



Roseville Area Schools

Excellence, Innovation & Equity in All We Do

Little Canada Elementary 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
Dr. José Becerra-Cardenas	Principal
Jodi Seifert	ATPPS Lead Teacher
Sue Wenthin	Title I Lead Teacher
Jovita Hernandez	PLC Lead (if applicable)
Caitlin Ricks, Dan Zielske, Alison Coe	Teacher – Classroom
Shannon Delozier- Yee Yick	Teacher – Academic Interventionist

Jennifer Martin	Special Education Representative
Kerry Gamble	Multilingual (EL) Learning Representative
Heather Musich	School Psychologist
Melissa Campos	Student Support Staff (formerly Behavior Specialist/Interventionist)
Veronica Martinez	Cultural Liaison
Angela Martinez	Paraprofessional
Michelle Keleny & Amber Hague	Parent/Family member of students
Kathy Casey	Community Member
Maureen Foreman	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](#)

[Examples of Five Categories of Data](#)

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
22-23 demographic data Attendance data	Family perception data: Coffee with the principal Survey Staff perception data: Teacher Tripod data BIPOC Stay Interviews End of Year Check-In Interviews	FAST Reading Screening-2022-23 Proficiency/Risk Level Maintaining Proficiency Growth by School/Grade Growth by Race FAST Math Screening (K-8) By Grade By Race MCA Data MCA Trends by Site	Discipline Behavior Data 2022-23-Synergy and SWIS Referrals by Behavior Referrals by Location Risk Index Triangle Data Staff perception data Teacher Tripod data (repeat) BIPOC Stay Interviews End of Year Check-In Interviews	LETRS Cohorts Equity Walkthroughs

Data Analysis Narrative Reflection

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

Literacy:
 MCA trends continue to show a decrease in reading proficiency. 4th and 5th graders increased proficiency and 3rd and 6th graders decreased in proficiency. However, the reading disparity for these racial groups decreased: Latinx students decreased from 34.5% to 21.3%, Asian students decreased from 40.8% to 20.5%, and Black students decreased from 32.5% to 15.3%. 32% of students at LC made aggressive growth in CBM Reading assessment.

Math:

Looking at MCA Math data, all grades, except 4th grade, decreased in proficiency. 4th grade increased from 29.30% in 2021-2022 to 37.2% in 2022-2023. At the same time, there was a decrease in disparity for these racial groups: Asian (32% from 36%), Latinx (28% from 35%), and Multiracial (23% from 29%). Discrepancy for Black students increased from 28% to 31%.

Culture - Climate - Behavior:

Of the 641 students enrolled at LC 574 do not have office referrals and 41 have only one office referral. Physical aggressions have the largest number of incidents at Little Canada with 128 (56.64%). Risk ratio for the following racial groups: Black students, 1.39 a decrease from 1.58; Latinx students, 1.05 a decrease from 1.06; and White students, 1.41 an increase from .86.

What successes were identified?

1. (Reading): The reading disparity for these racial groups decreased: Latinx students decreased from 34.5% to 21.3%, Asian students decreased from 40.8% to 20.5%, and Black students decreased from 32.5% to 15.3%.
2. (Math): The disparity decreased for these racial groups: Asian (32% from 36%), Latinx (28% from 35%), and Multiracial (23% from 29%). 4th grade increased proficiency from 29.3% in 2021-2022 to 37.2% in 2022-2023.
3. (School Climate): Risk ratio decreased for the following racial groups: Black students 1.39 from 1.58; Latinx students 1.05 from 1.06.

What Area(s) of Greatest Need were identified?

1. (Reading): The overall performance of all groups is concerning. We continue to decrease in performance on MCAs. EarlyReading: The percentage of students in high and some risk categories is concerning. CBM/EarlyReading: The percentage of students in high-risk and some-risk categories is concerning, particularly because students are being assessed on language of instruction.
2. (Math): One of the biggest concerns is the low proficiency of our students of color. Even with the academic growth, the opportunity gap continues to be concerning.
3. (School Climate): Risk ratio for Black students. The number of Physical Aggression incidents.

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.

Phonemic Awareness and Phonics Instruction for beginning readers and continuation of building foundational reading skills throughout the grades.

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.

Lack of consistent teacher professional development in teaching phonemic awareness and phonics in addition to accountability guiding fidelity of instruction.

Evidence-based Strategy selected to address the root cause(s): LETRS Training and implementation- using new curriculum K-6 NSP Wit and Wisdom and Foundations, K-6 DLI Amplify Caminos and Heggerty, and Special Education will be using the same curriculum based on the program the student is enrolled in NSP or DLI.

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 45.2% in spring 2023 to 50.7% in spring 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
Professional Development is focused district-wide in elementary, ensuring all teachers are trained in LETRS and teaching foundational reading skills.			August 2023	June 2024	Daily phonemic awareness and phonics lessons are embedded in the daily schedules for all classroom teachers.
WIN	K-6 Licensed staff, Para, Intervention staff	Curriculum and LTRS strategies	September 2023	June 2024	Student growth in reading skills from fall to spring as measured by FAST, MCA, PAST, and

					other LETRS reading screeners and curriculum assessments.
K-4: LETRS Training	K-4 Licensed Classroom, SPED, EL teachers	LETRS Manuals, live training sessions,	September 2023	June 2024	Staff will complete the LETRS training and all staff will implement strategies from units 1-4.
K-4/SPED/MLL: Tuesdays or Thursdays (7:45-8:45) dedicated for online LETRS learning	K-4 Licensed Classrooms, SPED, MLL teachers	Uninterrupted Time	September 2023	June 2024	Licensed Staff will complete LETRS online modules during this time by following the pacing guide.
Staff will implement the new reading curriculum with fidelity	K-6, SPED & EL Teachers	K-6 NSP Wit and Wisdom and Foundations, K-6 DLI Amplify Caminos and Heggerty	September 2023	June 2024	Staff will attend PD and training and implement the curriculum.
PLC	All licensed staff	Current student data CFAs Weekly meetings Data Dives	September 2023	June 2024	Reflect on student growth and needs and adjust instruction and student groups to meet those needs.

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>Completing LETRS training and implementing a new literary curriculum with 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, aReading(NSP) and MAP(DLI).</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, aReading for NSP, MAP for DLI and MCA assessments</p>

School Improvement Strategy #2

Name Area of Greatest Need: Students need to increase proficiency in 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.

Using the once-yearly MCA data measure of proficiency is not motivating or meaningful for students or staff. Using a measure that assesses levels multiple times of year allows for clear and timely goal-setting.

What is the Root Cause(s) of the need? Students enter math with low confidence and/or foundational skills within a variety of math areas → Instructional strategies may vary from grade level to grade level causing knowledge gaps within math → Vertical alignment needs support to provide teachers with more knowledge of grade levels above/below → Professional development needs to be provided to allow instructional strategies to strengthen and for teachers to improve understanding of vertical alignment.

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): Increased/Improved/Continued Professional Development → Math Talks (estimating, subitizing, WODB, mental math), CGI

PLCs include DLI and NSP representation - with opportunities for vertical alignment conversations (power standards) across grade levels

Using math assessments with multiple administrations per year to create student goals

Differentiated WIN groups

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

The percentage of Little Canada students in grades K-6 who are in the “low risk” category on the FAST aMath and earlyMath assessments will increase from 37.3% in Spring 2023 to 43.6% in Spring 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
PLC	All licensed staff	Current student data CFA's Weekly meetings	September 2023	June 2024	Reflect on student growth and needs and adjust instruction and student groups to meet those needs.
Math WIN	K-6 Licensed staff, Para, Intervention staff	CGI Materials, Math curriculum interventions, assessment data	September 2023	June 2024	Student growth in math skills from fall to spring based on aMath and MCA data, as well as AIMSweb, IXL or other math assessments
Math PD	K-6 licensed staff, Intervention staff	Specified PD days/time, student data, presenters, staff models	September 2023	June 2024	Staff will have knowledge of and gain experience in new strategies to better connect with all math learners

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.**
 - Protected time for Collaborative Team meetings every other week.
 - Teams completing data collection sheets.
 - Teams completing brief meeting summaries and next steps.
 - Time for job-embedded PD during staff meetings and/or CT meetings.
- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**
 - earlyMath: Fall, Winter, and Spring for Kindergarten - 1st grade.
 - aMath: Fall, Winter, and Spring for 2nd - 6th grade

School Improvement Strategy #3

Name Area of Greatest Need : Overrepresentation of Black students in ODR data. They are the highest number of total referral over representation. Highest number of ODRs are referred for Physical aggression. ODRs are most represented from classrooms.

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? _Black students don't experience a sense of acceptance, belonging, and connection. ____
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, Restorative practices, Circle training, Responsive classroom training, Affinity groups, Social Emotional Learning, regular student support meetings with teams.

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

By May 2024 80% of students in grades 2 & 5 will report having an adult in school they can trust and a sense of belonging and have equitable representation in ODR/Referral data.

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
Implement Restorative Practices including staff and student Circles, EMR repair conversations/scripts	PBIS Leadership Circle Keepers Admin		Sept 2023	June 2024	Staff processing with students and a decrease in office discipline referrals.
Implement Responsive Classroom Strategies PRE ODR/Student Success Response (TAB, Buddy Room) Morning Meeting, calming spaces,	Classroom teachers		Sept 2023	June 2024	A decrease in office discipline referrals for minor behaviors.

PBIS classroom and school wide practices: explicit instruction and classroom matrices	PBIS Leadership Team Licensed Staff Paraprofessionals		Sept 2023	June 2024	
Regularly scheduled data review around student well-being, equity walk throughs	PBIS Team Licensed Staff Admin School Climate team		Sept 2023	June 2024	
K-4 SEL Specialist instruction/5-6 SEL targeted support	SEL Specialist School Psych	Funding for SEL position. Second Step / SEL Curriculum for 5/6 classrooms	Sept 2023	June 2024	Decrease the amount of physical incidents.

Annual Evaluation for Strategy #3

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. <ul style="list-style-type: none"> ○ Data dives with reflection opportunities. ○ PD in Responsive Classrooms strategies during the school year. ○ Creation of Matrices during PBIS PD. ○ Equity Walkthroughs by Admin and Leads to continue to reflect on school culture and students' experiences in classrooms. ○ Staff participation in Story Circles during the school year.
<ul style="list-style-type: none"> ● Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal. <ul style="list-style-type: none"> ○ Students feeling connected and a sense of belonging in the LC community and classrooms, as shown in the surveys. ○ An equitable representation of office discipline referrals.

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.]

The strategies identified not only target the academic needs of students, but also their social emotional needs. It is done in a systematic manner that addresses needs by providing job-embedded PD and time for looking at data and making adjustments based on what the data tells us. We are also intentional about collaboration and collecting data to inform decisions.

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.]

The use of Title I funds this way allows us to change practice and impact more students. The focus is the entire community that will benefit our students needing the most support while also positively impacting the academic experience of all of our students.

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	PLC/Intervention Lead	.45	.35
1 & 2	PLC/Intervention Lead	.65	.35
1 & 2	Sue Wenthin- Interventionist	.25	.75
1 & 2	Interventionist (Spanish)	.25	.75
3	Katherine Novotny- SEL Specialist	.6	

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	SIP Overview	LC Staff	Activities/PowerPoint Presentation
August 31	SIP areas, goals, and work ahead	LC Staff	Activities/PowerPoint Presentation
Sept 2023 - June 2024	Collaborative Time for math and literacy and connections to SIP goals	LC Staff	PowerPoint
November 2023 - June 2024	Review progress of SIP goals	Site Leadership Team and Staff	Agenda, data, newsletter
September 2023	SIP Overview	PTA/Little Canada Community	PowerPoint Presentation
September 2023	SIP Plan	Little Canada Community	Newsletter/Coffee with the principal
January 2024	SIP Midyear Data Report	LC Staff	PowerPoint Presentation
January 2024	SIP Midyear Data Report	LC Community	Newsletter/PowerPoint/Coffee with the principal
April 2024	SIP end of year Review/Summary	Site Leadership Team	Discussion/Agenda/Data Analysis
April 2024	SIP end of year summary report	LC Staff	Powerpoint/Newsletter
April 2024	SIP end of year summary report	LC community	PTA Meeting, coffee with the principal, newsletter

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.

LC 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.

[LINK](#) to “active” calendar including presentations

Date	Time	Activity	Persons Responsible
Monday, August 28	8:00-11:00	Welcome SIP Information PLC Logistics	Site Leadership Team
	12:00-3:00	District PD Calendar	District
Tuesday, August 29	8:00-11:45	District PD Calendar	District
	1:15-3:30	District PD Calendar	District
Thursday, August 31	9:00-12:00	SIP Information: Literacy, Math, and Climate	Site Leadership Team
Friday, September 8	7:45	Staff Meeting: School Culture, PRESS, Behavior	Site Leadership Team, Lead Teachers, Principal
Friday, September 15	7:45	Staff Meeting: Climate - Story Circle	Lead Teachers
Wednesday, September 20	7:45	Staff Meeting: CT (Norms and Values)	PLC Leads/Principal

Wednesday, September 27	7:45	Staff Meeting: CT (Math)	PLC Leads/ Principal
Monday, October 2	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Wednesday, October 4	7:45	Staff Meeting: CT-Literacy/LETRS Bridge to Practice/Q1&2	PLC Leads/Principal/Site Leadership Team
Friday, October 6	7:45	Staff Meeting: WIN Data Meeting Part 1	PLC Leads/Principal
Monday, October 9	7:45	Staff Meeting: WIN Data Meeting Part 2	PLC Leads/Principal
Wednesday, October 11	7:45	Staff Meeting: CT-Math	PLC Leads/Principal/Site Leadership Team
Friday, October 13	7:45	Staff Meeting: Climate- Story Circle	Lead Teachers
Wednesday, October 18	7:45	Staff Meeting: CT- Literacy/LETRS Bridge to Practice/Q1&2	PLC Leads/Principal/Site Leadership Team
Wednesday, October 25	7:45	Staff Meeting: CT- Math	PLC Leads/Principal/Site Leadership Team
Wednesday, November 1	7:45	Staff Meeting: CT- Literacy/LETRS Bridge to Practice/Q1&2	PLC Leads/Principal/Site Leadership Team
Friday, November 3	7:45	Staff Meeting: PBIS - Data Meeting	PBIS Team/Site Leadership Team
Monday, November 6	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Wednesday, November 8	7:45	Staff Meeting: CT- Math	PLC Leads/Principal/Site Leadership Team

Friday, November 10	7:45	Staff Meeting: Climate- Story Circle	Lead Teachers
Wednesday, November 15	7:45	Staff Meeting: CT- Literacy	PLC Leads/Principal/Site Leadership Team
Wednesday, November 22	7:45	Staff Meeting: CT- Math	PLC Leads/Principal/Site Leadership Team
Wednesday, November 29	7:45	Staff Meeting: CT- Literacy (WIN Check In)	PLC Leads/Principal/Site Leadership Team
Wednesday, December 6	7:45	Staff Meeting: CT- Math	PLC Leads/Principal/Site Leadership Team
Friday, December 8	7:45	Staff Meeting: TBD	PLC Leads/Principal/Site Leadership Team
Wednesday, December 13	7:45	Staff Meeting: CT-Literacy	PLC Leads/Principal/Site Leadership Team
Wednesday, December 20	7:45	Staff Meeting: CT-Math	PLC Leads/Principal/Site Leadership Team
Wednesday, January 3	7:45	Staff Meeting: CT-Literacy	PLC Leads/Principal/Site Leadership Team
Wednesday, January 10	7:45	Staff Meeting: WIN Data Meeting Part 1	PLC Leads/Principal/Site Leadership Team
Friday, January 12	7:45	Staff Meeting: WIN Data Meeting Part 2	PLC Leads/Principal/Site Leadership Team
Wednesday, January 17	7:45	Staff Meeting: CT-Math	PLC Leads/Principal/Site Leadership Team
Wednesday, January 24	7:45	Staff Meeting: CT-Literacy	PLC Leads/Principal/Site Leadership Team
Friday, January 26	7:45	Staff Meeting: Climate- Story Circle	Lead Teachers
Monday, January 29	8:00-11:00	District PD Calendar	District

	12:00-3:00	District PD Calendar	District
Wednesday, January 31	7:45	Staff Meeting: CT-Math	PLC Leads/Principal/Site Leadership Team
Friday, February 2	7:45	Staff Meeting: TBD	PLC Leads/Principal/Site Leadership Team
Wednesday, February 7	7:45	Staff Meeting: CT- Literacy	PLC Leads/Principal/Site Leadership Team
Friday, February 9	7:45	Staff Meeting: TBD	PLC Leads/Principal/Site Leadership Team
Wednesday, February 14	7:45	Staff Meeting: CT- Math	PLC Leads/Principal/Site Leadership Team
Wednesday, February 21	7:45	Staff Meeting: CT- Literacy	PLC Leads/Principal/Site Leadership Team
Friday, February 23	7:45	Staff Meeting: Climate- Circle	Lead Teachers
Wednesday, February 28	7:45	Staff Meeting: CT-Math	PLC Leads/Principal/Site Leadership Team
Monday, March 4	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Wednesday, March 6	7:45	Staff Meeting: CT-Literacy	PLC Leads/Principal/Site Leadership Team
Friday, March 8	7:45	Staff Meeting: TBD	PLC Leads/Principal/Site Leadership Team
Wednesday, March 13	7:45	Staff Meeting: CT-Math	PLC Leads/Principal/Site Leadership Team
Wednesday, March 20	7:45	Staff Meeting: CT-Literacy	PLC Leads/Principal/Site Leadership Team
Friday, March 22	7:45	Staff Meeting: CT-Climate- Circle	PLC Leads/Principal/Site Leadership Team

Wednesday, April 3	7:45	Staff Meeting: WIN Data Meeting Part 1	PLC Leads/Principal/Site Leadership Team
Friday, April 5	7:45	Staff Meeting: WIN Data Meeting Part 2	PLC Leads/Principal/Site Leadership Team
Wednesday, April 17	7:45	Staff Meeting: CT Math	PLC Leads/Principal/Site Leadership Team
Wednesday, April 24	7:45	Staff Meeting: CT Literacy	PLC Leads/Principal/Site Leadership Team
Monday, April 29	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Wednesday May 1	7:45	Staff Meeting: Math	PLC Leads/Principal/Site Leadership Team
Friday, May 3	7:45	Staff Meeting: Climate- Circle	Lead Teachers
Wednesday, May 8	7:45	Staff Meeting: CT- Literacy	PLC Leads/Principal/Site Leadership Team
Friday, May 10	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Wednesday, May 15	7:45	Staff Meeting: CT- Math	PLC Leads/Principal/Site Leadership Team
Wednesday, May 22	7:45	Staff Meeting: Literacy	PLC Leads/Principal/Site Leadership Team
Friday, May 24	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Wednesday, May 29	7:45	Staff Meeting: CT- Math	PLC Leads/Principal/Site Leadership Team
Friday, June 7	8:00-11:00	District PD Calendar	

	12:00-3:00	District PD Calendar	
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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	Welcome SIP Information	Principals
	12:00-3:00	PBIS	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	PBIS Data Dive and Climate	Principals
Monday, January 2	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	SIP: Literacy WIN and Screening Data	Principals
Friday, April 26 (March 29 for HAR)	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	SIP: Literacy WIN and Screening Data	Principals

2023-2024 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"> • 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 LC SIP One Pager](#)