



Little Canada Elementary 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
Dr. José Becerra-Cardenas	Principal
Michelle Keleny	Associate Principal
Katie Hokanson	ATPPS Lead Teacher
Agustina Borré	PLC Lead (if applicable)
Erin Stellmach, Allison Coe, Millie Hernandez, Krysta Doughty, Calle Arias, Myriam Castro-Franco	Teacher – Classroom
Shannon Delozier-Yee Yick	Teacher – Academic Interventionist
Laura Sharp	Teacher- Specialist

Heather Musich	Special Education Representative
Karina Korman	Multilingual (ELD) Learning Representative
Maureen Foreman	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
- PLCs
- Culture - Climate - Behavior
- Social Emotional Learning

Comprehensive Needs Assessment

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

[25-26 SIP Data Landing Page](#)

[LC Data Analysis](#)

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
24-25 demographic data Enrollment Data Attendance data	Student perceptions of belonging data Trimester 1 & End of Year Family perception data Coffee with the principal Trimester 1 (24-25) Staff perception data	ACCESS Data Summary - % students exiting by school and overall by grade FAST Reading Screening- 2024-2025 Proficiency/Risk Level Maintaining Proficiency Growth by School/Grade Growth by Race	Discipline Behavior Data 2024-25- Synergy and SWIS Referrals by Behavior Referrals by Location Risk Index Triangle Data	Leadership Notes

	Teacher Tripod data <div> <div>+</div> <div>Little Canada...</div> </div> Trimester 1 Responses Graphs Trimester 3 Responses Graphs	<div> <div>+</div> <div>Little Canada Goal ...</div> </div> *Reading Tab <div> <div>+</div> <div>LC SIP Goal- Histori...</div> </div> *Reading Tab <div> <div>+</div> <div>Little Canada Data f...</div> </div> FAST Math Screening (2-6) & earlyMath (K-1) By Grade By Race <div> <div>+</div> <div>Little Canada Goal ...</div> </div> *Math Tab <div> <div>+</div> <div>LC SIP Goal- Histori...</div> </div> *Math Tab MCA Data MCA Trends by Site LC MCA Data by Program Graphs MAP Data (DLSI) MAP Growth Math MAP Growth Reading	SAT Referral Data	
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Data Analysis Narrative Reflection

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

<p>Literacy: The following grade levels had typical/aggressive growth above district averages: Kindergarten NSP (89%), 1st DLSI (59%), 3rd DLSI (74%) and 6th NSP (57%). 100% of kindergarteners in NSP and 86% of 1st graders in both DLSI and NSP maintained proficiency from Fall to Spring. Looking at ACCESS data, 16 students qualified to exit from MLL services, which is double the number of students compared to last year. As we reflect on areas of growth in both programs, NSP and DLSI, we have noticed a decrease in proficiency from fall to spring. We are</p>

also noticing a need to increase typical/aggressive growth for all students, in particular Latino students in lower grades (K-1). On MCA data, 31.3% of DLSI students met or exceeded while 18.6% of NSP students met or exceeded

Math: 80% of Kindergarten and 1st grade students had typical/aggressive growth on earlyMath. 61% of Latino students had aggressive growth on earlyMath. There was an overall increase % of students with typical/aggressive growth on aMath. Looking at our areas of growth, 44% of black students had flat growth on aMath and 25% of black students had flat growth on earlyMath. On MCA data, 29.9% of DLSI students met or exceeded while 5.3% of NSP students met or exceeded.

Culture - Climate - Behavior: Of the 631 students enrolled at LC 521 do not have office referrals. 94% of 2nd and 5th grade students reported having an adult they can trust and a sense of belonging at LC. ODRs on phones and bullying decreased this year and there were less behavior calls from the playground. Risk ratio data for the following racial groups: BIPOC 1.04, Latino 1.07 a decrease from 1.11, black 2.11 a decrease from 2.2, white students .86 an increase from .65.

What successes were identified?

1. Reading: The following grade levels had typical/aggressive growth above district averages: Kindergarten NSP (89%), 1st DLSI (59%), 3rd DLSI (74%) and 6th NSP (57%). 100% of kindergarteners in NSP and 86% of 1st graders in both DLSI and NSP maintained proficiency from Fall to Spring.
2. Math: 80% of Kindergarten and 1st grade students had typical/aggressive growth on earlyMath. 61% of Latino students had aggressive growth on earlyMath.
3. School Climate: Of the 631 students enrolled at LC 521 do not have office referrals. 94% of 2nd and 5th grade students reported having an adult they can trust and a sense of belonging at LC.

What Area(s) of Greatest Need were identified?

1. Reading: MCA performance continues to be low when compared to the district. Students in NSP are performing lower than DLSI students on MCAs. Decrease in proficiency from Fall to Spring on aReading and MAP Growth Spanish Reading in 2nd-6th for both programs at LC.

2. Math: MCA performance continues to be low when compared to the district. Students in NSP are performing lower than DLSI students on MCAs.
3. School Climate & Culture: There is a large percentage of ODRs coming from classrooms in comparison to other areas in the building.

School Improvement Strategy #1

Name Area of Greatest Need : __Reading_____

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? ____Based on reading data (MCA, FAST, and MAP Growth), we have identified a lack of fluent execution and coordination of word recognition and text comprehension.

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): _____

- LETRS
- Data Based Instructional Decisions
- Instructional Coaching
- Curriculum Implementation
- PLC
- AVID 5th/6th

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

The percentage of all students in grades K-6 NSP and K-5 DLSI at Little Canada Elementary who meet typical or aggressive growth or are above the 40th percentile on the Fastbridge earlyReading/CBMReading/aReading/MAP Growth standardized assessments will increase from 48.7% in the 2025 end of year window to 53.8% in the 2026 end of year window.

Strategic Plan - What key strategies in the Strategic Plan does this goal align with?	
<p>Our graduates are prepared to achieve their goals and aspirations.</p> <ul style="list-style-type: none">☒ Ensure students are college- and career-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	<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☐ We are financially secure.

☐ Support learner resiliency (student social and emotional learning and mental health) ☐ Amplify student leadership and voice in decision-making ☒ Prepare learners to be racially and socially responsive We are a culturally responsive, inclusive, anti-racist district. ☒ Ensure educator commitment to anti-racist practices ☐ Hire and retain a diverse workforce ☐ Develop equitable leaders ☐ Develop a culturally responsive evaluation system	☐ Cultivate and maintain community trust ☒ Secure and allocate financial resources to support the district's mission and vision
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Implementation Plan for Strategy #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	District Literacy Leaders & Admin	Designated weekly times for independent online session modules	Sept. '25	June '26	Licensed staff hired after June 2024 who have not been trained will complete first volume 1 -Units 1-4 or Volume 2-units 5-8
LETRS Overview & Strategies	Lead Teachers & Other Teacher Leaders & Admin	Time on PD calendar	Sept. '25	June '26	Overview of LETRS for non-classroom teachers Time for teams to interpret learning MLL strategies for all teachers
Data Dives	Lead Teachers & Reading Interventionists & Admin	Time to look at data after Fall, Winter & Spring screening periods	Sept. '25	May '26	WIN Times will be reviewed and adjusted based on student data in every grade level team, which will include intervention and extension plans to meet students' academic needs
Monthly PLC- Reading Focused	Lead Teachers & Admin	Dedicated time to meet	Sept. '25	May '26	Consistent attendance to monthly PLC meetings Use of progress monitoring data to inform instructional decisions (including interventions, extensions and Tier 1)

WIN Time	Lead Teachers & Admin	Dedicated time and support during the school day	Oct. '25	May '26	Schedules will reflect WIN time for every grade level team Teams will use data to inform the focus of WIN prioritizing reading
Home to School Connection & Parent Communication	Classroom Teachers w/ Support from Lead Teachers & Admin	Scaffolds and ideas shared by Lead Teachers and other classroom teachers	Sept. '25	June '26	By grade level teams, develop packets that students can work at home and share with families tools that they can use to support students at home
Instructional Coaching - Literacy	Lead Teachers & Classroom Teachers & Admin	On-going observations by school admin and lead teachers	Sept. '25	May '26	Teachers learning from resident experts where they can share, observe others, or video tape effective instructional strategies Admin and lead teachers observing during Literacy block to provide feedback as well as see the effective instructional strategies being used
Curriculum Implementation ELA & SLA	Lead Teachers & Classroom Teachers & Admin	On-going coaching by school admin and lead teachers	Sept. '25	June '26	Identify areas of need on curriculum implementation for both DLSI and NSP programs and provide support
Spanish Literacy Foundational Skills Training/Coaching	Lead Teacher in DLSI Program & Admin	Dedicated time for PD during district ELA/SLA dates	Sept. '25	June '26	Licensed DLSI staff attendance to trainings
Spanish Literacy Text Comprehension Training/Coaching	Lead Teacher in DLSI Program & Admin	Dedicated time for PD during district ELA/SLA dates	Sept. '25	June '26	Licensed DLSI staff attendance to trainings

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 school admin and instructional coaches
 - TDE observations
 - LETRS engagement and completion
 - PLC leads support guiding team conversations around data and curriculum/instructional practices

- Professional Development attendance and engagement

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**
 - FAST earlyReading (NSP & DLSI) - Kinder & 1st
 - FAST CBMR Spanish (DLSI)- 2nd & 3rd
 - FAST CBMR English (NSP)- 2nd & 3rd
 - FAST aReading English (NSP) - 2nd-6th
 - MAP Growth Reading Spanish (DLSI) - 2nd-5th

School Improvement Strategy #2

Name Area of Greatest Need: Math Proficiency

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.

Based on Math data (MCA, FAST, and MAP Growth), we have identified a gap in understanding of foundational math skills and a low percentage (44%) of students making typical / aggressive growth.

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

- PLC
- Data Based Instructional Decisions
- Instructional Coaching
- Cognitive Guided Instruction (CGI)
- AVID 5th/6th

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

The percentage of all students in grades K-6 NSP and DLSI at Little Canada Elementary who meet typical or aggressive growth or are above the 40th percentile on the Fastbridge earlyMath/aMath/MAP Growth standardized assessments will increase from 52.9% in the 2025 end of year window to 57.6% 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	☐ Build a culture of belonging where all feel welcome, included, and safe The community is united behind meeting student needs. ☒ Partner with families and the community to support student success ☐ Build a culture of belonging ☐ We are financially secure.

☐ Support learner resiliency (student social and emotional learning and mental health) ☐ Amplify student leadership and voice in decision-making ☐ Prepare learners to be racially and socially responsive We are a culturally responsive, inclusive, anti-racist district. ☒ Ensure educator commitment to anti-racist practices ☐ Hire and retain a diverse workforce ☐ Develop equitable leaders ☐ Develop a culturally responsive evaluation system	☐ Cultivate and maintain community trust ☒ Secure and allocate financial resources to support the district's mission and vision
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Implementation Plan for Strategy #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
CGI Strategies	Lead Teachers, Classroom Teachers, and School Admin	CGI Warm-up Slides	Sept. '25	June '26	Staff participation and implementation of strategies in their classrooms
Math PLC	Lead Teachers, Classroom Teachers, and School Admin	CFAs Dedicated Time Data Analysis Protocol Landing Page	Sep. '25	June '26	Staff weekly participation and data analysis
Instructional Coaching	Lead Teachers, Classroom Teachers, and School Admin	On-going observations by school admin and lead teachers	Sept. '25	May '26	Teachers learning from resident experts where they can share, observe others, or video tape effective instructional strategies Admin and lead teachers observing during Math block to provide feedback as well as see the effective instructional strategies being used

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.**

- 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.

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

- earlyMath: Fall, Winter, and Spring for Kindergarten - 1st grade (NSP and DLSI)
- aMath: Fall, Winter, and Spring for 2nd - 6th grade (NSP)
- MAP Growth: Fall, Winter , and Spring for 2nd-6th grade (DLSI)

School Improvement Strategy #3

Name Area of Greatest Need : Climate & Culture

Data indicates that classrooms account for the highest number of ODRs.

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 (systemic bias within each of us that impacts how we are interpreting and responding to behavior)
- Gaps in knowledge regarding effective intervention and co-regulation practices in the classroom
- Many students do not yet have the tools to regulate their emotions and respond appropriately in various situations.

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
 - Social Emotional Learning (Playworks, Calming Spaces, SEL teaching etc.)
 - Restorative Practices
 - Culturally Responsive Teaching & The Brain
 - Consistent monitoring of ODR trends

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

The percentage of office discipline referrals in classrooms at Little Canada Elementary will decrease from 47.5% in June 2025 to 40.34% in June 2026.

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

- ☒ 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

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: Culturally Responsive Teaching and The Brain	School Admin/Agustina Borré, Katie Hokanson	Materials	Sept 2025	June 2026	Ensure educator commitment to anti-racist practices
Increase fidelity of PBIS strategies	PBIS Leadership Team Licensed Staff	PBIS matrix, posters	Sept 2025	June 2026	Building-wide implementation of PBIS strategies. Measurement: TFI etc.

	Paraprofessionals				
Expansion of SEL practices- connecting to classroom	Katie Novotny, School Admin, SEL Interventionist Classroom Teachers, Support Staff	Funding for SEL teacher and SEL Interventionist positions & Curriculum	Sept 2025	June 2026	Reinforcement/transfer of SEL skills for staff and students in the classroom setting Measurement: Staff surveys and ODR data
Regular student success team meetings to analyze data and provide focused support based on the data	Student Success Team & School Admin	Time & Agenda	Sept 2025	June 2026	Identification of students and/or classrooms in need of additional supports and a plan for the supports to be provided. Measurement: Documentation of meetings and meeting notes.
Continuation of Playworks PD for staff and implementation of strategies during recess and classrooms.	Playworks Staff/School Admin	Playground equipment, Time to train support staff	Sept 2025	June 2026	Students learn skills to resolve disagreements and learn strategies to increase inclusion. Measurement Tool: Great recess framework provided by Playworks.
All School morning meetings (monthly)	Admin, classroom teachers	Books Slide Decks	Sept 2025	June 2026	Building community and reinforcing a sense of belonging on all students. Measurement: Student & staff survey, student participation.
Focus groups with students	admin	time	Sept 2025	June 2026	Increase student voice, have a real -time response of how they are feeling at school and utilize responses to make changes to improve the student experience at LC. Measurement: Student survey.

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**.
 - Classroom observations
 - Focus Group Results
 - PBIS (TFI/monitoring number of bear boletos given and by whom)
 - Regular communication between SEL specialist/interventionist and classroom teachers.
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- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**.
 - ODR data
 - Staff & student survey

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 student success team, in collaboration with our SEL specialist, 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
1,2	ATPPS/PLC Lead NSP 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 students' academic growth. She will also support coaching throughout the school year in both Reading and Math.	.45 (PLC Lead)	.35 (ATPPS Lead)
1,2	ATPPS/PLC Lead DLSI A.B. 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, A.B. will help with reading data dives to support students' academic growth. She will also support coaching throughout the school year in both Reading and Math.	.60 (PLC Lead)	.40 (ATPPS Lead)
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	.75
3	Health and 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	.12

3	PlayWorks Program/Consultant We are in partnership with PlayWorks this year in order to work on our 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
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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	SIP Overview	LC Staff	Activities/PowerPoint Presentation
August 27	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 2025	SIP Overview	PTA/Little Canada Community	PowerPoint Presentation
September 2025	SIP Plan	Little Canada Community	Newsletter/Coffee with the principal
February 2026	SIP Midyear Data Report	LC Staff	PowerPoint Presentation & Newsletter
February 2026	SIP Midyear Data Report	LC Community	Newsletter/PowerPoint/Coffee with the

			principal
May 2026	SIP end of year Review/Summary	Site Leadership Team	Discussion/Agenda/Data Analysis
May 2026	SIP end of year summary report	LC Staff	Powerpoint/Newsletter
May 2026	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 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
Monday, August 25		Staff Meeting: Community Building and Expectations/Logistics	School Admin
	TBD	Staff Meeting: Community Building and Expectations/Logistics	School Admin
Tuesday, August 26	TBD	District PD Calendar	District
	TBD	District PD Calendar	District
Wednesday, August 27	8:00	Staff Meeting: School Improvement Plan	School Admin, Lead Teacher, Site Leadership Team

Wednesday, September 17	7:45	Staff Meeting: Intro to PLC	School Admin, Lead Teachers
Friday, September 19	7:45	Staff Meeting: Positive Behavioral Interventions & Supports PD	School Admin and PBIS Leadership Team
Wednesday, September 24	7:45	Staff Meeting: PLC Review and Work Time	School Admin, Lead Teachers
Friday, October 3	7:45	Staff Meeting: Assessments PD	School Admin, Lead Teachers, District Assessment Coordinator
Week of October 6- 10	TBD	Staff Meeting: Fall Data Dives	Lead Teachers, Interventionists, School Admin
Wednesday, October 15	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	Site
Monday, November 3	8:00-11:00	District PD Calendar	District
	12:00-3:00	District PD Calendar	District
Friday, November 7	7:45	Staff Meeting: Culturally Responsive Teaching	School Admin
Wednesday, November 26	7:45	Staff Meeting: PLC - Trimester 1 Check in and RoadMap	School Admin, Lead Teachers
Friday, January 9	7:45	Staff Meeting: Trauma Informed Practices	School Admin
Monday, February 2	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Week of February 9-13	TBA	Winter Data Dives	Lead Teachers, Interventionists, School Admin
Friday, February 13	7:45	Staff Meeting: Positive Behavioral Interventions & Supports (PBIS)	School Admin, PBIS Leadership Team
Wednesday, March 4	7:45	Staff Meeting: PLC - Trimester 2 Check in and RoadMap	

Friday, March 6	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Friday, March 19	7:45	Staff Meeting: Culturally Responsive Teaching	School Admin, Lead Teachers
Friday, April 10	7:45	Staff Meeting: Mental Health	School Admin, School Psychologist
Friday, April 17	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
Friday, May 15	7:45	Staff Meeting: Assessments	School Admin, Lead Teachers, District Testing Coordinator
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
Friday, June 5	7:45	Staff Meeting: Culturally Responsive Teaching	School Admin, Lead Teachers, District Testing Coordinator

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	District PD Calendar	Principals

2025-2026 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Associate Supt. SIP Review
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Deadline	Activity	Positions Responsible	Notes
August 17	Have the following documents completed in your Google Folder: <ul style="list-style-type: none"> • 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 -	School Leadership Team	

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