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

Harambee 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
Nathan Meyer	Principal
Blair Wenndt	ATPPS Lead Teacher
Kara Illetschko	Title I Lead Teacher
Kara Illetschko	PLC Lead
Jessica Prenzlow-Morgan, Bellie Vang, Melissa Kleemeier	Teacher – Classroom
Chris Miller	Teacher – Academic Interventionist

Sara Stimple	Special Education Representative
Anna Grussendorf	Multilingual (EL) Learning Representative
berit engstrom	Social Worker
Denise Dzik	Student Support Staff (formerly Behavior Specialist/Interventionist)
	Cultural Liaison
Chandra Pokhrel	Paraprofessional
Felise Park, Morgan Hanson, Jim Gangl	Parent/Family member of students
	Community Member
	Assessment/Data Coordinator

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

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
	Harambee Visual Data Landing Page | Harambee Traditional Data Landing Page			

Data Analysis Narrative Reflection

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

Math: We saw a small increase in our math proficiency as evidenced by our end-of-year FAST data. There were individual bright spots (i.e., pockets of students who made aggressive growth), however we still have a lot of room and need for growth.

Literacy: Our literacy FAST scores were down from the year before. This was in large part due to low test scores on the earlyReading test. This was surprising as students appeared to be responding well to the new reading curriculum. We discussed reasons why this might have happened and actions we could take next year to help our students do better.

Culture - Climate - Behavior: Student behavior has been improving. One piece of evidence of this is the amount of items ripped off the walls was down from the previous year. Additionally, the SIP team identified the adult culture in the building as an area that needs to be improved and that will lead to improved student success.

What successes were identified?

1. Increase in student attendance!

2. The Percentage of students who scored in the some or high risk categories at the beginning of the year and made aggressive growth

by the end of the year increased from 17.8% in 22-23 to 22.6% in 23-24.

3. Lunch and recess went smoother with the supervision plan in place during the 23-24 school year.

4. There was an increase in rigor among math CFAs.

What Area(s) of Greatest Need were identified?

1. Math proficiency

2. Literacy proficiency

3. Adult culture

4. Reducing tardiness – focusing on engagement at the beginning of the school day so that students want to be in class on time.

School Improvement Strategy #1

Name Area of Greatest Need : School Building Culture
What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

What is the Root Cause(s) of the need? Lack of relational capacity as defined by the AVID College and Career Readiness Framework
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): AVID Elementary

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

Increase Relational Capacity as defined by the AVID College and Career Readiness (CCR) framework as measured by an increase on the AVID Coaching and Certification Instrument (CCI) under the specific domains of Leadership and Culture from "Meets AVID Implementation Expectations" in the 2023-24 school year to "Emerging AVID Schoolwide" in the 2024-25 school year.

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
    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
	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
	    Secure and allocate financial resources to support the district's mission and vision

Develop equitable leaders	
Develop a culturally responsive evaluation system	

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
Monthly AVID Leadership Meetings	The AVID Site Lead Team, Elementary AVID Lead, PLC Lead	• AVID PD Year-at-a-Glance • AVID Leadership Training			We will break down barriers and align our work to increase collective educator agency and relational capacity as defined by AVID. Success will be measured by increases in the AVID CCI and the Tripod Survey.
Host monthly staff community circles that focus on breaking down barriers, and building and refining systems, and establishing a culture of trust	Leadership team, administration, Instructional Coach	• Staff Meeting Time • Staff Meeting Calendar • Feedback from staff • Guiding questions			Increase in Collective Educator Agency as measured by the AVID CCI and the Tripod Survey
Rigorous staff and PLC meetings	All staff, AVID leadership team, admin, PLC Lead	• WICOR at all meetings • Agendas • Organized resources • Reflection			Staff engaged in professional learning as shown by exit tickets
Regular assessment of growth towards goals	PLC Teams, AVID Leadership Team, PLC Lead, Instructional Coach, everyone, admin	• Data collection from staff/building			Data analysis by AVID Leadership Team and completed data protocols by PLC Team

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.**

○ Attendance and engagement in monthly AVID leadership team meetings, staff meetings, and PLC/CT meetings
○ Attendance and engagement in meetings of Culturally Responsive School Leadership (CRSL) Team

● Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**
  ○ Mid and end of year critical reflection based on the AVID CCI

School Improvement Strategy #2

Name Area of Greatest Need: Literacy - reading growth
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 lack of Collective Educator Agency as defined by the AVID College and Career Readiness Framework.
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): AVID, PLCs (evidenced based Tier 1 instruction such as the Science of Reading)

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

The number of continuously enrolled students who score in the some or high risk categories on earlyReading or aReading in the fall and make aggressive growth by the end of the year will increase from 22.6% in the 2023-24 school year to 30.34% in 2024-25.

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
    Prepare learners to be racially and socially responsive
We are a culturally responsive, inclusive, anti-racist district.
    Ensure educator commitment to anti-racist practices
	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
	    Secure and allocate financial resources to support the district's mission and vision

Hire and retain a diverse workforce Develop equitable leaders Develop a culturally responsive evaluation system	

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
Reduce the number of students who miss more that 16 days of school (high and medium risk categories)	Attendance team, administration, classroom teachers	• Funding for home visits • Stickers/badges for student attendance tracking on Thursday Folders • Attendance "report cards" for conferences • Attendance information (handouts, graphics, etc...) to share with families • Attendance table at all family partnership events	8/28/24 (back-to-school open house)	July 2025	Student attendance will improve as measured by the number of students who are in the high-risk and some-risk categories for absenteeism. The percentage of students who miss 16 or more school days will decrease from 21.8% in the 2022-2023 school year to 13.98% in the 2023-24 school year.
Continued use of Literacy PLCs	PLC Lead, Instructional Coach, CRSL Team, classroom teachers, all staff, administration	• Dedicated time for Literacy PLC • Clear expectations (tight-loose-tight) for work done during PLCs and CT meetings. • System of accountability for	August 2024	July 2025	To be successful, we will work to ensure that the PLC process includes the following steps: • Quality tier 1 instruction for all students that is supported by the CRSL Team with collective learning and walkthroughs • CFAs that use use Costa's Levels of Inquiry to help ensure rigor

		doing and supporting the work of PLCs.			• Data analysis as outlined in the PLC data protocol • Dedicated daily brainspace time as outlined in the building schedule to provide interventions the remediate and accelerate Tier 1 instruction Additionally, lead teachers and building administration will conduct regular observations of classrooms and PLCs to ensure that the process is working and provide support that may be needed.
Increased use of AVID strategies with focus on WICOR	Everyone & the AVID Site Lead Team, AVID Site Lead, PLC Lead, Instructional Coach	• AVID Training • Curriculum • WICOR walk throughs • Planners, binders, student work	August 2024	July 2025	Increase prevalence of AVID and WICOR strategies as demonstrated through data collected during WICOR walk throughs and student work protocols.
Continued and increase knowledge and use of Culturally and Historically Responsive Education	Admin, CRSL Team, PLC Lead, Instructional Coach, all staff	• Regular meeting time for CRSL Team • Tuesday all staff PLC time • Academic resources as determined by the CRSL Team • Access to CRSLI and After the Academy	August 2024	July 2025	The CRSL Team will attend the Culturally Responsive School Leadership Institute and take their learning, as well as the learning provided by the After the Academy sessions, to create and lead staff learning that will be delivered at Tuesday all staff PLCs.
Quarterly Planning Half Days	Everyone, AVID Lead, PLC Lead, Instructional Coach, admin	• Time • Guest teachers • Student achievement data	8/29/24	March 2025	Rigorous quarterly plans that provide quality Tier 1 instruction as demonstrated by completed plans and student outcome data

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**.
  - Analysis of student data (CFAs, PLC data protocol reflection, progress monitoring, FAST)

○ Analysis of adult data (meeting attendance and engagement, critical self reflection, walkthroughs, observations)
● Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**.   ○ At weekly CT meetings (grade level teams meeting to discuss and critically reflect on their CFA and other data), teams will measure student progress towards the goal. At the beginning of the year, teams will break down the SMART goal into smaller quarterly goals (i.e., in order to meet our building SIP goal, by the end of first quarter a student will need to be able to…) that will also be used to measure student progress towards achieving the goal.

School Improvement Strategy #3

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.

What is the Root Cause(s) of the need? A lack of Collective Educator Agency as defined by the AVID College and Career Readiness Framework.
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): AVID, PLCs (evidenced based Tier 1 instruction such as the Science of Reading)

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

The number of continuously enrolled students who score in the some or high risk categories on earlyMath or aMath in the fall and make aggressive growth by the end of the year will increase from 13.5% in the 2023-24 school year to 22.15% in 2024-25.

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

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
Reduce the number of students who miss more that 16 days of school (high and medium risk categories)	Attendance team, administration, classroom teachers	● Funding for home visits ● Stickers/badges for student attendance tracking on Thursday Folders ● Attendance "report cards" for conferences ● Attendance information (handouts, graphics, etc...) to share with families ● Attendance table at all family partnership events	8/28/24 (back-to-school open house)	July 2025	Student attendance will improve as measured by the number of students who are in the high-risk and some-risk categories for absenteeism. The percentage of students who miss 16 or more school days will decrease from 21.8% in the 2022-2023 school year to 13.98% in the 2023-24 school year.
Continued use of Math PLCs	PLC Lead, Instructional Coach, CRSL Team, classroom teachers, all staff, administration	● Dedicated time for Literacy PLC ● Clear expectations (tight-loose-tight) for work done during PLCs and CT meetings.	August 2024	July 2025	To be successful, we will work to ensure that the PLC process includes the following steps: ● Quality tier 1 instruction for all students that is supported by the CRSL Team with collective learning and walkthroughs

		● System of accountability for doing and supporting the work of PLCs.			● CFAs that use use Costa's Levels of Inquiry to help ensure rigor ● Data analysis as outlined in the PLC data protocol ● Dedicated daily brainspace time as outlined in the building schedule to provide interventions the remediate and accelerate Tier 1 instruction Additionally, lead teachers and building administration will conduct regular observations of classrooms and PLCs to ensure that the process is working and provide support that may be needed.
Increased use of AVID strategies with focus on WICOR	Everyone & the AVID Site Lead Team, AVID Site Lead, PLC Lead, Instructional Coach	● AVID Training ● Curriculum ● WICOR walk throughs ● Planners, binders, student work	August 2024	July 2025	Increase prevalence of AVID and WICOR strategies as demonstrated through data collected during WICOR walk throughs and student work protocols.
Continued and increase knowledge and use of Culturally and Historically Responsive Education	Admin, CRSL Team, PLC Lead, Instructional Coach, all staff	● Regular meeting time for CRSL Team ● Tuesday all staff PLC time ● Academic resources as determined by the CRSL Team ● Access to CRSLI and After the Academy	August 2024	July 2025	The CRSL Team will attend the Culturally Responsive School Leadership Institute and take their learning, as well as the learning provided by the After the Academy sessions, to create and lead staff learning that will be delivered at Tuesday all staff PLCs.
Quarterly Planning Half Days	Everyone, AVID Lead, PLC Lead, Instructional Coach, admin	● Time ● Guest teachers ● Student achievement data	8/29/24	March 2025	Rigorous quarterly plans that provide quality Tier 1 instruction as demonstrated by completed plans and student outcome data

Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:

- Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended**.
  - Analysis of student data (CFAs, PLC data protocol reflection, progress monitoring, FAST)
  - Analysis of adult data (meeting attendance and engagement, critical self reflection, walkthroughs, observations)

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**.   - At weekly CT meetings (grade level teams meeting to discuss and critically reflect on their CFA and other data), teams will measure student progress towards the goal. At the beginning of the year, teams will break down the SMART goal into smaller quarterly goals (i.e., in order to meet our building SIP goal, by the end of first quarter a student will need to be able to…) that will also be used to measure student progress towards achieving the goal.

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, and primarily the use of evidenced based practices like PLCs and Culturally and Historically Responsive Education, will allow us first understand what students know and don't know in relation to what they need to know, and than provide a framework for responding to individual student needs. This will allow us to challenge each student at a level appropriate for them.

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 will allow us to focus on changing and adapting systems that are creating inequities in our building. We will be able to work directly with teachers to support them in working with 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
1, 2, 3	PLC Coordinator	0.8 FTE	0.2 FTE Comp Ed
1, 2, 3	Instructional Coach	0.34 FTE	0.36 Comp Ed; 0.3 ATTPS

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 & 29	SIP Overview	staff	Staff Meetings
August 28	Basic information about school goals	families	Back-to-School Open House
Wednesdays in September	Deeper dive into SIP strategies and how we will work together to meet our goals	staff	Staff meetings on Wednesday mornings

October 4 & 5	More in-depth information about SIP strategies and action steps	families	Presentations at Fall Conferences
October 4 & 5	Relationship building with families & information about how a family's student is performing and their progress towards meeting our goals	families	Fall Conferences
December or January	Mid-year data review (will be completed after winter FAST testing is done)	staff	Staff meeting
April 16 & 17	Information about how a family's student is performing and their progress towards meeting our goals	families	Spring conferences
July	End of year data review (will be completed after EOY FAST testing is completed)	staff	Staff 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 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.

Link to Harambee Meeting/PLC/PD Calendar for 2024-25

Date	Time	Activity	Persons Responsible
Monday, August 26	TBD	District PD Calendar	
	TBD	District PD Calendar	

Tuesday, August 27	TBD	District PD Calendar	District
	TBD	District PD Calendar	District
TBD September	TBD	Staff Meeting:	
TBD September (optional)	TBD	Staff Meeting:	
TBD September (optional)	TBD	Staff Meeting:	
Wednesday, October 16	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site
TBD October	TBD	Staff Meeting:	
TBD November	TBD	Staff Meeting:	
Monday, November 4	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
TBD December	TBD	Staff Meeting:	
Monday, February 3	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
TBD January	TBD	Staff Meeting:	
TBD February	TBD	Staff Meeting:	

Friday, March 7	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
TBD March	TBD	Staff Meeting:	
TBD April	TBD	Staff Meeting:	
Friday, April 18	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
TBD May	TBD	Staff Meeting:	
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		Principals	

2024-2025 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Asst. Supt. SIP Review

Deadline	Activity	Positions Responsible	Notes
August 18	Have the following documents completed in your Google Folder: ● 24-25 SIP ● SIP One Pager ● SIP Action Plan	Principal	
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	School Leadership Team	

	an Instructional Leaders meeting.		
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