



Roseville Area Schools

Excellence, Innovation & Equity in All We Do

Central Park 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
Becky Suttan	Principal
Jan Barke	ATPPS Lead Teacher
Berri Reiser	Title I Lead Teacher
Maria Lê Selmer	Teacher – Classroom
Michelle Beck	Teacher – Classroom
Rachael Johnson	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
Lisa Venne	Parent
Jen Endres	Parent

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
See Central Park Data Landing Page				

Data Analysis Narrative Reflection

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

<p>Math: We need to continue to explore how to support students in math in ways that translate to more success on the aMath test. We were flat in students scoring in “low risk” and “college pathway” on the end of year aMath assessment. On the MCA math test, 9.1% more students were “meets” or “exceeds”. We decreased students in “does not meet” by 7.4%. Our overall MCA math proficiency increased from 17.9% in 21-22 to 26% in 22-23. However, our Latinx and multi-racial students’ proficiency on MCAs is less than 10% for either subgroup compared to white students’ proficiency is at 60.5%. Our MCA math achievement gap for black students increased from 20.7% in 21-22 to 23.1% in 22-23 (overall district MCA math achievement gap for black students decreased from 43% to 39%).</p> <p>Literacy: In reading MCA’s, 3.3% more students were “meets” or “exceeds”. We went from 28.2% proficient to 31.5% in Reading MCA. We made our reading site goal with 53.4% of our students scoring in the “low risk” and “college pathway” categories on the Fastbridge early reading/CBMr assessment. Despite increasing the number of students, the results were uneven by grade level and many grade level teams did not meet their literacy goals. The district slightly outperformed CP on CBM aggressive growth (30.9% CP, 32% district). On aReading, CP outperformed the district on aggressive growth (26% CP, 19% district).</p> <p>Culture - Climate - Behavior: Overidentified risk has lowered but students of color, particularly black and multi-racial students, still have a higher risk ratio for receiving an office discipline referral. Referrals for students identified as Asian, Latinx or white are underrepresented and students identified as black or multi-racial are overrepresented. Our top two referrals are for physical aggression and inappropriate language with the highest number of referrals in 5th and 6th grade. The months with the highest referrals were November, February and May.</p>
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What successes were identified?

1. MCA reading and math proficiency increased.

2. Commitment and investment in LETRS training and beginning to incorporate the learning
3. Many students never received a referral all year.
4. We met our literacy goal.

What Area(s) of Greatest Need were identified?

1. Examining discrepancies in student proficiency between aMath/aReading and other testing sources such as MCA and CBM
2. Continue to have race based disparity in our referral data
3. MCA Math & Reading achievement gap for black students increased

School Improvement Strategy #1

Name Area of Greatest Need : Literacy

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.

- A root cause is an inconsistent scope and sequence of instruction aligned with the science of reading - primarily that of phonological awareness and phonemic awareness.
- Staff implicit bias (notions of student ability to grasp rigorous content, behavioral concerns) leads to student learned helplessness and lowered expectations for students, especially students of color.

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

- Continue LETRS training
- Implement new English Language Arts curriculum aligned to the [tight and loose expectations](#)

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

The percentage of K-6 students at Central Park Elementary who meet typical or aggressive growth on the Fastbridge earlyReading/aReading standardized assessments will increase from 53.0% in the 2023 end of year window to 57.7% in the 2024 end of year window.

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
Implementing new literacy curriculum	Classroom teachers, interventionists,	ELA curriculum, professional development	8/2023	6/2024	Students will increase their phonological awareness and phonemic knowledge resulting in

<ul style="list-style-type: none"> ○ Heggerty for Phonemic Awareness ○ Foundations for Phonics/Spelling instruction ○ Wit and Wisdom for K-6 comprehension and vocabulary ○ West Virginia Reading and/or UFLI for small group reading intervention 	paraprofessionals, Berri Reiser				stronger reading scores as measured by the FAST CBM and Early Reading assessments.
Twice a month literacy focused CT meetings with focus on question 1 & 2 for ELA curriculum	Berri Reiser, Becky Suttan	Meeting time allocated to application of learning	8/2023	6/2024	Staff will complete training, gain a deep understanding of the new curriculum, develop common lesson formats, and will be using curriculum and core texts.
LETRS training (Units 5-8)	Cohort 2	LETRS texts, live facilitated classes, online modules	8/2023	6/2024	Students will increase their phonological awareness and phonemic knowledge resulting in stronger reading scores as measured by the FAST CBM and Early Reading assessments.
Reading intervention including supporting literacy WIN time	Roberta Hernandez, Jan Barke, Maddy O'Connor, paras, Reading Corps	Progress Monitoring Assessments	8/2023	6/2024	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		8/2023	6/2024	Teachers will increase their capacity and have reflective conversations about their practice

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.**
Instructional support:
 - Focused literacy walkthroughs with principal and instructional coach

- TDE observations
- LETRS engagement and completion
- PLC lead support to guide team conversations around DuFour's question 1 and 2
- Professional development attendance & engagement

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

Assessments:

- FAST earlyReading
- FAST CBM Reading
- FAST AUTOreading
- FAST aReading

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.

Our results show significant achievement disparities for BIPOC students compared to White students on aMath and MCA

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):

- Implement CGI number sense instruction
- Continue work aligning CFAs to standards to identify needs and target instruction
- Build academic language and teach with knowledge co-construction through CGI instructional strategies, such as math warm-ups, including students' names and interests in Math problems, and having students share their strategies with the class

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

The percentage of K-6 students at Central Park Elementary who are in the “low risk” or "college pathway" categories on the Fastbridge earlyMath/aMath standardized assessments will increase from X% in the fall window of 2023 to X% in the 2024 end of year window.

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
CTs -Bimonthly Focus on Math CFAs and Intervention Groups	Berri Reiser, Dan Church, Becky Suttten	DAP, CFAs	8/2023	6/2024	Teachers will analyze data and improve instruction based on data and collaborative conversation.

Embedded Professional Development with instructional Coaching	Dan Church		8/2023	6/2024	Teachers will develop increased knowledge and use of CGI strategies
CGI Professional Development	Dan Church	CGI trainer, PD funds	8/2023	6/2024	Teachers will develop increased knowledge and use of CGI strategies
Math intervention	Dan Church, paraprofessionals	Building schedule	8/2023	6/2024	Using CGI best practices, students will build number, operation, algebraic, and linguistic skills as measured by the FAST aMath assessment and grade level CFAs.

Annual Evaluation for Strategy #2

<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"> ■ Engagement & participation for Collaborative Team meetings every other week ■ Focused instructional coaching including model lessons, co-teaching, reflection, joint planning and facilitating peer observations ■ Professional development attendance & engagement
<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"> ■ FAST aMath ■ FAST earlyMath ■ Grade level common formative assessments (CFAs)

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.

Students of color, particularly Black and multiracial students, have a higher risk ratio for an ODR compared to white students

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.

- Students have continued need for social emotional learning and practice responding to big feelings in school appropriate ways
- 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.
- Classrooms need to be spaces that all students feel welcomed, accepted, heard and valued.

Evidence-based Strategy selected to address the root cause(s): PBIS, CRCT, restorative practices, Zones of Regulation, AVID strategies

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

The percentage of K-6 students at Central Park Elementary who take the [Zones to Regulation learner self-reflection](#) from fall 2023 to May 2024 will increase in “sometimes” or “always” from X to X.

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
PBIS	PBIS Core	Minor/Major Flowchart, learning materials ex: Matrices, learning sessions around the building	8/2023	6/2024	Students will learn expectations for different areas of the building as well as school appropriate responses to big feelings. Educators using common language, systems and responses provide consistency and sense of security for students. The expectations as well as problem solving and community building will be reinforced and instructed after breaks.

Zones of Regulation	All staff	Texts, scope and sequence, pacing guide, lessons/worksheets, assessment (Google Drive)	8/2023	6/2024	Students will increase self-awareness and self-regulation strategies
SAEBRS/mySAEBRS	Mental Health staff	Technology, SEL curriculum	8/2023	6/2024	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	8/2023	6/2024	Through tiered intervention, students will have needs (SEL, academic, attendance, welfare, etc.) met through a variety of intervention strategies.
AVID strategies school-wide in Spark Lab & in 5/6 grade classrooms	5/6 teachers, Sara Laine	AVID curriculum, professional development	8/2023	6/2024	AVID trained staff will promote and teach systems such as organization, community building, collaboration which builds consistency, sense of security, community and independence. Students using AVID strategies also practice self-reflection.

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 Zones of Regulation teaching and assessment, 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>Zones of Regulation learner self-reflection</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 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 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
1,2	PLC Lead Teacher	1.0	
1,2	Math Intervention & CGI Lead	.75	.25 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 28	Intro to SIP	CP Staff	One page, staff meeting
Sept 21	Back to School Kick-off and Title I Event	Families	Family meeting; website; Liaisons; Seesaw
Dec 11	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 15	SIP Review	Building Leadership Team	Follow up update and report to staff
May 13	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 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.

Date	Time	Activity	Persons Responsible
August 7-10, 2023	9:00-3:00	CGI Summer Institute	Jim Brickwedde
August 24, 2023	8:00-3:00	CGI PD for teachers who haven't attended CGI institute	Jim Brickwedde/Becky Suttan
Site Workshop Week	See link	Workshop Week PD	Principal/District
Monday, August 28	TBD	District PD Calendar	
	TBD	District PD Calendar	
Tuesday, August 29	TBD	District PD Calendar	District
	TBD	District PD Calendar	
9/14/23	7:45-8:30am	Staff Meeting: Math & Literacy Intervention and WIN	Berri Reiser, Dan Church
9/26/23-9/27/23	7:45-8:30am	Collaborative Teams Grounding, Norming and Process PD	Principal/PLC Lead
9/29/23	7:45-8:30am	Staff Meeting: PBIS	PBIS Core Team
Monday, October 2	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
October LETRS Learning	7:45-8:30am	10/3, 10/10, 10/24, 10/31	Staff in LETRS 2022 cohort
October Literacy CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
October Math CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead, Math Coach
10/28/22	7:45-8:30am	Staff Meeting: LGBTQ+ training	

Monday, November 6	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
November LETRS Learning	7:45-8:30am	11/14, 11/21, 11/28	Staff in LETRS 2022 cohort
November Literacy CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
November Math CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead, Math Coach
11/17/23	7:45-8:30am	Staff Meeting: PBIS	PBIS Core Team
December LETRS Learning	7:45-8:30am	12/5, 12/12	Staff in LETRS 2022 cohort
December Literacy CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
December Math CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead, Math Coach
January LETRS Learning	7:45-8:30am	1/9, 1/16, 1/23, 1/30	Staff in LETRS 2022 cohort
January Literacy CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
January Math CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead, Math Coach
1/19/24	7:45-8:30am	Staff Meeting:	
Monday, January 29	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
February LETRS Learning	7:45-8:30am	2/6, 2/20, 2/27	Staff in LETRS 2022 cohort

February Literacy CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
February Math CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead, Math Coach
2/23/24	TBD	Staff Meeting: PBIS	PBIS Core Team
Monday, March 4	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
March LETRS Learning	7:45-8:30am	3/5, 3/12, 3/19	Staff in LETRS 2022 cohort
March Literacy CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
March Math CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead, Math Coach
3/22/24	7:45-8:30am	Staff Meeting:	
April LETRS Learning	7:45-8:30am	4/2, 4/9, 4/16, 4/23, 4/30	Staff in LETRS 2022 cohort
April Literacy CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
April Math CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead, Math Coach
4/19/24	7:45-8:30am	Staff Meeting:	
Monday, April 29	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
May LETRS Learning	7:45-8:30am	5/7, 5/14, 5/21, 5/28	Staff in LETRS 2022 cohort

May Literacy CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead
May Math CT	7:45-8:30am	2x/month Wednesdays	Staff, PLC Lead, Math Coach
Friday, May 10	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
5/17/24	7:45-8:30am	Staff Meeting: PBIS	PBIS Core Team
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	

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
Site Workshop Week	See link	Workshop Week PD	Principal/District
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	Community building & differentiated PD focused on PBIS & literacy for job alike roles	Becky Suttan, PBIS team, Sp Ed team and instructional leads
Monday, January 2	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	Community building & differentiated PD focused on PBIS & literacy for job alike roles	Becky Suttan, PBIS team, Sp Ed team and instructional leads
Friday, April 26 (March 29 for HAR)	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	Community building & differentiated PD focused on PBIS & literacy for job alike roles	Becky Suttan, PBIS team, Sp Ed team and instructional leads

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 CP SIP One Pager](#)