



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

Edgerton 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
Maura Weyandt	Principal
Sheila McCormick	ATPPS Lead Teacher and Title I Lead Teacher
Emily Mattson	PLC Lead
Lisa Fralish	Teacher – Classroom
Ella Flower	Teacher – Academic Interventionist
Emily Mattson	Multilingual (EL) Learning Representative
Mara Bischoff	Social Worker
Mimi Black	Student Support Staff (formerly Behavior Specialist/Interventionist)

James Hoskins and Mu Hser	Cultural Liaison
Amy Woodward	Paraprofessional
Elizabeth Beckley Soyebó, Gulian Luadtke, Cali Waege, KaZoua Berry	Parent/Family member of students
Dan Underbakke (Grandpa Dan)	Community Member

2023-2024 District Areas of Focus

- LETRS/ELA
- AVID
- PLCs
- School Culture

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
Demographics Attendance	Leadership Team Reflection	FastBridge MCA	Behavior Data	Staff SIP Reflection

Data Analysis Narrative Reflection

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

Literacy: On the reading MCA test 5.4% more students scored as “meets” or “exceeds”. We went from 35.7% proficient to 41.1% proficient in Reading MCA.

Math: On the math MCA test 2.6% more students scored as “meets” or “succeeds” We went from 26.9% proficient to 30.6% proficient in Math MCA . With the majority of PD focused on literacy, attention to math

Culture - Climate - Behavior: While there were multiple data points that show an increase to overall school culture reported by staff, this positive increase did not transfer to a decrease in office discipline referrals for students of color. Our black students were overidentified at a rate of 2.53.

Attendance: There was an increase in student absences impacted by influenza variants, COVID protocols still in place, and community stressors on families. Attendance expectations and importance need to be revisited.

What successes were identified?

1. MCA reading and math proficiency increased.
2. Ongoing dedication to LETRS professional development and implementation.
3. Increase in positive school culture and climate reported in Tripod survey and school created surveys.
 - 73% of staff responded Totally true and 24% responded Mostly true to “Overall this school is caring.” (97%)
 - 53% of staff responded Totally true and 33% responded Mostly true to “I trust my principal.” (86%)
 - These are note worthy data points as they are increases to 21-22 data and higher than district averages.

What Area(s) of Greatest Need were identified?

1. Ratios of referrals to populations is 2.53 for Black students. This trends as the 2nd most disproportionate in the district and the highest elementary school.
2. Attendance: There were 1,491 tardies (compared to 250 pre-pandemic 18-19) this year and 1,219 unexcused (unapproved and unverified) absences (compared to 45 pre-pandemic 18-19).
3. MCA math and 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.

Edgerton will continue to focus on Literacy achievement and growth, specifically for our Kindergarten through Third Grade students. This aligns with the LETRS training teachers have been participating in and the implementation of our new literacy curriculum. We want to focus on the growth of student skills within the word recognition strand in order to build strong readers who are able to decode and comprehend grade level text as they move through 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.

Up until now, teachers have not been trained in science based literacy instruction and we have been using curriculum based on outdated practices and research. Teachers have not had access to evidence-based core instruction and curriculum, both school wide and district wide, which has led to teachers creating their own curriculum and procedures within their classrooms and grade-levels with inconsistent results. Previously, there has been an inconsistent scope and sequence of instruction aligned with the science of reading- primarily that of phonological awareness and phonemic awareness.

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

Kindergarten through fourth grade teachers will continue their training into Year 2 of LETRS professional development. We will be implementing a new literacy curriculum which includes Foundations, Heggerty, and Wit and Wisdom, that is based on the science of reading research. Our PLC time will focus on that implementation and new learning for the curriculum and teachers will work through Question One of the PLC cycle. Our intervention team and instructional coach will meet with grade level teams on a regular schedule to plan and implement interventions for WIN time based on FASTbridge and LETRS progress monitoring assessments. In addition to licensed staff, Raider Support Staff will also attend Science of Reading professional development.

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

The percentage of K-3 students at Edgerton Elementary who make typical or aggressive growth on the Fastbridge standardized assessments (early Reading and CBMReading) will increase from 60.9% in May 2023 to 64.8% in May 2024.

(Goal of 10% reduction of not proficient students)

Due to the change in district assessment schedule, data from 22-23 will not align K-6 with 23-24. We chose K-3 based on consistency and focus on LETRS training and new curriculum implementation.

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
K-4 LETRS Training	Maura Weyandt	Meeting time allocated to application of learning	8/2023	6/2024	Staff will complete the LETRS training and will follow the district pacing guide.
Implementing new literacy curriculum <ul style="list-style-type: none"> • Heggerty for Phonemic Awareness • Foundations for Phonics/Spelling instruction • Wit and Wisdom for K-6 comprehension and vocabulary. 	Classroom teachers, interventionists & paraprofessionals		8/2023	6/2024	Increase to teacher efficacy, increase in student reading and writing achievement
PLC focus on Q1 for ELA curriculum	Emily Mattson, Maura Weyandt	Professional development and observation support from Heggerty and Wit and Wisdom, 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.
Instructional Practice 5x throughout the year: half-day guided , co-planning and reflection	Emily Mattson, Sheila McCormick, Ella Flower, Maura Weyandt	Building substitute schedule for classroom coverage, school-wide screening plan and schedule, progress monitoring schedule	8/2023	6/2024	Grade level team groupings and intervention planning will be aligned with student needs based on assessment data. Instruction will be cohesive and follow the same scope and sequence.

Science of Reading PD for Raider Support Staff	Ella Flower, Maura Weyandt	Time allocated for Raider Support Staff, learning aligned with interventions being implemented	8/2023	6/2024	Raider Support Staff will gain a deeper understanding of reading instruction and be able to provide interventions during WIN time that align with the co-created plan of the grade level team.
Reading Corps	Sarah Kelvie	30 min in daily schedule to support tutors	8/2023	6/2024	Interventions will be aligned with school wide goals and practices. Students assessed below grade level will receive additional scoop of instruction resulting in accelerated growth.

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. <ul style="list-style-type: none"> ○ Instructional support: <ul style="list-style-type: none"> ■ 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 and 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"> ○ Assessments: <ul style="list-style-type: none"> ■ FAST earlyReading ■ FAST CBM Reading ■ FAST AUTOreading ■ FAST aReading

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.

Our results show significant achievement disparities for BIPOC students compared to white students on aMath and the 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.

Not meeting the depth or rigor of standards in order for students to be proficient.

After the COVID pandemic made it necessary to switch to distance and blended learning and educators were not able to implement best practices for Math instruction, we have found students are lacking foundational number sense. Related to this, students may be experiencing new or continued gaps in their learning of specific Math concepts. In addition, our teaching strategies and curriculum may not be engaging or accessible to all students.

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 grades 3-6 Edgerton Elementary students who achieve proficiency on the Minnesota Comprehensive Assessment (MCA) for mathematics will increase from 30.6% in 2023 to 37.5% 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
Align CFAs to standards	Grade Level Teams	Meeting time allocated to CTs	8/2023	6/2024	Decrease gaps in instruction across grade levels, increase student access to grade level standards and content
Involve students in school-wide estimations and counting	Maura Weyandt and Mimi Black	Eagle Pride tickets	8/2023	6/2024	Develop number sense, build community, connect PBIS tickets to academic content.
Model math warm-ups for staff	Maura Weyandt and Sheila McCormick	Time at beginning of staff meetings	8/2023	6/2024	Teachers will develop increased knowledge and use of warm-ups to increase student engagement and number sense.
Math Corps	Sarah Kelvie	Math Corps curriculum	8/2023	6/2024	Increased number sense with 1:1 support

Annual Evaluation for Strategy #2

- Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended.**
 - We will use TDE observations, screeners, walk throughs/observations, embedded coaching and additional observations at teacher request.
 - Professional Development attendance and engagement.
- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**
 - Assessments:
 - FAST early Math

- FAST aMath
- Grade level common formative assessments (CFAs)

School Improvement Strategy #3

Name Area of Greatest Need : Culture and Climate

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 students, have a higher risk ratio for an ODR compared to white students. This is our most concerning data point. There is a need to prioritize cultural competence and responsive for adults. There is a need to ensure connectedness for students.

Office Discipline Referrals

The data suggests a connection between students with 2 or more ODRs and chronic absenteeism.

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.

- In order to have a supportive culture and climate, we need to model and build supportive relationships among school leaders and all other school staff. Especially given the changes in leadership and staffing over the past few years, we will continue to focus on building trust and collaboration among staff.
- Implicit bias and dominant white cultural norms affect the way educators, especially white educators, perceive and respond to the behavior of various students. We need to continue to make time to critically reflect on our biases and interrupt unfair patterns of interpreting the same behaviors differently when they are performed by different students. We need to ask, “To whom are we giving the benefit of the doubt”? We need to review culturally relevant and responsive student communication and redirection. We need to review and clarify expectations around phones and food so they are consistent across areas and programs of the school. In addition, we need to continue to create opportunities for student leadership and community building. As adults, we will continue to take ownership of building positive connections and relationships with our students.
- Positive family partnerships benefit student engagement. Especially as we begin to use AVID planners in grades 5 and 6, we can reflect on the purposes, cultural and linguistic relevance, and effectiveness of our modes of communication with families. In addition, we will respond to feedback from families last year about holding events at various times of day and which provide opportunities for families to see their students engaged in class with their peers. We will continue to focus on positive and timely communication with families.

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

- SEL- Restorative Practices PD for staff and developing practices to use with students
- Revisiting a focus on PBIS matrix expectations with critically reflection on culturally relevant practices

- Partnership with community education
- Parent and family engagement

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

Edgerton Elementary School will decrease the current overrepresentation/risk ratio of office discipline referrals (ODRs) for Black students from 2.98 to 2.53 as measured by the end of year 2024 SWIS 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
Hold Restorative Practice circles for staff	Maura Weyandt and Becky McCammon	MDE grant	8/2023	6/2024	Staff build relationships, reflect on biases that may be affecting relationships and expectations
Hold student affinity groups	James Hoskins, Mu Hser	Time in their schedules	8/2023	6/2024	Increased sense of belonging, staff understanding BIPOC student voice and experiences
Develop staff PBIS matrix	Eagle Squad (behavior support team)	Non-verbal visuals for lanyards	8/2023	6/2024	All staff understand the looks like, feels like, sounds like
Partner with community education to build consistent expectations and support for students	Maura Weyandt and Crysta		8/2023	6/2024	Positive OTS experience for all students
Hold monthly “Welcome to the Nest” events - new student community building	Eagle Squad (behavior support team)		9/4	6/1	Clear expectations
PD on culturally relevant redirections	Maura Weyandt	Time during staff meetings	8/2023	6/2024	Connection, sense of belonging

Review and use “Buddy” classrooms	Staff	Time during staff meetings	8/2023	6/2024	Build connection across grade levels.
PD effective staff/family communication brainstorm	Staff	Time during staff meetings	8/2023	6/2024	Staff reflect on own bias and increase ways to build positive relationships with students and families, particularly BIPOC families
Model positive communication with families	Staff	Time during staff meetings	8/2023	6/2024	Staff communicate in multiple ways increasing culturally responsive practices

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. <ul style="list-style-type: none"> ○ Communicate SWISS data with staff throughout the year ○ Critically reflect on practices and model culturally relevant practices during staff meetings ● Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal. <ul style="list-style-type: none"> ○ We will use the number of ODRs and the risk ratio for black students compared to all students to measure our progress on this goal. ○ SWISS updates ○ Staff surveys ○ Leadership team reflections each trimester ○ Family surveys ○ Leadership walkthroughs- ObserverTab ○ STAY interviews
--

School Improvement Strategy #4

Name Area of Greatest Need : Attendance

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.

The data suggests a connection between students with 2 or more ODRs and chronic absenteeism.

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.

- Are we creating a welcoming school environment for students and families?
- Are we communicating early and consistently with families across multiple forums?
- Does every child in the school feel connected to at least one staff member? Who are we missing?

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

- Positive school climate
- Early intervention- identify at-risk students early on to prevent attendance problems from escalating
- Community partnerships

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

Edgerton Elementary School will decrease the number of unexcused (unverified and unapproved) student days absent from 1,219 to 1,037 by the end of the 2024 school year as measured by Synergy. (15% reduction)

Implementation Plan for Strategy #4

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Invite families to attend morning meeting followed by conversation with the principal focused on multiple areas of curriculum	Maura Weyandt	Materials for families at each event	9/25/23	4/22/24	Importance of building and being part of our school community, increase families understanding of how and what we teach
Communicate attendance data at fall conferences	Classroom teachers	Time to gather data	10/3/23	10/12/23	Families will have the data early on in the school year.
Give positive classwide attendance awards	Mara and Stephanie	Class prize	10/2/23	6/3/23	Students are motivated to help their class earn the reward
Communicate attendance concerns process with all staff	Maura and Mara	Attendance team meetings and time to communicate with teachers	9/14/23	9/14/23	This will provide consistency with all staff.
Assign an adult check-in mentor for intermediate students with attendance concerns	Mara	Time in schedule	9/29/23	1/31/24	This builds relationships and provides some accountability.
Ensure every student feels connected to multiple staff in the school	All staff	List of students, stickers	10/16/23	10/18/23	Students who do not have a connection with an adult at school will be identified and a staff will be assigned to connect with those missed.

Annual Evaluation for Strategy #4

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"> ○ Bi-weekly attendance reports to analyze trends

- Tracking attendance interventions and communications with families using spreadsheet
- Mentors will meet with their mentee once a week
- Provide staff training around attendance process and how concerns are addressed

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**
 - Track student connectedness to school at multiple points in the year based on staff feedback
 - Monitor student and school wide attendance trends to gauge trends
 - Compare attendance and behavior trends of students to determine if there is a correlation with student success

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 students feel welcomed, seen, and safe at school, student attendance and engagement in school is positively impacted. Our strategies and staff actions focus on highlighting student stories to see individual student needs in order to better identify the best way we can support students. We are doing this by providing a strong reading curriculum with LETRs, more training and support to staff, and focusing on increasing overall connection in our school community. There is a strong correlation between attendance and academic performance. By implementing early interventions, strong student/staff/family relationships, and a positive school climate, our plan will strengthen the academic and social-emotional needs of 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.]

Title 1 funds enable Edgerton to employ staff fulltime in the building that support Tier 1, Tier 2 and Tier 3 needs. Without them, we would not be able to execute and monitor as robust of a plan. The staff roles support academic and social emotional growth for all students. We understand how the success of students at school is connected to the levels of support we are able to provide. The staff also provide necessary professional development for all staff.

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?)	Title I, Part A proposed budget amount (What is the FTE)	Other funding source(s) proposed FTE or budget amount
1, 2	PLC Lead	0.5 FTE	0.3 MLL, 0.2 Comp Ed
1, 2, 3	Instructional Coach	0.3 FTE	0.5 District sources, 0.2 ESSER
2, 4	Social Worker	0.5 FTE	0.5 Specialized Services
3	Behavior Coach	0.25 FTE	0.75 District Sources (ADSIS)
1	Reading Intervention	0.7 FTE	0.3 Comp Ed

Communication Plan

Complete the chart below to list how this plan and the Parent and Family Engagement (PFE) Plan will be communicated to key stakeholders (staff, families of students, and community members) in a format and language that families can understand?

When will the communication take place	What is the message	Who is the audience	How will it be communicated
August 28	Intro to SIP, theme and plans	Staff	Staff news, Welcome to 23-24 staff meeting, one pager

September 25	Back to School Kick-off and Title I Event	Families and community stakeholders	Edgerton Weekly Newsletter and in person event for families, cultural liaisons, school website
November 2 and December 7	SIP Review	Leadership Team	Staff communication and in person meetings, survey to staff to gather feedback
January 22	Stakeholder feedback and input gathering	Families and community stakeholders	Community newsletter, 1:1 conversations with families that represent community, school website
March 7	SIP Review	Leadership Team	Follow up update and report to staff
May 9	SIP Review	Leadership Team	Follow up update and report to staff
May 20, 2024	Stakeholder feedback and input gathering	Families community stakeholders	Community newsletter, 1:1 conversations with families that represent community, school website and in person 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.

[EDG meeting dates](#)

[Assessment Plan Calendar](#)

[ELA Instructional Practices 1/2 days](#)

Date	Time	Activity	Persons Responsible
Monday, August 28	9:25-11:30 am	District PD Calendar Community and School Culture SIP: Edgerton Stories theme Attendance Legislative Updates	Maura Weyandt, Sheila McCormick, Emily Mattson
	1:00-3:30	District PD Calendar	
Tuesday, August 29	8:00	District PD Calendar	District
	-3:30	District PD Calendar	
Thursday, August 31	9:30-10:30	Staff Meeting Agenda <ul style="list-style-type: none"> Standard Response Protocol AVID 	Maura + Ella, Lisa, Mara
Thursday, September 14	8:30 am	Staff Meeting Agenda <ul style="list-style-type: none"> Compass Room- Behavior Mandated Reporting- Mara (25) SAT 	Maura + Rick, Barb, Hannah
Thursday, September 28	8:30 am	Staff Meeting Agenda <ul style="list-style-type: none"> LGBTQ+ Inclusion FAST assessment info Conference expectations Math EDG PD > 3 	Maura + Kelsey, Rachel, Mimi
Monday, October 2	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Thursday, October 26	8:30 am	Staff Meeting Agenda <ul style="list-style-type: none"> Implicit Bias PD 	Maura + Stacey, Joan, Jenni
Thursday, November 9	8:30 am	Staff Meeting Agenda <ul style="list-style-type: none"> McKinney Vento- Mara (15 minutes) Unity and Targeted Services- Erica Anderson 	Maura + Dawn, Alicia, Sara H

Monday, November 6	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
December 14	8:30	Staff Meeting Agenda: <ul style="list-style-type: none"> ● FAST assessment ● Math EDG PD > 3 ● Planning for January Stories event 	Maura + Ryan, Megan, Haruka
Monday, January 29	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
January 4, 2024	8:30	<ul style="list-style-type: none"> ● SIP <ul style="list-style-type: none"> ○ Reweek ○ Attendance ○ Culture 	Eagle Squad + Sue, Mara, Mee
January 18, 2024	8:30	Staff Meeting Agenda: <ul style="list-style-type: none"> ● ELA check in- work time, Staff share- what's working ● Committee updates 	Committee leads+ Deb, Jakky, Eric
February 1	8:30	Staff Meeting: Conference expectations and prep	Maura
February 29	8:30	Staff Meeting Agenda: <ul style="list-style-type: none"> ● Math EDG PD > 3 ● Implicit Bias 	Sheila and Maura + Kelly W, Sarah F, Alisha
Monday, March 4	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
March 14	8:30	Staff Meeting Agenda: <ul style="list-style-type: none"> ● Math EDG PD > 3 ● Implicit Bias 	Maura + Marisa, Elle, Bonnie
April 11	8:30	Staff Meeting Agenda: <ul style="list-style-type: none"> ● 24-25 Draft Plans 	Maura+ Anna J, Cory, Naomi

April 25	8:30	Staff Meeting Agenda: <ul style="list-style-type: none"> • SIP • Committee updates • Math EDG PD > 3 	Maura, Emily, Sheila
Monday, April 29	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
May 2	8:30	Staff Meeting: <ul style="list-style-type: none"> • Spring data planning • ELA • Implicit Bias 	Maura and Ella
Friday, May 10	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
May 16		Staff Meeting Agenda: <ul style="list-style-type: none"> • 24-25 Planning • End of year Reflection 	Maura
Friday, May 24	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
June, 5	8:30	Celebrations	All staff
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
Monday, August 28	9:00-12:00	All staff meeting	Principals

	12:00-3:00	PBIS adult matrix, AVID one pagers, IEPs, schedules	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	LETRS and AVID	Principals
Monday, January 2	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	LETRS and AVID	Principals
Friday, April 26 (March 29 for HAR)	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	LETRS and AVID	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: <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 -	School Leadership Team	

	report on process to be shared with staff, school community, district leaders and at an Instructional Leaders meeting.		
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 EGN SIP One Pager](#)