



Little Canada Elementary 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
José Becerra-Cardenas	Principal
Michelle Keleny	Associate Principal
Katie Hokanson & Jovita Hernandez	ATPPS Leads
Sue Wenthin	Title I Lead Teacher
Katie Hokanson & Jovita Hernandez	PLC Leads
Krysta Doughty, Erin Stellmach, Whitney Berke, Natalie	Teacher – Classroom

VanderWal, Melissa Andretta, Caitlin Ricks, Dan Zielske, Alison Coe	
Sue Wenthin & Shannon Delozier- Yee Yick	Teacher – Academic Interventionist
Heather Musich	Special Education Representative
Kerry Gamble	Multilingual (EL) Learning Representative
Tina Hogberg	Social Worker
Melissa Campos	Student Support Staff (formerly Behavior Specialist/Interventionist)
Veronica Martinez	Cultural Liaison
Angela Martinez	Paraprofessional
Sheena Blalock, Eva Vargas, Anne Hoffman-Gonzalez, Nancy Coyle, Mike Coyle, Andy Walz	Parent/Family member of students
Kathy Casey	Community Member
Maureen Foreman	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](#)

[LC Data Analysis](#)

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
23-24 demographic data Enrollment Data Attendance data	Student perceptions of belonging data Trimester 1 End of year Family perception data Coffee with the principal Staff perception data Teacher Tripod data End of Year Check-In Interviews ADSIS/Title I Support Survey Trimester 1 End of year	FAST Reading Screening- Proficiency/Risk Level Maintaining Proficiency Growth by School/Grade Growth by Race Little Canada Goal Data END of Year 2023-24 *Reading Tab LC SIP Goal- Historical Data *Reading Tab FAST Math Screening (2-6) & earlyMath (K-1) By Grade By Race Little Canada Goal Data END of Year 2023-24 *Math Tab LC SIP Goal- Historical Data *Math Tab MCA Data MCA Trends by Site LC MCA Data by Program *New this year	Behavior Data 2023-24- Synergy and SWIS Referrals by Behavior Referrals by Location Risk Index Triangle Data	TDE/ATPPS: Coaching feedback ATPPS

		MAP Data (DLSI) Math MAP Data Reading MAP Data		
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Data Analysis Narrative Reflection

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

Literacy: 44.2% of students were proficient in earlyReading (DLI/NSP) and CBMR (DLI/NSP) K-6. 28.2% of students (NSP/DLI) are proficient in MCA. When separated by program, 34.7% of students in the DLSI program are proficient in MCAs compared to 19.2% in NSP. We will continue to focus on learning the new curriculum aligned with the science of reading to ensure teacher practices are implemented with fidelity.

Math: 39.7% of students proficient in earlyMath (DLI/NSP) & aMath (NSP) Performance. 23.4% of students (DLI/NSP) proficient in MCA. When separated by program, 30% of students in the DLSI program are proficient in MCAs compared to 14.1% in NSP. With recent emphasis on science of reading and new ELA/SLA curriculum, there has been limited to no focus on math.

Culture - Climate - Behavior: Of the 649 students enrolled at LC 588 do not have office referrals and 38 have only one office referral. Physical aggressions have the largest number of incidents at Little Canada with 69 (45.7%). Risk ratio for the following racial groups: Black students, 2.2 an increase from 1.39; Latinx students, 1.11 an increase from 1.05; and White students, .65 a decrease from 1.41. 96% of students in 2nd grade and 83% of students in 5th grade reported to have an adult they can trust and a sense of belonging. We will continue to prioritize relationships at LC.

What successes were identified?

1. (Reading): 60% of students in the 2nd grade DLSI program made typical to aggressive growth in CBMR assessment from beginning to end of the school year. Looking at historical data, student overall performance in earlyReading and CBMR continues to improve. 45.1% of 5th graders in the DLSI program were proficient in Reading MCA.

2. (Math): earlyMath (DLI/NSP): Kindergarten and 1st Grade students made 70% Typical/Aggressive Growth. 42.4% of 3rd grade DLSI students proficient in Math MCA. 42.9% of kindergarteners and 53.7% of 1st graders were at low risk in earlyMath assessment. 51.7% of 6th graders in NSP were at exceed or low risk in aMath assessment.
3. (Culture/Climate/Behavior): We met part of our goal of having at least 80% of our 2nd and 5th graders feeling connected with an adult at LC. While physical aggression continues to be a concern, there was a decrease from 128 incidents in 2022-2023 to 69 incidents in 2023-2024. The number of students who did not have an office discipline referral increased from 574 in 2022-2023 to 588 in 2023-2024.

What Area(s) of Greatest Need were identified?

1. (Math): MCA performance continues to decrease. The percentage of students in high risk or some risk continues to be a concern (example: 2nd grade, incoming 3rd graders 50% at high risk and incoming 6th graders 50% at high risk).
2. (Reading): MCA performance continues to be low when compared to the district. CBM/EarlyReading: The percentage of students in high-risk and some-risk categories is concerning, particularly because students are being assessed on language of instruction: 56% of K NSP at Some Risk; 41.4% of 1st NSP at High Risk; and 54.4% of 2nd DLSI at High Risk.
3. (School Climate): Risk ratio for Black students. The number of Physical Aggression incidents.

School Improvement Strategy #1

Name Area of Greatest Need : Reading Fluency

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.

We want to improve students' rapid and accurate decoding from letter sounds in Kinder to more complex, multisyllabic words with derivational suffixes in sixth grade, increasing reading fluency and allowing for prosody and comprehension of text.

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're still in the initial stages of curriculum implementation and alignment and application of learning from LETRS.

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

Kindergarten to Fourth Grade Teachers have been or will be trained on LETRS. We are in year 2 of ELA/SLA curriculum implementation- K-6 NSP Wit and Wisdom and Foundations, K-6 DLI Amplify Caminos and Heggerty, and Special Education will be using the same curriculum based on the program the student is enrolled in NSP or DLI. We will use the monthly collaborative team meetings to analyze and reflect upon instruction and evaluation.

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

The percentage of all students in grades K-6 at Little Canada school who are in the "low risk" and "college pathway" categories on the FAST early reading/CBM standardized assessment will increase from 44.2% in spring 2024 to 49.8% in spring 2025.

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-ready Deliver a challenging, joyful, and safe learning environment Deliver 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 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 <p>We are a culturally responsive, inclusive, anti-racist district.</p> <ul style="list-style-type: none"> Ensure educator commitment to anti-racist practices Hire and retain a diverse workforce Develop equitable leaders Develop a culturally responsive evaluation system 	<ul style="list-style-type: none"> Build a culture of belonging where all feel welcome, included, and safe <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 success Build a culture of belonging <p>We are financially secure.</p> <ul style="list-style-type: none"> 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 #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
LETRS Training	K-4 Classroom, Sue Wenthin, Shannon Delozier-Yee Yick, MLL, & SpEd Teachers	District LETRS Training	Sept. '24	June '25	All Teachers hired before June 2024 will have begun and / or completed LETRS training.
Monthly Collaborative Team Meetings	K-6 Classroom, Sue Wenthin, Shannon Delozier-Yee Yick, MLL, & SpEd Teachers	Test Scores & Time Landing Page	Sept. '24	June '25	Teachers will attend monthly collaborative team meetings. Teachers will use data to plan for instruction. Team members will share and implement successful instructional strategies and celebrate successes.
Refine and modify year two implementation of Heggerty, Wit	K-4 Classroom Teachers	Time & Ingenuity	Sept. '24	June '25	Teachers will use structured literacy strategies aligned to Science of Reading and culturally-

and Wisdom, Foundations, and Amplify.					responsive best practices to teach grade-level standards and meet the needs of all students.
FastBridge Training for progress monitoring and data literacy	Katie Hokanson, Jovita Hernandez, Maureen	Time after fall screening period (1/2 day data dive) to provide PD on how to use FastBridge for progress monitoring.	Oct. 24'	Oct. 24	Staff will be better able to utilize progress monitoring data to inform instructional decisions.
Professional development on translanguaging	DSLJ Teachers	Professional Development	Sept. '24	June '25	Teachers will attend professional development and collaborate to implement strategies.

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"> Focused literacy walkthroughs with school admin and instructional coach TDE observations LETRS engagement and completion PLC leads support to guide team conversations around data and curriculum/instructional practices 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"> FAST earlyReading (NSP & DLSI) FAST CBMR (NSP & DLSI)

School Improvement Strategy #2 - Math

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

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

Little Canada consistently underperforms on math assessments when compared to district data, and within our site proficiency remains stagnant or lowering.

What is the Root Cause(s) of the need?

A root cause is an early controllable factor in a chain of factors which impact student learning.

Students enter math with low confidence and/or foundational skills within a variety of math areas → This may be a result of varying instructional strategies from grade-level to grade-level, which can cause knowledge gaps within math. → Teacher turn-over and/or job assignment changes may interrupt or affect instructional strategies causing students to have inconsistency in math experiences. These changes may also affect vertical alignment of math instruction. → Vertical alignment needs support to provide teachers with more knowledge of grade levels above/below. There are currently limited opportunities to collaborate with alternative grade-levels to work on vertical alignment. → Professional development needs to be provided to allow instructional strategies to strengthen and for teachers to improve understanding of vertical alignment. → Literacy has been a larger focus of professional development and in WIN which may affect math growth across classrooms.

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

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

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

Opportunities for differentiated WIN groups

Integrating AVID and CGI strategies into math - Inquiry and Collaboration

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

Achievement Math: The percentage of LC students in grades K-6 who are in the "low risk" category on the FAST earlyMath/aMath assessments will increase from **39.7%** in Spring 2024 to **45.7%** in Spring 2025.

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-ready Deliver a challenging, joyful, and safe learning environment Deliver 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 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 <p>We are a culturally responsive, inclusive, anti-racist district.</p> <ul style="list-style-type: none"> Ensure educator commitment to anti-racist practices Hire and retain a diverse workforce Develop equitable leaders Develop a culturally responsive evaluation system 	<ul style="list-style-type: none"> Build a culture of belonging where all feel welcome, included, and safe <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 success Build a culture of belonging <p>We are financially secure.</p> <ul style="list-style-type: none"> 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 #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Start CT Meeting with a math warm-up	Katie Hokanson, Jovita Hernandez, Admin, Teachers	CGI Warm-up Slides	Sept 2024	May 2025	Teachers will develop increased knowledge and use of warm-ups to increase student engagement and number sense.

PLC (Between both programs)	All licensed staff	Current student data CFA's Weekly meetings Landing Page	September 2024	June 2025	Teachers will reflect on student growth and needs and adjust instruction and student groups to meet those needs.
Team Meetings (Grade level, program- specific)	All licensed staff, admin	Current student data Weekly meetings	September 2024	June 2025	Teachers will reflect on student growth and needs and adjust instruction and student groups to meet those needs.
Expansion and Integration of AVID Strategies	AVID Site Team K-6 Licensed staff	AVID Site Lead WICOR Materials	September 2024	June 2025	Teachers will implement WICOR, note-taking strategies, and student-led opportunities for increased engagement.

Annual Evaluation for Strategy #2

<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. <ul style="list-style-type: none"> Protected time for Collaborative Team meetings every week. Teams completing data collection sheets. Teams completing brief meeting summaries and next steps. Time for job-embedded PD during staff meetings and/or CT meetings.
<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"> earlyMath: Fall, Winter, and Spring for Kindergarten - 1st grade. (NSP and DLSI) aMath: Fall, Winter, and Spring for 2nd - 6th grade (NSP)

School Improvement Strategy #3

Name Area of Greatest Need : Behavior.

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.

Overrepresentation of Black students in ODR data. ODRs are most represented from classrooms

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.

- The presence of White Supremacy Culture and its impact on Educational systems
- There is a presence of individual and systemic bias within each of us that impacts how we are interpreting and responding to behavior.

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

- Classrooms need to be spaces that all students feel welcomed, accepted, heard and valued.
 - PBIS
 - Responsive Classroom
 - Social Emotional Learning
 - Playworks
 - Calming spaces
 - Affinity Groups
- Collective ownership as a building staff that we are a community/team, working together for ALL to find a solution and succeed.
 - Student Support team meetings to analyze data by race. location etc. Focused support based on the data.
 - PBIS
 - Student/Staff Circles

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

By May 2025, **85%** of students in grades 2 and 5 will report having an adult in school they can trust and a sense of belonging and have equitable representation in ODR/Referral data.

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-ready Deliver a challenging, joyful, and safe learning environment Deliver 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 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 <p>We are a culturally responsive, inclusive, anti-racist district.</p> <ul style="list-style-type: none"> Ensure educator commitment to anti-racist practices Hire and retain a diverse workforce Develop equitable leaders Develop a culturally responsive evaluation system 	<ul style="list-style-type: none"> Build a culture of belonging where all feel welcome, included, and safe <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 success Build a culture of belonging <p>We are financially secure.</p> <ul style="list-style-type: none"> Cultivate and maintain community trust 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
Staff PD on White Supremacy Culture and Implicit Bias	School Admin/Jovita Hernandez, Katie Hokanson	Materials	Sept 2024	June 2025	Ensure educator commitment to anti-racist practices

PBIS matrix	PBIS Leadership Team Licensed Staff Paraprofessionals	PBIS matrix, posters	Sept 2024	June 2025	Building-wide implementation of PBIS strategies
Expansion of SEL practices	Katie Novotny, School Admin, Classroom Teachers, Support Staff	Funding for SEL position & Curriculum	Sept 2024	June 2025	Reinforcement/transfer of SEL skills for staff and students in the classroom setting
Regular student success team meetings to analyze data and provide focused support based on the data	Student Success Team & School Admin	Time & Agenda	Sept 2024	June 2025	Identification of students and/or classrooms in need of additional supports and a plan for the supports to be provided.
Circle Training for classroom teachers	Jovita Hernandez, Katie Hokanson	Materials	Sept 2024	June 2025	Confidence in practicing daily circles in the classroom. Building a culture of belonging where all feel welcome, included, and safe.
Playworks PD for staff and implementation of strategies during recess.	Playworks Staff/School Admin	Playground equipment	Sept 2024	June 2025	Decrease the amount of physical incidents. Reduction of ODR's during recess. Students learn skills to resolve disagreements at recess.
GoodHuman Work Implementation	Classroom Teachers, Jovita Hernandez, Katie Hokanson, Admin	Books Slide Decks	Sept 2024	June 2025	Building community and reinforcing a sense of belonging on all students.

Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:
<ul style="list-style-type: none"> Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. <ul style="list-style-type: none"> Pre/Post self reflection tool for equity work. Student/Staff participation in Story Circles during the school year.

<ul style="list-style-type: none"> ○ TFI
<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"> ○ Use of surveys for perception data. ○ 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.

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.]

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.]

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	ATPPS/PLC/Student Support Lead K.H. will provide support in the implementation of PLC work at LC both for Math and Reading. This support will be provided to teachers in weekly and monthly meetings. In addition, K.H. will help with reading data dives to support	.45	.35 (ATPPS)

	students' academic growth. .2 of K.H. will be dedicated to utilizing Restorative Practices to support students.		
1,2,3	ATPPS/PLC/Student Support Lead J.H. will provide support in the implementation of PLC work at LC both for Math and Reading. This support will be provided to teachers in weekly and monthly meetings. In addition, J.H. will help with reading data dives to support students' academic growth. .2 of J.H. will be dedicated to utilizing Restorative Practices to support students.	.60	.40 (ATPPS)
1	Reading Interventionist S.W. will provide interventions to students based on reading data. She will work with grade level teams to identify academic needs for students and provide academic support.	.25	.25 (ADSIS) & .50 (CompED)
3	SEL Specialist K.N. is providing support to students in SEL K-6 as a specialist. This aligns with the work on school culture and climate and our work on supporting students through SEL.	.70	.15 (CompED)
3	PlayWorks Program/Consultant We are in partnership with PlayWorks this year in order to work on the school culture and climate. The area of focus is recess (where all students will benefit from the program) and also teachers will be involved in the implementation of this program.	15,000	6,500

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	SIP Overview	LC Staff	Activities/PowerPoint Presentation
August 28	SIP areas, goals, and work ahead	LC Staff	Activities/PowerPoint Presentation
September 17	Collaborative Time for math and literacy and connections to SIP goals	LC Staff	PowerPoint
September-May	Review progress of SIP goals	Site Leadership Team and Staff	Agenda, data, newsletter
September 2024	SIP Overview	PTA/Little Canada Community	PowerPoint Presentation
September 2024	SIP Plan	Little Canada Community	Newsletter/Coffee with the principal
February 2025	SIP Midyear Data Report	LC Staff	PowerPoint Presentation
February 2025	SIP Midyear Data Report	LC Community	Newsletter/PowerPoint/Coffee with the principal
May 2025	SIP end of year Review/Summary	Site Leadership Team	Discussion/Agenda/Data Analysis
May 2025	SIP end of year summary report	LC Staff	Powerpoint/Newsletter
May 2025	SIP end of year summary report	LC community	PTA Meeting, coffee with the principal, newsletter

School Improvement Action Plan and Reflection Form - Click [here](#) to complete your School Improvement Action Plan and Reflection Form

School Professional Development Calendar - *See 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 “active” calendar including presentations

Date	Time	Activity	Persons Responsible
Monday, August 26	8:00-11:00	Welcome SIP Info Logistics	Principal/Associate Principal
	TBD	District PD Calendar	
Tuesday, August 27	TBD	District PD Calendar	District
	TBD	District PD Calendar	District
Wednesday, August 28	9:00-12:00	SIP Information: Literacy, Math, and Climate	Site Leadership Team
Thursday, August 29	10:00-12:00	Staff Meeting:	Site Leadership Team
Friday, September 13	7:45	Staff Meeting:	
Tuesday, September 17	7:45	PLC Meeting: PLC Review/Structure/Cycles RoadMapping	Site Leadership Team
Tuesday, September 24	7:45	PLC Meeting: Finish RoadMapping/CFA Cycle 1	Site Leadership Team

Thursday, September 26	7:45	Staff Meeting: Story Circle	Jovita Hernandez & Katie Hokanson
Friday, September 27	7:45	PLC Meeting: Reading PLC (Intro to Data Meetings) Screening and Progress Monitoring and WIN time	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, October 1	7:45	Math PLC Meeting: CFA Data Discussion and Plan	Jovita Hernandez & Katie Hokanson/Admin
Monday, October 7	8:45-12:00 12:00-3:15	Literacy Screener Data Dives: K-DLSI, 1st-DLSI, 4th-DLSI, 5th DLSI	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Tuesday, October 8	8:45-12:00 12:00-3:15	Literacy Screener Data Dives: K/1st-NSP, 2nd/3rd-NSP	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Wednesday, October 9	8:45-12:00 12:00-3:15	Literacy Screener Data Dives: 3rd-DLSI, 5th/6th-NSP	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Thursday, October 10	8:45-12:00 12:00-3:15	Literacy Screener Data Dives: 6th- DLSI & 2nd DLSI	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Friday, October 4	7:45	Staff Meeting	Leadership Team
Tuesday, October 15	7:45	Math PLC Meeting: Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Wednesday, October 16	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, October 22	7:45	Math PLC Meeting: CFA for next cycle	Jovita Hernandez & Katie Hokanson/Admin
Friday, October 25	7:45	Reading PLC Meeting: WIN Time Check In/ ELA/SLA Curriculum Check In	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Tuesday, October 29	7:45	CFA Data Discussion and Plan	Jovita Hernandez & Katie Hokanson/Admin
Thursday, October 31	7:45	Staff Meeting: Story Circle	Jovita Hernandez & Katie Hokanson

Monday, November 4	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Friday, November 8	7:45	Staff Meeting:	Site Leadership Team
Tuesday, November 12	7:45	Math PLC Meeting: Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Friday, November 15	7:45	Reading PLC Meeting: WIN Time Check IN/ELA/SLA Curriculum check In	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Tuesday, November 19	7:45	Math PLC Meeting: CFA for next cycle	Jovita Hernandez & Katie Hokanson/Admin
Thursday, November 21	7:45	Staff Meeting: Story Circle	Jovita Hernandez & Katie Hokanson
Tuesday, November 26	7:45	Math PLC Meeting: Presentation of Results from Tri 1 Cycles	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, December 3	7:45	Math PLC Meeting: Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Friday, December 6	7:45	Staff Meeting:	Site Leadership Team
Tuesday, December 10	7:45	Math PLC Meeting: CFA for next cycle	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, December 17	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Thursday, December 19	7:45	Staff Meeting: Story Circle	Jovita Hernandez & Katie Hokanson
Friday, December 20	7:45	Reading PLC Meeting: WIN Time Check In & ELA/SLA Curriculum check In	Jovita Hernandez & Katie Hokanson/Admin/Interventionists

Tuesday, January 7	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, January 14	7:45	Math PLC Meeting: CFA for next cycle	Jovita Hernandez & Katie Hokanson/Admin
Friday, January 17	7:45	Staff Meeting	Site Leadership Team
Tuesday, January 21	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Friday, January 24	7:45	Reading PLC Meeting: WIN Time Check IN/ELA/SLA Curriculum check In	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Tuesday, January 28	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Thursday, January 30	7:45	Staff Meeting: Story Circle	Jovita Hernandez & Katie Hokanson
Friday, January 31	8:00-11:00	Literacy Screener Data Dives: K-6 DLSI and NSP	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Monday, February 3	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Tuesday, February 4	7:45	Math PLC Meeting: CFA for next cycle	Jovita Hernandez & Katie Hokanson/Admin
Friday, February 14	7:45	Reading PLC Meeting: WIN Time Check IN/ELA/SLA Curriculum check In	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Tuesday, February 18	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Friday, February 21	7:45	Staff Meeting:	Site Leadership Team
Thursday, February 27	7:45	Staff Meeting: Story Circle	Jovita Hernandez & Katie Hokanson

Tuesday, March 4	7:45	Math PLC Meeting: Presentation of Results from Tri 2 Cycles	Jovita Hernandez & Katie Hokanson/Admin
Friday, March 7	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Tuesday, March 18	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, March 25	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Thursday, March 27	7:45	Staff Meeting: Story Circle	Jovita Hernandez & Katie Hokanson
Friday, March 28	7:45	Reading PLC Meeting: WIN Time Check IN/ELA/SLA Curriculum check In	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Tuesday, April 1	7:45	Math PLC Meeting: CFA for next cycle	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, April 8	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, April 15	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Friday, April 18	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Tuesday, April 22	7:45	Math PLC Meeting: CFA for next cycle	Jovita Hernandez & Katie Hokanson/Admin
Thursday, April 24	7:45	Staff Meeting: Story Circle	Jovita Hernandez & Katie Hokanson
Friday, April 25	7:45	Reading PLC Meeting: WIN Time Check IN/ELA/SLA Curriculum check In	Jovita Hernandez & Katie Hokanson/Admin/Interventionists

Tuesday, April 29	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Tuesday, May 6	7:45	Math PLC Meeting: CFA Data Discussion	Jovita Hernandez & Katie Hokanson/Admin
Friday, May 9	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Tuesday, May 13	7:45	Math PLC Meeting: CFA for next cycle	Jovita Hernandez & Katie Hokanson/Admin
Friday, May 16	7:45	Reading PLC Meeting: WIN Time Check IN/ELA/SLA Curriculum check In	Jovita Hernandez & Katie Hokanson/Admin/Interventionists
Tuesday, May 20	7:45	Math PLC Meeting: Presentation of Results from Tri 3 Cycles	Jovita Hernandez & Katie Hokanson/Admin
Friday, May 23	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site
Tuesday, May 27	7:45	Data Dive Spring Screener	Jovita Hernandez & Katie Hokanson/Admin/Interventionists

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	Restorative Practices PD	Principals
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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 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](#)