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

Central Park School School Improvement Plan/Title I Schoolwide Plan 2025-2026

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 Sutten	Principal
Dan Church	ATPPS Lead Teacher
Berri Reiser	Title I Lead Teacher/ATPPS Lead Teacher
Rachael Johnson	Teacher – Classroom
Michelle Beck	Teacher – Classroom
Emily Sasse	Teacher – Classroom
Amanda Nolde	Teacher - Classroom
Amber Erickson	Multilingual (EL) Learning Representative

Debbie Tatge	Special Education Representative
Maria Hughes	Social Worker/SEL team
Sara Laine	Specialist / AVID/AATD Lead
Abe Garcia	Specialist
Jen Endres	Parent
	Assessment/Data Coordinator

2025-2026 District Areas of Focus/Evidence-Based Strategies

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

- Literacy
- AVID
- PLCs
- Culture - Climate - Behavior
- Attendance
- Grading for Equity
- Social Emotional Learning
- TDE
- MLL Strategies (co-teaching, collaboration, translanguaging)

Comprehensive Needs Assessment

Identify the data sources used for each of the five different types of data:
25-26 SIP Data Landing Page

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
Central Park 25-26 SIP Data Landing Page				

Data Analysis Narrative Reflection

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

Math: The percentage of K-6 students who made typical or aggressive growth on the Fastbridge earlyMath/ aMath standardized assessments was 54.6% at the end of year 2025. 30.9% of Central Park students were proficient on the MCA Math in SY24-25, up from 30.1% in SY23-24 and 26.9% in SY22-23. While this is an upward trend, the proficiency rate remains below the district average of 37.8%. Central Park's typical or aggressive growth on aMath (51%), below district typical or aggressive growth (54%). It was slightly below SY23-24 for Central Park. The achievement gap for Black students increased from 31% to 39%, and for Hispanic students from 49% to 51%. Hispanic students are not growing at the same rate as other racial groups, signaling a need for targeted support. In addition, 21% of CP students showed flat growth on aMath. Third grade demonstrated strong MCA math proficiency, representing a promising trend to build upon. Literacy: The percentage of K-6 students at Central Park Elementary who meet typical or aggressive growth on the Fastbridge earlyReading/ aReading standardized assessments was 51.9% at the end of year 2025 compared to 55% the year before. In reading MCAs, CP students' overall proficiency increased slightly from 28.4% in SY23-24 to 28.8% in SY24-25 while the district's overall proficiency declined very slightly (45.5% to 45.4%) . The achievement gap for MCAs for CP's Black students decreased slightly from 33% to 32% compared to it increasing 1% at the district level. CP's overall reading proficiency in MCAs remains 17 percentage points below the district average. Proficiency gaps for BIPOC students, and MLL students remain significant and are a priority focus for SY25-26. Culture - Climate - Behavior: The risk ratio of black students receiving referrals (ODR's) was 1.88 as of May 22, 2025. This is compared to a risk ratio of 3.13 in 23-24. While this shows notable progress, our current ratio of referrals to population remains higher than the district average (2.04 CP vs. 1.84 district). The referral ratio for Hispanic students also remains above the district (1.56 CP vs. 1.29 district). Among the top 10 students with the most referrals in SY24-25, 8 were male and 7 were Black, including several multi-ethnic students. Half of those students received special education services, and 5 were new to Central Park in SY24-25. Total referrals for the year decreased from 284 in SY23-24 to 264 in SY24-25. We continue to analyze trends in physical aggression, which remains a leading referral category. CP is working to strengthen how behavior is documented across major and minor incidents to align with districtwide practices. Further efforts are needed to ensure students and staff feel safe, successful, and seen, regardless of race.

What successes were identified?

1. Improved MCA Math and Reading Proficiency: Central Park increased MCA math proficiency from 30.1% to 30.9% and MCA reading achievement gap for black students decreased from 33% in 23-24 to 32% in 24-25 (23% 22-23).

2. Reduction in Behavioral Disproportionality: The behavior risk ratio for Black students decreased significantly from 3.13 to 1.88, approaching the school's goal of 1.7. Our attendance mentoring program showed improvement for many of the targeted students.

3. Strong Subgroup Performance in Math: Multilingual learners and White/Asian students outperformed the district in math proficiency, and Black students showed growth gains on aMath.

What Area(s) of Greatest Need were identified?

1. Persistent and Growing Achievement Gaps: The MCA math achievement gap increased for Black and Hispanic students (Black: 31% to 39%, Hispanic: 49% to 51%).

2. Flat Growth and Disparities in Math: 21% of students showed no growth in aMath, and Hispanic students are not making progress at the same rate as other racial groups.

3. Referral Ratios Above District Averages: Despite progress, CP's behavior referral ratios for Black (2.04) and Hispanic (1.56) students remain above district levels, and the top 10 referred students continue to reflect disproportionality by race and gender.

School Improvement Strategy #1

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.
All students in Roseville Area Schools are not consistently meeting grade-level expectations in reading and/or math as evidenced on the MCAs. Central Park is working to address this by improving instructional practices that emphasize clear, standard-aligned learning targets, the use of formative assessments to guide instruction, and targeted feedback that helps students monitor their own progress. Teachers are also focusing on building student awareness of learning goals and success criteria, ensuring students can articulate what they are learning, why it matters, and how to demonstrate mastery—thereby increasing engagement and achievement in reading and/or math.
What is the Root Cause(s) of the need?
A range of educator experience, knowledge, learning, beliefs and epistemologies regarding instructional strategies, as well as variation of the implementation of learning targets, formative assessments, success criteria and feedback.

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

- **Professional Development** - Staff will engage in professional development on the **Roseville Culturally Relevent TDE Rubric** focusing on Student Academic Success, sections a, b, c, d.
- **Professional Learning Communities** - Collaborative Teams will co-create standard aligned learning targets, formative assessments and targeted feedback. CTs will further use this to adjust their instruction and plan for learning interventions and extensions in WIN time.
- **Tier I Instruction** - There will be evidence in daily instruction in reading and/or math that learning targets, formative assessments and feedback and success criteria are used daily in teaching and learning.
- **TDE Individual Goal**s - Educators will develop individual TDE goals in the area of Critical Consciousness to support this area of focus by focusing individual goals that serve our students furthest from justice.

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 51.9% in the 2025 end of year window to 56.7% in the 2026 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	☐ Build a culture of belonging where all feel welcome, included, and safe

☑ 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 ☐ Develop equitable leaders ☑ Develop a culturally responsive evaluation system	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

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
Scaffold literacy curriculum ○ Heggerty for Phonemic Awareness ○ Fundations for Phonics/Spelling instruction ○ Wit and Wisdom for K-6 comprehension and vocabulary ○ Implement GEODES more directly ○ Fundations, 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	8/2025	6/2026	Students will increase their phonological awareness and phonemic knowledge resulting in stronger reading scores as measured by the FAST CBM and Early Reading assessments.

Once a month literacy focused CT meeting with focus on questions 2-4 for ELA curriculum and looking at the FUNdations Self Assessment	Berri Reiser, Becky Sutten	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.
Once a month literacy focused CT meeting will focus on grade band alignment targeting specific ELA power standards	Berri Reiser, Becky Sutten	Meeting time allocated to application of learning	8/2025	6/2026	Staff will examine specific ELA power standards and what is expected and considered grade level with colleagues in grade level bands, including student samples.
LETRS or CAREIALLtraining	5-6 grade teachers, newer hires	texts, live facilitated classes, online modules	8/2025	6/2026	Students will increase their phonological awareness and phonemic knowledge resulting in stronger reading scores as measured by the FAST CBM and Early Reading assessments.
ELA planning time at each grade level 2x/yr	Classroom teachers, Berri Reiser	PD money, classroom substitutes	8/2025	6/2026	Teachers will have two half days a year to spend intentional time planning, collaborating and improving their ELA instruction.
Reading intervention including supporting literacy WIN time	Roberta Hernandez, Maddy O'Connor, paras	Progress Monitoring Assessments	8/2025	6/2026	Students will increase their phonological awareness and phonemic knowledge resulting in stronger reading scores as measured by the FAST CBM and Early Reading assessments.
Alignment of Fundations in the schedule for grades 1-3 to provide more flexible grouping to target student need	Becky Sutten, teachers, Berri Reiser, Dan Church		8/2025	6/2026	Explore more flexible grouping of students during Fundations instruction to balance meeting students where they are at and receiving grade level instruction
Instructional Coaching	Dan Church, Berri Reiser, Maddy O'Connor, Becky Sutten, and other staff as applicable		8/2025	6/2026	Teachers will increase their capacity and have reflective conversations about their practice. Maddy will spend time with K-2 during WIN daily to assist in material execution, para training, identifying needs and building capacity one grade level per trimester.
MLL and Vocabulary PD	Amber Erickson		8/2025	6/2026	Teachers will participate and implement learning around MLL instructional strategies and vocabulary instruction.

TDE rubric professional development	District level educators, Becky Sutten, CP teacher leaders and lead teachers		8/2025	6/2026	Educators will attend ongoing professional development to learn **Roseville Culturally Relevent TDE Ru...** focusing on Student Academic Success, sections a, b, c, d. Lead teachers and Becky Sutten will provide feedback and coaching aligned to the rubric.

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 & CAREIALL engagement and completion
  - PLC lead support to guide team conversations
  - 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 professional development, examination of time allocated to math instruction at each grade level 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. At some grade levels, math instruction is not getting the necessary time during the day to provide meaningful instruction. There are not enough structures in place to support the wide spectrum of needs for students, including intervention and extension.

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 54.6% in the 2025 end of year window to 59.1% in the 2026 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)	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

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

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 Sutten	DAP, CFAs	8/2025	6/2026	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	8/2025	6/2026	Teachers will develop increased knowledge and use of CGI strategies
Math intervention	Dan Church, paraprofessionals	Building schedule	8/2025	6/2026	Using CGI best practices, students will build number, operation, algebraic, and linguistic skills as measured by the FAST aMath assessment and grade level CFAs.
Align building schedule to provide blocks of time meeting the suggested instruction minutes for math	Becky Sutten		8/2025	6/2026	Using the district guidelines, create a schedule to align instructional minutes at each grade level for math instruction

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)
  - Building Schedule

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.

Not all students at Central Park consistently experience a strong sense of belonging or make choices that align with our school culture. Students express themselves in ways that can disrupt the learning of others or be harmful to themselves or others. We aren't effectively creating alternative pathways for students early enough.

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
- Creating consistency for students in regards to attendance and being present at school to build routines and relationships

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

Educators will employ at least one researched based strategy to focus on Roseville Culturally Relevant TDE Rubric 3d, Classroom culture of collaboration and respect, and reflect 3 times by the end of the 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	X Build a culture of belonging where all feel welcome, included, and safe The community is united behind meeting student needs. X Partner with families and the community to support student success X Build a culture of belonging

☑ 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	We are financially secure. Cultivate and maintain community trust Secure and allocate financial resources to support the district's mission and vision 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
Culturally Responsive Teaching PD	Becky Sutten, Dan Church, Berri Reiser, PBIS team, district-wide	Technology, staff meeting time, professional development days, new TDE rubric	8/2025	6/2026	All educators will continue to develop their competency for culturally responsive teaching
Use EMR (Establish, Maintain, Restore) framework for understanding and strengthening teacher-student relationships.	Michele Wackman, Maria Hughes, Becky Sutten, PBIS team	Staff Meeting time, planning time	8/2025	6/2026	We will devote time for staff to use the EMR framework and reflect.
Educators will have their Individual Goal for their IDGP be centered around Roseville Culturally Relevant TDE Rubric 3d, Classroom culture of collaboration and respect	Becky Sutten, Dan Church, Berri Reiser		8/2025	6/2026	When staff have dedicated time to work on their TDE, they will focus individually on relationships in 3d, identifying individual action steps and reflecting throughout the year.
Attendance Mentoring	Maria Hughes, Becky Sutten	Time, technology	8/2025	6/2026	Students with a pattern of attendance concerns are assigned a mentor for the school year. Monthly at a minimum educators check in with the student, receive attendance data to increase awareness

Attendance communication	Maria Hughes, Attendance mentors, Classroom teachers		8/2025	6/2026	We will provide data to families who have a pattern of attendance concerns so they have a better understanding and context for amount of days and instruction missed as well as offer support in hopes of decreasing barriers to attending.
PBIS	PBIS Core, staff	Minor/Major Flowchart, learning materials ex: Matrices, learning sessions around the building	8/2025	6/2026	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.
Small groups	Mental health & student success staff	Technology, SEL curriculum	8/2025	6/2026	School psych, school social worker and student success coach identify and create small groups based on identified needs and opportunities
Weekly student surveys	Michele Wackman, Maria Hughes, Karla Rhodes, Becky Sutten	Technology	8/2025	6/2026	Through tiered intervention, students will have needs (SEL, academic, attendance, welfare, etc.) met through a variety of intervention strategies.
Affinity Groups	Cultural Liaisons, Becky Sutten		8/2025	6/2026	In addition to relationship development with educators in learning spaces, gr 4-6 students are provided important time to connect with a staff member and other students with racial affinity
AVID strategies school-wide in Spark Lab & in 5/6 grade classrooms	5/6 teachers, Sara Laine	AVID curriculum, professional development	8/2025	6/2026	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	8/2025	6/2026	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:
• Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended**. We will dedicate staff meetings and professional development to implementing the strategies. Staff will complete relationship mapping and reflections at least once a trimester. They will create action steps via their own IDGP anad reflect through that process as well.
• Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**. We will evaluate via PBIS core team, Student Survey team as well as building leadership team and use tools such as SWIS, TDE, Tiered Fidelity Inventory of PBIS and self-assessment. Observations provide the method for measuring relationship building.

How will the identified strategies and staff actions specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students not meeting standards? [Limit response to 100 words or 600 characters.]

When students feel a sense of belonging and safety,, their attendance and engagement increase, which directly supports academic growth. Our strategies focus on strengthening culture and climate, building staff cultural competence, and providing consistent systems of support. By implementing a strong reading curriculum, CGI math strategies, early interventions, and professional learning for staff, we address diverse student needs. Strong relationships and a positive school climate foster belonging and engagement, ensuring students not meeting standards—and all learners—have the academic and social-emotional supports necessary to succeed.

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.]

Funds will support PLC and instructional coaches who guide teachers in analyzing data, strengthening Tier 1 instruction, and adjusting WIN groups based on student needs. Our social worker will lead SEL initiatives to better meet the social-emotional needs of students. This schoolwide approach decreases opportunity gaps, increases consistency in instructional practices, and supports both academic and SEL growth.

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	.5	.05 comp ed, .3 district
1,2	PLC Lead	.55	.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?

Date of Communication	**What** is the message	**Who** is the audience	**How will** SWP and PFE plan be communicated
August 25	Intro to SIP	CP Staff	One page, staff meeting
Sept 18	Back to School Kick-off and Title I Event	Families	Family meeting, website, liaisons, Seesaw, Blackboard
Dec 5	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 30	SIP Review	Building Leadership Team	Follow up update and report to staff
May 11	SIP Review	Building Leadership Team	Follow up update and report to staff
May 22	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 2025-2026 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
August 26-August 29		Site Workshop Week PD	Principal, BLT, PBIS team, staff, district
Tuesday, August 26	TBD	District PD Calendar	District
	TBD	District PD Calendar	District
September 12	7:45-8:30am	Staff Meeting	
September 24	7:45-8:30am	Collaborative Teams Grounding, Norming and Process PD	Principal/PLC Lead
September 26	7:45-8:30am	Staff Meeting	
Wednesday, October 15	8:00-11:00	District PD Calendar	District

	12:00-3:00	District PD Calendar	Site
October 24	7:45-8:30am	Staff Meeting:	
October 28	7:45-8:30am	Professional Development 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
Monday, November 3	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
November 21	7:45-8:30am	Staff Meeting	
November 25	7:45-8:30am	Professional Development	
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
December 19	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 16	7:45-8:30am	Staff Meeting	
January 27	7:45-8:30am	Professional Development	
Monday, February 2	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
February 24	7:45-8:30am	Professional Development	

February 27	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 6	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
March 17	7:45-8:30am	Professional Development	
March 27	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 24	7:45-8:30am	Staff Meeting	
April 28	7:45-8:30am	Professional Development	
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 17	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
May 15	7:45-8:30am	Staff Meeting	
May 19	7:45-8:30am	Professional Development	
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 8	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District

Friday, May 22	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 26	8:00-11:00	District PD Calendar	OEE
	12:00-3:00	District PD Calendar	OEE
Friday, January 30	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 Sutten, PBIS team, Sp Ed team and instructional leads

2025-2026 SIP Calendar/Deadlines

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

Deadline	Activity	Positions Responsible	Notes
August 17	Have the following documents completed in your Google Folder: • 25-26 SIP • SIP One Pager • SIP Action Plan	Principal	
August 19	Review Site Improvement Plans & give principals feedback	Associate Superintendent	
August 21	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 & Associate 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 & Associate Superintendent 1:1 (6 week check in)	
April/May	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 2026-2027 SIP	Principal and School Leadership Team	

SIP Resources:

25-26 SIP Data Landing Page
Implementation Science Tool
25-26 PD Calendar
SIP Research Landing Page
2025-2026 SIP One Pager