learning into practice

Annual Evaluation for Strategy #1 (Reading)

<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>Completing LETRS training by Roseville pacing guide dates. Administrative/coaching observations. Collaborative Teams will meet every other week to share and discuss bridge to practice learning with identified students. FAST screeners and progress monitoring, PAST, Phonics and Word Reading Survey, Spelling screener to collect data to inform instruction.</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>FAST early reading or CBM and MCA assessments</p>

School Improvement Strategy #2 (Math)

Name Area of Greatest Need: Math proficiency continues to be a concern.

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? Teachers haven't been held accountable to authentic engagement in the PLC process as it relates to math. *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): Systematic instruction in number sense and daily guided math groups

SMART Goal: Increase proficiency for all students at Little Canada Elementary on the MCA Math test from 29.60% in 2021-2022 to 36.64% in 2022-2023.

Implementation Plan for Strategy #2 (Math)

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
7 norms of collaboration	Principal	Use the slide deck from 21-22 PLC meetings.	9/6/22	6/8/23	Teachers will review and revisit prior learning about the norms of collaboration (work from 21-22 PLC).
Lead teachers will meet with the principal weekly to plan for PLCs and collaboration.	Principal and Lead Teachers	Wednesday and/or Thursday meetings	9/6/22	6/8/23	High levels of trust and collaboration among teams will increase student achievement levels.
There will be additional support people for PLCs to share the needs of the teachers.	Intervention teacher, Lead teachers, Specialists, CRE staff, Principal	Wednesday and/or Thursday meetings	9/6/22	6/8/23	Distributed leadership among teams and accountability to one another will focus our work and increase student achievement.

We will incorporate a cycle of learning that includes: Science of Reading, CGI/Number Talks, Story Circles.	Principal, Lead Teachers, Math teams, Story Circle Keepers.	LETRS team members, Math team members, Story Circle members-materials from Jen Wilson	9/6/22	6/8/23	We will focus on the main thing- students- and that will be evident through our shared learning and collaboration. We will build community through story circles, which will build trust among staff members.
Classroom teachers will integrate daily guided math groups into their routines by mid-fall.	classroom teachers	CGI materials, shared math materials	10/24/22	6/8/23	Students will get the help they need without missing the grade level lessons, creating exposure and understanding to grade level standards.

Annual Evaluation for Strategy #2 (Math)

<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>Collaborative Teams will meet every other week in Collaborative Teams to discuss CFAs and determine courses of action for groups of students. aMath scores, AIMSweb testing and other assessments will be used to form guided math groups. Administrative/coaching observations.</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>aMath scores, AIMSweb testing, CFAs, and general classroom performance</p>

School Improvement Strategy #3 (School Climate)

Name Area of Greatest Need : ___ Black students are overrepresented in ODRs _____

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? _We have not done the work of unlearning these biases and creating counter narratives. We can begin by using critical self-reflection to interrogate our own biases that may contribute to the overrepresentation of office referrals and act on them by implementing systems that address these biases and build our capacity to foster and cultivate inclusive environments.
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): ___ PBIS and formal SEL instruction around Casel standards _____

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

Little Canada Elementary School will decrease the current overrepresentation/risk ratio of office discipline referrals for Black students by 10% from 1.58 to 1.42 as measured by the end of year 2023 SWIS data.

Implementation Plan for Strategy #3 (School Climate)

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
PBIS- behavior framework/flowchart, specific matrices	PBIS team, staff, teachers	PBIS training, Shared drive documents- printables	8/29/22	10/19/23	Classrooms and specific locations will have collaboratively developed matrices printed and posted. Behavior flow-chart will be posted in staff spaces to further define ODR worthy

					behavior and give staff strategies to address unexpected behaviors. ODR data should show clearly defined unexpected behaviors and consistent use of behavior flow-chart.
Focused early intervention/mentor for students with highest ODR from 21-22	SST, Admin, SEL team (social worker/psych)	Student data, mentors-intervention support people	9/6/22	6/8/23	Review ongoing ODR data and adjust intervention as needed.
Responsive Classroom- Morning Meeting push in for admin, support staff/SEL/Social Work/Psych/Friendship, focus on proactive use of TAB	PBIS team, admin, SST, SEL team	Review of tenets of RC- specifically TAB, time for additional staff to push in for morning meeting	9/6/22	6/8/23	Review ongoing ODR data and adjust intervention as needed.
Specific Anti-racist PD for all staff	All Site Staff	Administration/Leadership Team	8/29/22	6/8/23	Data dives will reframe ODR data within the context of anti-racist teaching and learning.
PBIS- Classroom Competencies PD	PBIS team	PBIS team and content, Staff meeting time	9/30/22	6/8/23	ODR data will reflect best practices in pedagogy. Data collection around self-reflection for classroom competencies will guide personal PD.
Behavior Data Dives	All site staff	SWIS data disaggregated by race, location, type	9/6/22	6/8/23	Analyze student ODR data and identify tier 2 and 3 interventions

Annual Evaluation for Strategy #3 (School Climate)

Identify the process and measure(s) that will be used to determine:
<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. We will use our TFI (Tiered Fidelity Inventory of PBIS) data, TFI Walkthrough data, and SAS (Self-Assessment System) data to inform our level of fidelity.
<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal. We will use data dives, SIP review staff development meetings, and ODR data from SWIS to assess and monitor growth throughout the

year.

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.]

As teachers get trained on LETRS, we will be able to observe implementation of learning and the development of their case studies as they will have an opportunity to work in collaborative teams and meet regularly to discuss with teammates. There will be a review of data (EarlyReading/CBM) on a consistent basis and make changes to adapt to the needs of our students.

We will utilize protected time/collaborative teams/systemic approach to interventions to better serve our students. We want to foster a culture of collaboration that will positively impact student learning in math and reading.

PBIS will continue with the implementation schoolwide by providing PD to licensed and raider support staff. We will provide time for collaboration and for establishing/implementing the different strategies. We will use data dives to look at behavior reports and the progress we are making to better serve our students.

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.]

Our plan is to use Title 1 funds to create a system of support and the infrastructure for continuous improvement by combining ATPPS teaching positions with PLC coaching positions to create a structure of ongoing teacher development. We will work on creating a consistent implementation of fidelity checks and providing coaching and training staff. We will continue to strengthen the process of collaboration, so it’s utilized in a consistent manner. We have a SEL specialist position to focus on K-2 grades.

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	Jodi Seifert PLC Building Lead/Intervention Lead	.45	.35
PLC	Jovita Hernandez PLC Building Lead/Intervention Lead/ Intervention Support	.65	.35

PLC	Sue Wenthin Intervention Support	.25	.75
SEL	Katherine Novotny SEL Intervention	.36	

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	SIP Overview	LC Staff	PowerPoint Presentation
August 29-June 8	SIP Goals Connection to Themes for the year and work we are doing	LC Staff	PowerPoint Presentation
September 21-June 7	Collaborative Time for math and reading and its connection to SIP Goals	LC Staff	PowerPoint
September 23-June 2	Review progress on SIP Goals	Site Leadership Team	Agenda
September 29	SIP Overview	PTA	PowerPoint presentation
September 30	Post SIP plan to website	LC Community	School newsletter and website
January 6	SIP Midyear Review	Site Leadership Team	Discussion and analysis of data

January 13	SIP Midyear Data Report	LC Staff	PowerPoint Presentation
January 19	SIP Midyear Report	PTA	PowerPoint Presentation
April 14	SIP end of year Review/Summary	Site Leadership Team	Discussion and analysis of data
April 20	SIP end of year Summary Report	PTA	PowerPoint Presentation-question and answer
April 28	SIP end of year Summary Report	LC Staff	PowerPoint Presentation

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.

Commented [1]: This is a strong plan for the year. You also may want to consider earmarking staff meetings for different elements of your SIP. Similar to what you did for August -October.

Date	Time	Activity	Persons Responsible
8/29/2022 AM	8:00	Staff Meeting: SIP Overview/PBIS Overview	LC Site Leadership Team/PBIS Leadership Team/Principal
8/30/2022 AM	8:00	District PD Calendar	District
8/30/2022 PM	1:15	District PD Calendar	District
9/16/2022 AM	7:45	Staff Meeting: Data Dive Behavior/Grounding for the Year	Principal/PBIS Leadership Team
9/21/2022 AM	7:45	Staff Meeting: PLC Grounding	Lead Teachers/Principal

9/28/2022 AM	7:45	Staff Meeting: PLC Norming	Lead Teachers/Principal
10/3/2022 AM/PM	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
10/5/2022 AM	7:45	Staff Meeting: ATPPS GOAL SETTING	Lead Teachers/Principal
10/10/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
10/14/2022 AM	7:45	Staff Meeting: PBIS	Principal
10/17/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
10/24/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
10/31/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
11/7/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
11/8/2022	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
11/11/2022 AM	7:45	Staff Meeting	Lead Teachers/Principal
11/14/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
11/18/2022 AM	7:45	Staff Meeting: PBIS/Data Dive Behavior	Principal/PBIS Leadership Team
11/21/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training

12/5/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
12/12/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
12/16/2022 AM	7:45	Staff Meeting:	Lead Teachers/Principal
12/19/2022 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
12/22/2022 AM/PM	8:00-11:00	District PD Calendar Staff Meeting:	District
	12:00-3:00	District PD Calendar	District
1/9/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
1/13/2023 AM	7:45	Staff Meeting:	Lead Teachers/Principal
1/23/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
1/27/2023 AM	7:45	Staff Meeting:	Lead Teachers/Principal
1/30/2023 K-8 AM	8:00-11:00	District PD Calendar	District
1/30/2023 K-8 PM	12:00-3:00	District PD Calendar	District
2/6/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
2/10/2023	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
2/13/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training

2/17/2023 AM	7:45	Staff Meeting:	Lead Teachers/Principal
2/27/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
3/6/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
3/10/2023 AM/PM	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
3/20/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
3/24/2023 AM	7:45	Staff Meeting:	Lead Teachers/Principal
3/27/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
3/31/2023 AM	7:45	Staff Meeting:	Lead Teachers/Principal
4/3/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
4/10/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
4/17/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
4/21/2023 AM/PM	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
4/24/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
4/28/2023 AM	7:45	Staff Meeting:	Lead Teachers/Principal

5/1/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
5/8/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
5/12/2023 AM	7:45	Staff Meeting:	Lead Teachers/Principal
5/15/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
5/19/2023 AM	7:45	Staff Meeting:	Lead Teachers/Principal
5/22/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
5/26/2023 AM/PM	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
6/5/2023 AM	7:45	LETRS: Independent Online Session Module	Licensed Staff taking LETRS Training
6/8/2023 AM	7:45	Staff Meeting	Lead Teachers/Principal
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:	Principal	

	<ul style="list-style-type: none"> ● 22-23 SIP ● SIP One Pager ● SIP Action Plan ● Title I Parent and Family Engagement Plan 		
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](#)

[LC SIP Landing Page](#)

[Implementation Science Tool](#)

[2022-2023 PD Calendar](#)

[SIP Action Plan & Reflection Form](#)

[LC SIP One Pager](#)

[SIP Research Landing Page](#)