



Central Park School Improvement Plan/Title I Schoolwide Plan 2024-2025

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
Dan Church	ATPPS Lead Teacher
Berri Reiser	Title I Lead Teacher/ATPPS Lead Teacher
Maria Lê Selmer	Teacher – Classroom
Michelle Beck	Teacher – Classroom
Rachael Johnson	Teacher – Classroom

Debbie Tatge	Special Education Representative
Amber Erickson	Multilingual (EL) Learning Representative
Maria Hughes	Social Worker/SEL team
Sara Laine	Specialist / AVID/AATD Lead
Abe Garcia	Specialist
Jen Endres	Parent

2024-2025 District Areas of Focus

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

- Literacy
- AVID
- PLCs
- Culture - Climate - Behavior
- Grading for Equity
- Social Emotional Learning

Comprehensive Needs Assessment

Identify the data sources used for each of the five different types of data:

[24-25 SIP Data Landing Page](#)

[Examples of Five Categories of Data](#)

Demographic Data/	Perception Data	Student Academic Data	Program, Process, Policy	Fidelity Data
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Nonacademic Data			Data	
Central Park 24-25 SIP Data Landing Page				

Data Analysis Narrative Reflection

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

Math: 56% of our students made typical or aggressive growth on the aMath or earlyMath , which is slightly above the district average (55%), and an increase compared to last year. This was the first year with the earlyMath assessment, but even comparing just aMath scores we had 50.8% in SY22-23 compared to 55.7% in SY23-24. On the MCA math test, 3.2% more students were proficient in math. The percent of students of color proficient on MCA math test improved for every racial group. We decreased our math disparity for all students of color. However, our Latinx and multi-racial students' proficiency on MCAs is 10.3% and 12% compared to white students' proficiency at 59.6%. Our white students' proficiency on MCAs declined .09%.

Literacy: 55% of our students made typical or aggressive growth on aReading, compared to the district average of 50%. This is the highest percentage of students making typical or aggressive growth of all of the elementary schools in the district. 27% of CP students made aggressive growth in aReading compared to district average of 18%. The district slightly outperformed CP on CBM aggressive growth (29% CP, 32% district). Overall 55.6% of students made typical/aggressive growth on the earlyReading/aReading assessment. This is an improvement from 52.6% in the SY22-23. In reading MCA's, our students' proficiency decreased from 32.5% in SY22-23 to 28.4% in SY23-24. The reading achievement gap for black students increased from 23% in SY22-23 to 33% in SY23-24. Our MCA reading disparity increased for all students of color with the exception of Latinx students.

Culture - Climate - Behavior: Our ratio of referrals to population is 2.29 for Black students, compared to district ratio of 2.12. Our risk ratio for black students went from 1.72 to a 3.13. Our multi-racial students' risk ratio increased from 1.16 (SY22-23) to 1.62 (SY23-24). In comparing CP's data to other elementary school's data in the district, it is possible other schools are documenting "major" and less or no minors. The 10 students with the highest number of referrals received a total of 141 referrals in 23-24SY compared to a total of 67 in 22-23SY. Of the 10 students, 9 students were black and 9 students were male. Physical aggression remains our highest referral, increasing from 41 incidents (22-23SY) to 94 incidents (23-24SY). Our risk ratio for Asian students declined from .9 to .33, Latinx students from .79 to .71.

What successes were identified?

1. **(Math)** 25% of our 2nd graders and 26% of our 4th graders made aggressive growth on aMath. 56% of our K and 1st grade students made typical or aggressive growth on earlyMath compared to district 54%. 63% of Latinx students made typical or aggressive growth on aMath compared to

building average of 54%. In earlyMath, the percentage of students making typical or aggressive growth for multi-racial (60%) and Latinx students (66.7%) outperformed building average (56%). The percent of students of color proficient on MCA math test improved for every racial group.

2. **(Literacy):** The number of students making typical/aggressive growth on earlyReading/aReading increased from 52.6% to 55.6%. When looking at students who scored low risk or exceeds in the fall, 1st grade maintained 100% of these students in low risk at the end of the year in earlyReading. 5th grade maintained 91% of students who scored low risk/exceeds in the fall to the end of the year. 64% of our black students and 60% of our multi-racial students had typical/aggressive growth in earlyReading compared to 56% building average. In aReading CP had the highest (slightly) percentage of students making typical/aggressive growth of all of the district elementary schools.

3. **(Culture/Climate/Behavior):** Student support team increased meeting the needs of the number of students on tier 2 or tier 3 plans by more than 50%. Several students who were new to Central Park during the 23-24 school year demonstrating a need for more support received additional support or services by the end of the school year. Staff surveys and Tripod results indicate an overall positive school culture and climate. Despite the increased challenges in SY23-24, in general our Tripod results exceed the district averages and the vast majority of staff report the school is collaborative, supportive and committed to equity.

What Area(s) of Greatest Need were identified?

1. **(Math)** The percentage of K-6 students in low risk or college pathway on earlyMath/aMath decreased from 51.8% to 44.8% from fall to end of the school year. Our Latinx and multi-racial students' proficiency on MCAs is 10.3% and 12% compared to white students' proficiency is at 59.6%. CP students' proficiency is below district average.

2. **(Literacy)** In reading MCA's, our students' proficiency decreased from 32.5% in SY22-23 to 28.4% in SY23-24. The reading achievement gap for black students increased from 23% in SY22-23 to 33% in SY23-24. Our MCA reading disparity increased for all students of color with the exception of Latinx students.

3. **(Culture/Climate/Behavior)** Our risk ratio for black and multi-racial students increased from SY22-23 to SY23-24. Physical aggression remains our highest referral, increasing from 41 incidents (22-23SY) to 94 incidents (23-24SY). The students who received the most amount of referrals in the SY23-24 school year increased in number of referrals received from 67 to 141. Although our Tripod survey results are strong and exceed district averages, they indicate staff feeling less confident in the category of academics.

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.

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.

New literacy curricula and literacy impacted both the celebrations as well as the opportunities for growth.

- Wit & Wisdom highlighted rigor for reading comprehension and some writing - specifically non-fiction writing. Need more structure for narrative writing.
- Heggerty and FUNdations created a solid foundation for Phonics and Phonemic Awareness instruction & created student buy-in for the primary grades.
- The majority of our staff is now fully trained in LETRS and began implementing new learning.
- Educators are still learning the multiple new curriculums. We need to continue to strive for consistency, accountability, development of educators' confidence and understanding of the curriculums. We also need to examine the longitudinal impact of the curriculums as well as the representation, stories and narratives embedded in the curriculum to ensure they best serve students of color.
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The new literacy curricula and our teacher instruction shows we are serving our white students, but we still need to work towards better serving our BIPOC students - especially our black students based on MCA reading achievement gap data.

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

- CT's
- Continue with WIN Time
- More PD on MLL instruction and vocabulary strategies
- Continue to implement LETRS strategies, second year teachers will begin LETRS training
- Increase CRT awareness in relation to Wit & Wisdom curriculum, instruction, and instructional materials.
- Utilize Geodes more as it utilizes Wit & Wisdom strategies but with more culturally responsive texts that are also more decodable.

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 55.6% in the 2024 end of year window to 60% in the 2025 end of year window.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?	
<p>Our graduates are prepared to achieve their goals and aspirations.</p> <ul style="list-style-type: none">Ensure students are college- and career-readyDeliver a challenging, joyful, and safe learning environmentDeliver innovative, effective practices and systems <p>Our learners contribute to an equitable, caring society.</p> <ul style="list-style-type: none">Cultivate student engagement and joy in learningSupport learner resiliency (student social and emotional learning and mental health)Amplify student leadership and voice in decision-makingPrepare learners to be racially and socially responsive <p>We are a culturally responsive, inclusive, anti-racist district.</p> <ul style="list-style-type: none">Ensure educator commitment to anti-racist practicesHire and retain a diverse workforceDevelop equitable leadersDevelop a culturally responsive evaluation system	<p>Build a culture of belonging where all feel welcome, included, and safe</p> <p>The community is united behind meeting student needs.</p> <ul style="list-style-type: none">Partner with families and the community to support student successBuild a culture of belonging <p>We are financially secure.</p> <ul style="list-style-type: none">Cultivate and maintain community trustSecure and allocate financial resources to support the district's mission and vision

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
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<p>Scaffold literacy curriculum</p> <ul style="list-style-type: none"> ○ Heggerty for Phonemic Awareness ○ Foundations for Phonics/Spelling instruction ○ Wit and Wisdom for K-6 comprehension and vocabulary ○ Implement GEODES more directly ○ Foundations, Just Words, West Virginia Reading and/or UFLI for small group reading intervention 	Classroom teachers, interventionists, paraprofessionals, Maddy O'Connor, Berri Reiser	ELA curriculum, professional development	8/2024	6/2025	Students will increase their phonological awareness and phonemic knowledge resulting in stronger reading scores as measured by the FAST CBM and Early Reading assessments.
Twice a month literacy focused CT meetings with focus on questions 2-4 for ELA curriculum and looking at the FUNdations Self Assessment	Berri Reiser, Becky Suttan	Meeting time allocated to application of learning	8/2024	6/2025	Staff will complete training, gain a deep understanding of the literacy curriculum, develop common lesson formats, and will be using curriculum and core texts.
LETRS training	Next Cohort	LETRS texts, live facilitated classes, online modules	8/2024	6/2025	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, Maddy O'Connor, paras	Progress Monitoring Assessments	8/2024	6/2025	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, Maddy O'Connor, Becky Suttan, and other staff as applicable		8/2024	6/2025	Teachers will increase their capacity and have reflective conversations about their practice
MLL and Vocabulary PD	Amber Erickson, Carmen Sieleni		8/2024	6/2025	Teachers will participate and implement learning around MLL instructional strategies and vocabulary instruction.

CRT embedded into literacy curricula	Classroom teachers, interventionists, Berri Reiser		8/2024	6/2025	Teachers will use CT time to scaffold literacy curriculum to be more culturally responsive.
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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.**
 - 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.**
 - 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.

There is a current need for math PD and cohesion in math instruction.

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.

We are not consistently 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): _____

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 Central Park Elementary who meet typical or aggressive growth on the Fastbridge earlyMath/aMath standardized assessments will increase from 56% in the 2024 end of year window to 60% in the 2025 end of year window.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?	
Our graduates are prepared to achieve their goals and aspirations. Ensure students are college- and career-ready Deliver a challenging, joyful, and safe learning environment Deliver innovative, effective practices and systems Our learners contribute to an equitable, caring society. Cultivate student engagement and joy in learning Support learner resiliency (student social and emotional learning and mental health) Amplify student leadership and voice in decision-making	Build a culture of belonging where all feel welcome, included, and safe The community is united behind meeting student needs. Partner with families and the community to support student success Build a culture of belonging We are financially secure. Cultivate and maintain community trust

Prepare learners to be racially and socially responsive We are a culturally responsive, inclusive, anti-racist district. Ensure educator commitment to anti-racist practices Hire and retain a diverse workforce Develop equitable leaders Develop a culturally responsive evaluation system	Secure and allocate financial resources to support the district's mission and vision
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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 Suttan	DAP, CFAs	8/2024	6/2025	Teachers will analyze data and improve instruction based on data and collaborative conversation.
Embedded Professional Development with instructional Coaching	Dan Church	Staff meetings, CT meetings and classrooms	8/2024	6/2025	Teachers will develop increased knowledge and use of CGI strategies
Math intervention	Dan Church, paraprofessionals	Building schedule	8/2024	6/2025	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

- Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended.**
 - 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

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

Disproportionate number of ODRs of BIPOC students in our SWIS data, particularly students who identify as black or multi-racial.

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.

- 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.
- Collective ownership as a building staff that we are a community/team, working together for ALL to find a solution and succeed.
- Classrooms need to be spaces that all students feel welcomed, accepted, heard and valued.
- Systemic barriers and challenges for families in regards to housing, healthcare, economics and trauma outside of school

Evidence-based Strategy selected to address the root cause(s): _____PBIS, Responsive Classroom_____

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

The risk ratio of black students receiving referrals (ODR's) will decrease from 3.13 in May 2024 to 1.72 by May of 2025.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?	
Our graduates are prepared to achieve their goals and aspirations. Ensure students are college- and career-ready Deliver a challenging, joyful, and safe learning environment Deliver innovative, effective practices and systems Our learners contribute to an equitable, caring society. Cultivate student engagement and joy in learning	Build a culture of belonging where all feel welcome, included, and safe The community is united behind meeting student needs. Partner with families and the community to support student success Build a culture of belonging We are financially secure.

Support learner resiliency (student social and emotional learning and mental health) Amplify student leadership and voice in decision-making Prepare learners to be racially and socially responsive We are a culturally responsive, inclusive, anti-racist district. Ensure educator commitment to anti-racist practices Hire and retain a diverse workforce Develop equitable leaders Develop a culturally responsive evaluation system	Cultivate and maintain community trust Secure and allocate financial resources to support the district's mission and vision
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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, staff	Minor/Major Flowchart, learning materials ex: Matrices, learning sessions around the building	8/2024	6/2025	Students will learn expectations for different areas of the building, and will be reinforced and instructed after breaks. Teachers will use common language and common systems. We celebrate individual, classroom and whole school community Panther Pride weekly and monthly.
SAEBRS/mySAEBRs	Mental Health staff	Technology, SEL curriculum	8/2024	6/2025	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	8/2024	6/2025	Through tiered intervention, students will have needs (SEL, academic, attendance, welfare, etc.) met through a variety of intervention strategies.

Responsive Classroom Professional Development	Becky Suttan, 5 staff who attended	PD funds	8/2024	8/2024	Five licensed staff attended 4 day Responsive Classroom PD and will implement their learning in their classrooms
Culturally Responsive Teaching PD	Becky Suttan, Dan Church, Berri Reiser, Carmen Sieleni, Sara Laine	Technology, staff meeting time	8/2024	6/2025	All educators will develop their competency for culturally responsive teaching
AVID strategies school-wide in Spark Lab & in 5/6 grade classrooms	5/6 teachers, Sara Laine	AVID curriculum, professional development	8/2024	6/2025	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.
Attendance	Attendance Team, and all staff	District Attendance Guide, Ramsey County SAM	8/2024	6/2025	Increase student attendance at school, providing additional consistency and connection with students and families

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. <p>We will evaluate via PBIS core team, Student Survey team as well as building leadership team and use tools such as 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>We will use the number of ODRs and the risk ratio for black students compared to all students, and multi-racial students compared to all students to measure our progress on this goal.</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.]

The schoolwide plan is in response to continued dedication to improving our students' academic success in literacy and math as well as supporting their social-emotional wellbeing through clear systems, consistent practices and examining the impact of our systems and practices on students through Positive Behavior Intervention support. We are doing this by providing a strong reading curriculum, CGI math instructional strategies, more training and support to staff, and focusing on increasing overall connection in our school community.

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 will decrease opportunity gaps for students in various classrooms and increase literacy and math proficiency for all students. PLC lead teacher, literacy and math coaches will support teachers analyzing data multiple times during the school year. Student WIN groups will be adjusted based on data and student need. They will help teachers examine their tier 1 instruction impacting all students. Our social worker will lead SEL work identifying and implementing new ways to meet the SEL needs 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, only state the positions (names are not necessary)	Title I, Part A proposed budget amount (For staff positions, only state the FTE)	Other funding source(s) proposed FTE or budget amount
3	Social Worker	.2	.1 comp ed, .7 student services
1	Literacy Support & Intervention	.3	.45 comp ed
2	Math Instructional Coach	.65	.05 comp ed, .3 district
1,2	PLC Lead	.7	.3 district

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 26	Intro to SIP	CP Staff	One page, staff meeting
Sept 19	Back to School Kick-off and Title I Event	Families	Family meeting, website, liaisons, Seesaw, Blackboard
Dec 6	SIP Review	Building Leadership Team	Follow up update and report to staff
Dec/Jan	Stakeholder feedback and input gathering	Families	Seesaw, newsletter, liaisons, PTA meeting
March 21	SIP Review	Building Leadership Team	Follow up update and report to staff
May 12	SIP Review	Building Leadership Team	Follow up update and report to staff
May 21	Goal & Results Reflection	Staff	Staff Meeting
May	Stakeholder feedback and input gathering	Families	Seesaw, PTA, 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 2024-2025 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 26-August 29		Site Workshop Week PD	Principal, BLT, PBIS team, staff, district
Monday, August 26	TBD	District PD Calendar	
	TBD	District PD Calendar	
Tuesday, August 27	TBD	District PD Calendar	District
	TBD	District PD Calendar	District
September 13	7:45-8:30am	Staff Meeting:	
September 25	7:45-8:30am	Collaborative Teams Grounding, Norming and Process PD	Principal/PLC Lead
September 27	7:45-8:30am	Staff Meeting:	
Wednesday, October 16	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site
October 25	7:45-8:30am	Staff Meeting:	

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
November 22	7:45-8:30am	Staff Meeting:	
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
Monday, November 4	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
December 20	7:45-8:30am	Staff Meeting:	
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 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
January 24	7:45-8:30am	Staff Meeting:	
Monday, February 3	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
February 28	7:45-8:30am	Staff Meeting:	

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
Friday, March 7	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
March 28	7:45-8:30am	Staff Meeting:	
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
April 25	7:45-8:30am	Staff Meeting:	
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
Friday, April 18	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
May 16	7:45-8:30am	Staff Meeting:	
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 9	8:00-11:00	District PD Calendar	District

	12:00-3:00	District PD Calendar	District
Friday, May 23	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site

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
Tuesday, August 27	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	District PD Calendar	OEE
Monday, January 31	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

2024-2025 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 18	Have the following documents completed in your Google Folder: <ul style="list-style-type: none"> 24-25 SIP SIP One Pager 	Principal	

	<ul style="list-style-type: none"> SIP Action Plan 		
August 20	Review Site Improvement Plans & give principals feedback	Assistant Superintendent	
August 22	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	
September/October	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)	
December/February	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	
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/April	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	
Early June	CNA data identified/collected for planning 2025-2026 SIP	Principal and School Leadership Team	

SIP Resources:

[24-25 SIP Data Landing Page](#)

[Implementation Science Tool](#)

[2024-2025 PD Calendar](#)

[SIP Research Landing Page](#)

[2024-2025 SIP One Pager](#)