



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

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Central Park Elementary Title I Schoolwide Plan/School Improvement Plan-2020-2021

*Continuation from Three year School Improvement Plan created for MDE as a Comprehensive Needs School. This will be year three.

A Schoolwide program is a comprehensive school improvement effort designed to elevate the entire educational program of a Title I school. The Schoolwide program option is based on the premise that comprehensive reform strategies — rather than separate, add-on services — are most effective in raising the achievement level of students most at risk of not meeting academic standards. Multiple resources including Title I funds are used to strengthen the academic program in the school for all students and accelerate the progress of students who would otherwise be eligible for Title I Targeted Assistance services.

This document identifies the requirements to operate as a Title I schoolwide program.

School Name: Central Park Elementary _____

Principal Name: Becky Berkas

Principal Phone and Email Address: 651-481-9951 rebecca.berkas@isd623.org _____

Plan Contact (if different from principal): _____

Contact Phone and Email Address: _____

District Name and Number: Roseville Area Schools - District #623 _____

Title I Coordinator Name: Florence Odegard _____

Title I Coordinator Phone and Email Address: 651-628-6451; florence.odegard@isd623.org _____

Superintendent/Director Name: Dr. Aldo Sicoli _____

How will the strategies and staff action specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards?

[Limit response to 100 words or 600 characters.]

Central Park is a school identified as needing comprehensive support by the Minnesota Department of Education. By implementing the School Improvement plan Central Park will be focused on three key areas. We are focused on increasing student growth in Mathematics and Literacy not only by improving the practice of our staff, but also by adding voice and agency to families within our school community.

As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services? [Limit response to 100 words or 600 characters.]

Title I Funds will be used to provide building wide leadership and development of our Professional Learning Communities. This teacher leadership role will impact teacher training in the role of collaborative teams

(CT's) and Common Formative Assessments (CFA's) based on Minnesota mathematics standards thus impacting student learning and achievement toward our School Improvement goals. In addition, Title I funds will be used to support a teacher leadership role of our STEM program (SPARK). In this role the teacher leader provides training and teaching in hands-on, integrated learning environments. This yields high engagement for our students and additional opportunities we would not otherwise be able to provide. Both of these lead teacher positions impact our entire school wide community.

Stakeholder Engagement (Continuous Improvement Leadership Team) [\(Back to Table of Contents\)](#)

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. Maintain supporting documentation such as meeting agendas, sign-in sheets, meeting minutes or notes which include the questions asked for input and decisions made.

Team Member Name	Role
Becky Berkas	Principal
Janis Barke	ATPPS Lead Teacher
Berri Reiser	PLC Lead (if applicable)
Maria Le	Teacher – Grade 1
Michelle Beck	Teacher -Grade 3
Dan Church	Teacher -Grade 6
Roberta Hernandez	Teacher – Interventionist
Deborah Tatge	Special Education Representative

Angela Camacho	Multilingual (EL) Learning Representative
Maria Hughes	Social Worker/Counselor
Karla Rhodes	Behavior Specialist
Elizabeth Gallegos	Cultural Liaison
Diane Anderson	Paraprofessional
Nur Nur	Parent
Sarah Montgomery	Parent
Jennifer Endres	Parent
Colleen Angellar	Community Member

2020-2021 District Areas of Focus [\(Back to Table of Contents\)](#)

- PLC – Questions 3 and 4 and school culture (within an MTSS framework)
- [Educational Equity Curriculum and Instructional Compass](#) especially Collective Knowledge Co-creation and Absent Narratives
- SEL

How are stakeholders involved in the evaluation, planning and implementation process? [Limit response to 50 words or 300 characters.] Stakeholders are involved in all aspects of the School improvement process through meetings (virtual and/or in person), through feedback collection including surveys, in addition to any necessary training and development needs of the staff. Stakeholders will meet as a whole building leadership team and at times in smaller groups specific to the area of focus during the evaluation, planning and implementation cycle.

Comprehensive Needs Assessment or Annual Evaluation

Summary [\(Back to Table of Contents\)](#)

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

1. Student Academic Data: MCA READING AND MATH (2019), MATH COMMON FORMATIVE ASSESSMENT DATA COLLECTION (BY GRADE LEVEL- 2019 -FEB. 2020) FAST ASSESSMENT DATA THROUGH 2019, CBM READING DATA FALL/WINTER 2019-2020 _____

2. Student Non-Academic Data: FALL STUDENT SURVEY (K-6 -2019) _____

3. Perception Data: TEA CHER SURVEY FEEDBACK specific to CT's and the school-wide implementation of SEL curriculum *Zones of Regulation* PARENT FEEDBACK, MN HUMANITIES CENTER MULTILINGUAL PARENT SURVEY FEEDBACK _____

4. Program, Process, Policy Data: Weekly CT data including data meeting protocol data analysis; TEACHER SURVEY FEEDBACK specific to CT's and the school-wide implementation of SEL curriculum *Zones of Regulation* Parent feedback, MN Humanities Center, Multilingual Parent Survey; Seesaw data (student engagement during distance learning 2020) and parent engagement through Seesaw family (2019-2020). _____

5. Fidelity Data: School Improvement Team Feedback on implementation of collaborative teams; Weekly CT data meeting protocol analysis. Teacher feedback and survey of school-wide implementation of *Zones of Regulation*. _____

What successes were identified?

1. _____ Student mathematics achievement and teacher efficacy in the area of collaborative teams and in the early stages of beginning to create and analyze common formative assessments in mathematics. ____
2. Student and engagement with hands on learning and STEM opportunities including professional development to staff. _____
3. _____ Implementation of school-wide *Zones of Regulation*. ____
4. Parent and student engagement using Seesaw classroom and Seesaw for families app. ____

4. _____ Positive feedback from multilingual families during the Families Circles events specifically related to having a voice in their child’s school and education. _____

What Area(s) of Greatest Need were identified?

1. **Student growth in Mathematics is an area of concern across grade levels and student groups. We need to increase the number of students making high growth and decrease the number of students in low growth in mathematics.**

2. **___Student growth in Reading is an area of concern across grade levels and student groups. We need to increase the number of students making high growth and decrease the number of students in low growth in reading.**

3. **Additional opportunities for authentic and intentional multilingual parent engagement including communication, feedback and involvement.**

School Improvement Focus Area #1 [\(Back to Table of Contents\)](#)

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.

Student growth in Mathematics is an area of concern across grade levels and student groups. We need to increase the number of students making high growth and decrease the number of students in low growth in mathematics.

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 2019 MCA math data and analysis for 3-year plan - Addressing student achievement in math is a high priority. Each grade level has seen their data and has explored strategies to make an impact. This was incorporated into the current SI plan. Low growth has been examined using the Five Whys analysis with the building leadership team. It remains a challenge for our team to do the root cause analysis and to recognize our own impact on student learning. Very often outside factors (language, economics, cultural barriers) become the focus and framework of analysis. Our students at Central Park are predominantly Students of Color (SOC). It should be noted that low growth in math is not only a concern for some student groups, it is pervasively low across all student groups. The exception being results at sixth grade where 31.6% of the students improved (compared to 4.7% at grade 4 and 0% at grade 5). This indicates that low growth is likely also linked to instructional practices. A root cause identified that students entering the next grade level have not mastered the critical standards from the previous grade so review and reteaching can be intense. Developing a systematic approach to intervention and progress monitoring with common formative assessments in math shows promise as individualized and targeted intervention is the strongest difference between instruction at these grade levels. Intensifying the PLC focus on math standards and getting all students to mastery of critical/essential skills at each grade level will yield stronger growth for all students.

Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

- *Collaborative Teams (meet to develop CFA's/analyze grade level data / plan for weekly intervention and enrichment)*
- *Clear learning goals*
- *Increasing use of visual representation in mathematical problem solving.*

If using an *evidence-based* strategy, identify the specific source indicating the strategy's likely effect on improved outcomes:

Minnesota Regional Centers for Excellence - Evidence based strategies

The strategy is based on [Choose one of the options to indicate the level of evidence]:

- strong evidence from an experimental study
- moderate evidence from a quasi-experimental study
- promising evidence from a correlational study
- a rationale using high-quality research findings or a positive evaluation

School Match – Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

This is a continuation of our three year school improvement plan. Upon review of the data these strategies were yielding strong evidence of student growth. As we plan to provide additional

professional development in Cognitively Guided Instruction increasing the use of visual representations in problem solving is an excellent match.

SMART Goal – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

The percentage of students enrolled for at least half a school year who demonstrate high growth on the MCA and MTAS math assessments will increase from 24.8% in 2019 to 36.0% in 2021.

Implementation Plan for Focus Area #1

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc...)	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Identify and unpack as a grade level team high impact math standards	PLC lead/Collaborative teams	Grade level math standards, team time	Sept 2020	May 2021	Increased student achievement
Develop learning goals	Collaborative teams	professional development	Sept 2020	May 2021	Increased student achievement
Develop /analyze CFA's	PLC lead/teachers	allocated teacher collaboration time	Sept 2020	May 2021	Increased student achievement
Plan intervention and enrichment for each CFA cycle (increasing use of visual representation in mathematical problem solving)	PLC lead /teachers	allocated teacher collaboration time	Sept 2020	May 2021	Increased student achievement
Coaching cohort meetings	Principal/ PLC lead	scheduled meeting time and reflection	Sept 2020	May 2021	Increase teacher efficacy of CT/ Teacher surveys

aMath assessment (FAST)	grades 1-6	Fast assessments/consistent in-person student learning	Sept 2020	May 2021	Increased student growth from fall/winter /spring assessments
aMath assessment (FAST)	Kindergarten	FAST assessments/consistent in-person student learning	Dec 2020	May 2021	Increase student growth from winter/spring assessments

Annual Evaluation for Focus Area #1

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine:

- The fidelity of implementing the strategy as intended - **CT weekly data meeting protocol and analysis; coaching cohort meetings and reflection**
- Progress toward achieving the SMART goal of improved outcomes- **CT weekly data meeting protocol and analysis each trimester.**

School Improvement Focus Area #2 [\(Back to Table of Contents\)](#)

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.

Student growth in Reading is an area of concern across grade levels and student groups. We need to increase the number of students making high growth and decrease the number of students in low growth in reading. _____

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 2019 MCA data and analysis for 3-year plan - Addressing student achievement in reading is a high priority. Each grade level has seen their data and has explored strategies to make an impact. This was incorporated into the current SI plan. Low growth has been examined using the Five Whys analysis with the building leadership team. It remains a challenge for our team to do the root cause analysis. Very often outside factors (language, economics, cultural barriers) become the focus and framework of analysis. Teachers frequently indicate that it has been challenging to address the escalating negative physical behaviors between students which are also sometimes directed at staff. This is sometimes connected to a lack of cultural connection between students and staff. Students at Central Park are predominantly SOC. It should also be noted that low growth at reading grade level text, is not only a concern for some student groups, it is pervasively low across all student groups. The exception being results at fifth grade where 35.2% of the students improved (compared to 11.1% at grade 4 and 28.8% at grade 6). This indicates that low growth may also be connected to Tier One Core instruction. Linking reading and writing skills can help create a bridge between student's culture and literacy especially as students are explicitly exposed to stories from an inclusive collection of mentor texts . Writing allows for students to share their voice and for teachers to build on their understanding of students as they shape and deliver instruction.

Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

- *Clear lesson goals*
- *Dedicated daily writing using Units of Study -Writing (using culturally inclusive mentor texts)*

If using an **evidence-based strategy**, identify the specific source indicating the strategy’s likely effect on improved outcomes:

Minnesota Regional Centers for Excellence - Evidence -based strategies

The strategy is based on [Choose one of the options to indicate the level of evidence]:

- strong evidence from an experimental study
- moderate evidence from a quasi-experimental study
- promising evidence from a correlational study
- a rationale using high-quality research findings or a positive evaluation

School Match – Briefly explain how the strategy is an appropriate match for the school’s needs, student population, capacity and other conditions.

Central Park has trained staff and students based on Units of Study -writing. Keeping this focus and building on what staff and students know will help strengthen this strategy and the connection to learning to read by learning to write. The use of culturally inclusive mentor texts empowers students to share their stories and use their voice as a natural and important part of learning. By hearing other perspectives and stories students gain understanding of each other and how differences and similarities strengthen us together as a community. This Collective knowledge creation is directly related to our district goals.

SMART Goal – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

The percentage of Asian students enrolled for at least half a school year who demonstrate proficiency on the MCA/MTAS reading assessment will increase from 10.23% in 2019 to 26.0% in 2021. The percentage of Hispanic students similarly enrolled who demonstrate proficiency will increase from 14.71% in 2019 to 30% in 2021.

Implementation Plan for Focus Area #2

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc...)	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Develop clear lesson goals in writing based on Units of Study - writing and MN state reading/writing standards	Principal/teachers/EL lead teachers	Teacher PD and practice on writing lesson goals	Fall 2020	June 2021	Clear lesson goals
Dedicated daily writing time using Units of Study -Writing	Principal/teachers	Schedule; access to Units of Study- writing curriculum	Sept 2020	June 2021	Collective knowledge co-creation. Increased reading and writing skills.
Fall/winter/spring CBM-R assessments/analysis and intervention and enrichment planning	ATPPS lead teacher	FAST assessment team; Analysis and planning for each grade level	Sept 2020	June 2021	Increased student growth over fall/winter/spring assessments at each grade level.
Identify and unpack high impact state standards at each grade level	Teaching and Learning /Principal/ATPPS lead teacher	District grade level meetings and professional development	Jan 2021	June 2021	Grade level power standards for reading and writing
Culturally relevant materials for reading and mentor texts available to all classrooms	Principal/media specialist/grade level teams	Expand collection of culturally relevant books and mentor texts	Sept 2020	June 2021	Increased engagement and student empowerment and voice.
Increasing parent understanding of grade level goals and objectives and curriculum	Principal/cultural liaisons/Seesaw	Family Circles/Seesaw	Sept 2020	June 2021	Increased student growth and family understanding of student learning and growth.
aReading assessment (FAST)	grades 1-6	Fast assessments/consistent in-person student learning	Sept 2020	May 2021	Increased student growth from fall/winter /spring assessments
aReading assessment (FAST)	Kindergarten	FAST assessments/consistent in-	Dec 2020	May 2021	Increased student growth from winter/ spring assessments

		person student learning			
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Annual Evaluation for Focus Area #2

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine:

- The fidelity of implementing the strategy as intended - **Teacher implementation surveys (based on checklists and practice profiles); reflection and feedback from observations and coaching**
- Progress toward achieving the SMART goal of improved outcomes -**CBM-R data collection and analysis; FAST assessment growth from fall and / or winter through spring**

School Improvement Focus Area #3 [\(Back to Table of Contents\)](#)

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.

Increasing voice and leadership with families of color represented in our student demographics.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

Language and cultural differences are sometimes barriers for parents in our school. Though we have attempted to decrease these barriers with cultural liaisons, Dialogue One and other educational resources we still fall short of really listening to the needs of our entire inclusive community. Previous negative school experiences and language barriers often limit the level of parent participation in school decision making access to leadership within family of color groups.

Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

- *Family Circles with our families of color and school staff*
- *Increased use of educational resources including Seesaw and Dialogue One.*

If using an *evidence-based* strategy, identify the specific source indicating the strategy’s likely effect on improved outcomes:

The strategy is based on [Choose one of the options to indicate the level of evidence]:

- strong evidence from an experimental study
- moderate evidence from a quasi-experimental study
- promising evidence from a correlational study
- a rationale using high-quality research findings or a positive evaluation

School Match – Briefly explain how the strategy is an appropriate match for the school’s needs, student population, capacity and other conditions.

Last year our school implemented Family Circles with our underrepresented and /or multilingual families. There was survey data that indicated this is a promising practice. Seesaw for Families was used last year with parent/teacher feedback. This is a promising practice for continued use to link families to teachers and to provide greater access and information on student learning and expected outcomes.

SMART Goal – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

In the spring of 2021, multilingual families who participate in Family Circles will increase their rating from 6.18 (10 point scale) from the spring survey of 2020 in the area of Parent/Family influence and decision-making to 7.2 on the same survey.

Implementation Plan for Focus Area #3

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc...)	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Family Circles with families of color at least 4x's from Dec 2020-April 2021	Principal/cultural liaisons (African American, Bhutenese, Karen and Latinex)	Liaisons, Title One Parent engagement plan resources including cultural liaisons and guidance from Minnesota	Dec 2020	April 2021	Increased agency and leadership from families of color within the Central Park school community.

		Humanities Center			
Seesaw for Families	Seesaw Bldg Ambassador	Seesaw school-wide	August 2020	June 2021	Increased access for families to teachers and a better understanding of curriculum and student learning objectives and outcomes.

Annual Evaluation for Focus Area #3

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine:

- The fidelity of implementing the strategy as intended **Parent/Family Survey of Family Circle participants data and Seesaw data.**
- Progress toward achieving the SMART goal of improved outcomes **Attendance at Family Circles, feedback from liaisons; Seesaw data monitoring and teacher feedback**

Budget – How is the school using Title I funds and any other funds to improve the school program and student outcomes? [\(Back to Table of Contents\)](#)

Central Park has a comprehensive school wide plan supported by a variety of budgets targeting our school improvement plan. Title One funds support two teacher leaders and our parent involvement plan. Additional funds come through compensatory funds, district funds, achievement and integration funds as well as specific school wide grants.

Focus Area #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed FTE	Other funding source(s) proposed FTE
1	Professional Learning Communities Lead teacher - supports and provides leadership to teachers in Collaborative Team development with a focus on mathematics, including creating and analyzing Common Formative Assessments based on high impact, grade level mathematics standards.	1.0	
1 and 2	ATPPS Lead teacher- supports and provides leadership to teachers with a focus on reflective teacher professional development. This position also has leadership with a focus on literacy and writing including FAST assessments, analyzing data and is a leader within our building Multi-tiered Systems of Support (MTSS).	.5	.5 (District - ATPPS lead teacher)

Communication Plan [\(Back to Table of Contents\)](#)

Complete the chart below to list how the plan will be communicated to staff, families of students, school board, 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 31	School Improvement plan	School staff	Meeting
Sept 16, 2020	School Improvement plan	School families	Grade level meetings with families; Follow up with access from cultural liaisons/ Facebook live presentation on culturally specific pages
Sept 16, 2020	School Improvement plan	School community	Website

School Professional Development Calendar - See 2020-2021 district PD calendar link below for district dates.

DATE (district PD SIP dates and other scheduled PD in the building)	Planned Activity	Persons Responsible	With which Focus Area does this activity align? (Ex. Focus Area 1, 2, 3)	Notes/outcome
October 5, 2020	CRCT MATH PLC's/CT's	Principal/ PLC lead Dr. Raj/Building leadership team	1, 2 and 3	
November 3, 2020	CRCT Literacy/Writing	Principal /ATPPS lead/Dr. Raj/ Building leadership team	2	
Jan 25, 2021	CRCT Math	Principal/ Building leadership team	1	
Feb 12, 2021	CRCT /Family Circle's Literacy / Writing	Principal/Building leadership team	1, 2, 3	
March 5, 2021	CRCT Math / PLC	Principal/Building leadership team	1, 3	
May 28, 2021	TDE/ wrap up and reflections	Principal /Building	1, 2 3	

		leadership team		
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2020-2021 SIP Calendar/Deadlines

Important dates for SIP Process	Important dates for PLC and SIP data.
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Deadline	Activity	Positions responsible	Notes
June/July	Each principal meets with Assistant Superintendents to plan goals and agenda for building leadership team SIP meetings	Assistant Superintendents and Principals	Centers of Excellence: <ul style="list-style-type: none"> • Preparation questions for SIP team work. What do you need for support? • Rubric of SIP planning/implementation stages • Week of July 15
August 10	Submit SIP to Dr. Favor	Principal	
August 21	Principal/Building Leadership Team receive Feedback on SIP	Assistant Superintendents	
August 28	SIP revisions completed	Principal	
August - workshop week/early September	Share SIP overview with staff	Principal	
Mid September	ATPPS Site goal (aligned to SIP building SIP goal) due to Florence Odegard	Principal	
September/October	Learning walkthroughs to collect evidence	Principal, ATPPS Lead Teacher,	

	of fidelity of implementation data (as defined in SIP)	other key teacher leaders aligned to the focus area	
Mid to late October	Collect perception data from two groups: <ul style="list-style-type: none"> ● staff regarding working towards Focus Area goals and strategies. ● Family and community members regarding their experiences and perceptions of the progress toward goals. Create a fidelity of implementation report on focus area status to be shared with staff, school community and other district leaders.	Principal and teacher leaders	
Early November	Report progress toward SIP goal attainment to Assistant Superintendents	Principal	
Early December	SIP review by building leadership team - report on process and outcome to Assistant Superintendents and receive feedback from Assistant Superintendents within two weeks.	School Leadership Team	
Mid-December	Learning walkthroughs to collect evidence of fidelity of implementation data (as defined in SIP)	Principal, ATPPS Lead Teacher, other key teacher leaders aligned to the focus area	
Late December/ Early January	Collect perception data from two groups: <ul style="list-style-type: none"> ● staff regarding working towards Focus Area goals and strategies. ● Family and community members regarding their experiences and perceptions of the progress toward goals. Create a fidelity of implementation report	Principal and teacher leaders	

	on focus area status to be shared with staff, school community and other district leaders.		
Mid- January	Report progress toward SIP goal attainment to Assistant Superintendents	Principal	
February	Learning walkthroughs to collect evidence of fidelity of implementation data (as defined in SIP)	Principal, ATPPS Lead Teacher, other key teacher leaders aligned to the focus area	
Late February/Early March	<p>Collect perception data from two groups:</p> <ul style="list-style-type: none"> ● staff regarding working towards Focus Area goals and strategies. ● Family and community members regarding their experiences and perceptions of the progress toward goals. <p>Create a fidelity of implementation report on focus area status to be shared with staff, school community and other district leaders.</p>	Principal and teacher leaders	
Mid-March	SIP review by building leadership team - report on process and outcome to Assistant Superintendents and receive feedback from Assistant Superintendents within two weeks.	School Leadership Team	
Mid/Late March	Report progress toward SIP goal attainment to Assistant Superintendents	Principal	
Early April	Learning walkthroughs to collect evidence of fidelity of implementation data (as defined in SIP)	Principal, ATPPS Lead Teacher, other key teacher leaders aligned to the focus area	

Mid April/Early May	<p>Collect perception data from two groups:</p> <ul style="list-style-type: none"> ● staff regarding working towards Focus Area goals and strategies. ● Family and community members regarding their experiences and perceptions of the progress toward goals. <p>Create a fidelity of implementation report on focus area status to be shared with staff, school community and other district leaders.</p>	Principal and teacher leaders	
Mid to late May	SIP review by building leadership team - report on process and outcome to Assistant Superintendents and receive feedback from Assistant Superintendents within two weeks.	School Leadership Team	
May	Report progress toward SIP goal attainment to Assistant Superintendents	Principal	
Early June	CNA data identified/collected for planning 2021-2022 SIP	Principal and School Leadership Team	

SIP Resources :

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