



Roseville Area Schools

Quality Teaching & Learning for All...Equity in A

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Little Canada Elementary School Title I Schoolwide Plan/School Improvement Plan-2020-2021

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: Little Canada Elementary School

Principal Name: Garin Bogenholm

Principal Phone and Email Address: 651-490-1535 garin.bogenholm@isd623.org

Plan Contact (if different from principal):

Contact Phone and Email Address:

District Name and Number: Roseville School 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.]

As we analyze data in our PLC we will be able to make adjustments to math instruction that benefit all students. The embedding of common formative assessment in mathematics and shaping

instruction based on student formative data is key in Little Canada’s academic success. Our system will continue to build on weekly collaboration of the teams AND sharing across teams for a full school experience and specifically measuring outcomes of our work in student achievement in mathematics. We will continue our work on Culturally Responsive Teaching strategies to better meet the needs of our diverse student population through concepts in knowledge co-creating and by emphasizing multiple perspectives. In the area of social, emotional learning, we are continuing our work with the Minnesota State SEL standards focusing on Self-Management and Social Awareness. In all goal areas, specific focus is targeted to changing our instruction to meet the needs of children identified as Black and Hispanic.

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.]

Our plan is to use Title 1 funds to create and support an infrastructure for continuous improvement by combining ATPPS teaching positions with PLC coaching positions to create structures for ongoing teacher training with fidelity checks of implementation of common formative assessments. Teachers paid out of title one funds including the PLC/ intervention coaches, Title 1 intervention teacher and SEL specialist teachers will also provide support for tiered intervention including academic and behavior intervention. We will also provide small group direct Social Emotional Learning instruction to kindergarten- 2nd grade and support kindergarten through 6th grade teachers in the implementation and delivery of classroom instruction of SEL standards while participating in Cohort 16 of the Minnesota Department of Education’s PBIS grant.

Stakeholder Engagement (Continuous Improvement Leadership Team)

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
Garin Bogenholm	Principal

Jodi Seifert and Jose Becerra	ATPPS Lead Teacher
Jodie Siefert and Jose Becerra	PLC Lead (if applicable)
Caitlin Ricks	Teacher – Classroom
Sue Wenthin	Teacher – Interventionist
Mandi Clayton	Special Education Representative
Teresa Chavez	Multilingual (EL) Learning Representative
Tina Hogberg	Social Worker/Counselor
Zac Mernin	Behavior Specialist
Veronica Martinez	Cultural Liaison
Melissa Dorff	Paraprofessional
Sarah Wolfe	Parent/Family of student at risk of not meeting standards
Rebecca Jacobson	Parent
Heather Brendan	SEL Specialist
Isa Anderson Eggen and Cindy	Center For Regional Excellence Representatives

2020-2021 District Areas of Focus

- PLC – Questions 2 and school culture (within an MTSS framework)
- [Educational Equity Curriculum and Instructional Compass](#) especially Collective Knowledge Co-creation and Absent Narratives
- Social Emotional Learning (SEL)

How are stakeholders involved in the evaluation, planning and implementation process? [Limit response to 50 words or 300 characters.]

Members of the school improvement team reviewed data from MCA's, FAST, and SWIS as well as parent information to help identify areas of need for continued professional development

and action. Members of the team serve on the Little Canada Building Leadership Team, the Little Canada PLC Leadership Team and the PBIS Implementation Team. They helped to develop goals, action steps, professional development priorities and evaluation plans. The Little Canada leadership team will review the school improvement plan mid year and at the end of the year using data from PBIS implementation, fidelity surveys, SWIS reports and MCA assessments.

Comprehensive Needs Assessment or Annual Evaluation Summary

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

1. Student Academic Data: 2016-2019 MCA
2. Student Non-Academic Data: 2018-2020 SWIS Data
3. Perception Data: Distance Learning Family Surveys
4. Program, Process, Policy Data: Office Discipline Referral, Bus Referral data, PBIS implementation timeline,
5. Fidelity Data: SEL Lesson implementation data

What successes were identified?

1. Continued growth of 2-4 % year of MCA Reading Growth
2. SEL lessons developed and taught by specialist for K-2 and for all students in k-6.
3. 3 continuous years of math proficiency increase for Black students on MCA proficiency
4. Increased collaboration between ELI and DLI programs around curriculum, instruction and assessment

5. _PLC growth focused on deeper conversations on student achievement based on Common Formative Assessment
6. _Universal adoption of grade level Common Formative Assessments
7. _Increased family communication through use of Seesaw, Zoom and parent surveys
8. Three years of continued underrepresentation of Latino students in ODR data
9. At least 91% of students building wide receiving 0-1 Office Discipline referrals for the 2019 school year which continues a 3 year improvement trend.
10. More frequent conversations and more enthusiasm and engagement around CRCT work of decentralizing whiteness.
11. Teachers looking at instructional practices to see who benefits and who is left out on an individual lesson by lesson basis.

What Area(s) of Greatest Need were identified?

1. MCA increase in math proficiency for all students
2. Decrease in Race based achievement gap for Black and Hispanic student in
3. Stop the increasing trend and reverse the race based behavior referral data for Black students]

School Improvement Focus Area #1 - PLC Implementation

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.

[Educational Equity Curriculum and Instructional Compass](#) especially Collective Knowledge Co-creation and Absent Narratives

Math proficiency, specifically, in number sense for all grade levels.

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

In the past we have been more focused on reading achievement. We have seen a decrease in our math achievement scores since the implementation of MCAIII and recognized the need to accelerate learning. As a result, Math became more of a professional focus for our school. We worked to create power standards and created common formative assessments among grade levels to ensure all students were learning those power standards.

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.]*

Common formative assessments were used in each grade level and data was collected and analyzed from each classroom. The PLC process was to focus on what we want students to learn and how we

know they have learned it. The work we did looked deeper into who benefits from instruction and how we change our practice to make sure all kids are achieving those outcomes. We will continue to work on data analysis protocols and consistent systems for reporting and responding to CFA data.

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

The majority of our teaching staff has been trained in the PLC process as implemented by DuFours, which is heralded as the gold standard for PLC success in schools.

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 highly successful model in schools around the nation.

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. During the 2020-2021 academic school year, licensed staff will continue work on improving math achievement scores through weekly PLC meetings focused on math focused PLC Q1- What do we want students to learn (State standards) and Q2- (How will we know if they have learned it?) using the common formative assessments to measure the progress towards mastery of math power standards. Our overall math proficiency in 2018-19 was 41.43% and we are focusing on a 10% reduction in students who did not reach proficiency.

As measured by 2021 MCA math results Little Canada will increase math proficiency for all students from 41.43% to 47.29% .

During the 2020-21 school year, students will increase their math proficiency from 39.9% to 45.9% as measured by the Minnesota Comprehensive Math Assessment in the spring of 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
weekly meetings with PLC team	all licensed staff	weekly time set aside for team meetings (uninterrupted)	September 2020	June 2021	MCA proficiency will increase in math
data collection protocol will be implemented in all grade levels to monitor student progress	all licensed staff	Common formative assessments and examples of data collection tools	September 2020	June 2021	MCA proficiency will increase in math
intentionality will be placed on closing the achievement gap	all staff	data collection tool	September 2020	June 2021	Including the race of students in the data collection tool will bring awareness to their academic performance and find ways to target discrepancies.
We have created PLC lead teacher positions to support both ELI and DLI teachers					

Annual Evaluation for Focus Area #1- PLC

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

Progress will be measured and guidance will be given to support the fidelity of each team through PLC leads and administration.

Each PLC team will adopt a data collection tool to monitor student progress and to guide their discussions and actions. PLC leadership team will meet monthly to review grade level CFA progress.

- Progress toward achieving the SMART goal of improved outcomes

Weekly meetings to discuss data collection and monitor progress within data collection tools.

Weekly meetings. Implementing a CFA reporting tool. Monthly PLC leadership meetings to review CFA data.

School Improvement Focus Area #2 - Culturally Responsive and Competent Teaching

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.

- [Educational Equity Curriculum and Instructional Compass](#) especially Collective Knowledge Co-creation and Absent Narratives
- Decrease in Race based achievement gap for Black students in math

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

One possible root cause is that teachers use a white centered teaching pedagogy/approach when teaching math. Another root cause is that students that lack basic math skills at grade level are not provided with adequate small group instruction and remediation at their proximal level of development. .

Another root cause is that Black students and Hispanic students are not all engaged in the teaching style because Black and Hispanic students do not have enough voice or are have representation in the learning/curriculum/teaching approaches. We need to do a better job of intentionally seeking multiple perspectives and ensure that diverse cultures are represented in our curriculum and pedagogy. All students need to have both “windows and mirrors” in their learning environment so they can both see themselves and learn about others.

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.]*

- Small guided math groups should be provided in all classes/grade levels.
- Common formative assessments should be utilized regularly to inform instruction.
- Common formative assessments should be selected through an equitable lens with a focus on black and brown students.
- Implement Tiered intervention for students that are below grade level.

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

The Fountas and Pinnell findings with small guided reading groups has demonstrated success in literacy/reading so we theorize that smaller group/individualized targeted math instruction should work and benefit students as well.

DuFours PLC strategies for using and creating common formative assessments is an evidence-based strategy with strong positive outcomes when used with fidelity.

We will use some of the District CRCT resources to help educators develop CRCT skills.

Online

- National Association for Multicultural Education (NAME): nameorg.org
- National Association for Bilingual Education (NABE): www.nabe.org
- Multicultural Pavilion: edchange.org
- Awesome Library: www.awesomelibrary.org

Video

- Ted Talk—Chimamanda Ngozi Adichie: The danger of a single story
- Ted Talk—Rita Pierson: Every Child Needs A Champion
- Ted Talk—Vernā Myers: How to overcome our biases? Walk boldly toward them
- Ted Talk—Ken Robinson: Changing education paradigms
- Ted Talk—Clint Smith: The danger of silence
- Ted Talk—Boniface Mwangi: The day I stood up alone
- Backward Bike Video

Essays and Case Studies

- Gorski, P. Pothini, S. (2014) Case Studies on Diversity and Social Justice Education. New York, NY. Routledge
- Pollock, M (2008) Everyday Anti-Racism: Getting Real About Race in School. The New Press
- Kohn, Alfie. (April 1988) Only for My Kid: How Privileged Parents Undermine School Reform. Phi Delta Kappan, pp. 569 - 577

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.

Our Black and brown students will receive more focused attention and targeted instruction to meet their needs with CFA created and used with Black and Hispanic students' needs being at the forefront. This will be an intentional focus of our PLC work. Our Black and Hispanic students will have more focused attention and engagement in math if small group instruction is provided based on their needs and co-constructed around their interests and learning styles.

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.

Using MCA Math proficiency, We will decrease the disparity between White students and Black and Hispanic students. Our goal is to reduce the achievement gap as measured by the 2021 MCA math assessment by 15%. The current achievement discrepancy between White and Black students is 16.6%, and the discrepancy between White and Hispanic students is 31.73 %.

As measured by 2021 MCA math proficiency, Little Canada will reduce the the discrepancy between White and Black students to from 16.6% to 14% and from 31.73% to 27% for Hispanic Students.

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
guided math groups	classroom teachers/intervention	staff	9/8/2020	6/8/2021	increase in math proficiency on MCA
CFA created with an equity lens	licensed staff	look at successful models	9/8/2020	6/8/2021	increase in student engagement
CFA’s are given at least every 2 weeks to inform instruction	classroom teachers	time to create and give CFAs	9/8/2020	6/8/2021	increase in student math growth as instruction matches need
math curriculum and instruction is co-created around specific interests, needs and learning styles of our Black and Hispanic students.	classroom teachers	Professional Development time.	9/8/2020	6/8/2021	increase in student math growth as instruction matches need

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

Staff voices on choosing CFAs that match instruction

On-going conversations about how CFAs and small group math instruction is impacting our Black & Hispanic students.

Review math data in relation to our Black and Hispanic students.

- Progress toward achieving the SMART goal of improved outcomes

Using CFA data throughout the year

MCA math assessment in the spring for grades 3-6

School Improvement Focus Area #3 -SEL/PBIS

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.

Decrease the predictable race-based disparity for Black students in Office Discipline Referrals.

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

Our data tells us our most frequent misbehaviors for Office Discipline Referrals are physical aggression/fighting (52%), Defiance/Disrespect (17%), and direct abusive language (14%). These are all types of conflict with fellow students and staff.

The educational system actively participates in systematic racism and the centering of whiteness which has a disproportionate impact on the number of students of color who are referred for behavioral referrals. The assumption that all students know and understand the expectations and learning behaviors necessary for school success contributes to this discrepancy.

As a school system, we have not acknowledged our responsibility to fully teach expected school behaviors and attempt to alter behavior through punishment or consequence rather than supporting positive behavior and actively teaching those expectations through a planful and proactive process.

Digging Deeper into Conflict-

Why 1 - Students don't have the tools to peacefully resolve conflict resolution and problem solving.

why 2 - We don't teach enough conflict and resolution strategies

why 3 - WE make assumptions that students should already know how to appropriately act in school, interact positively, and problem solves constructively

why 4 - Because we as staff are limited in our perspective and understanding and often unaware of the limitations of our white cultural lens.

why 5 - We have a predominantly white staff who view conflict through a traditional white middle class approach

why 6 - WE as a staff have a limited understanding of how conflicts are resolved. We are conflict avoidant and there is a cultural belief in submission to hierarchy and authority.

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.]*

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

PBIS implementation strategies focused on examining expectations, adult beliefs and behavior modification, and explicitly teaching expectations. This is in addition to identifying and encouraging positive behavior and SEL classroom specialist instruction for k-2nd grade and implementing of

developed lessons for SEL standard. Continued work on SEL understanding and instruction focusing on standard 2- Self Management and #3- Social Awareness including developing of whole school classroom lessons.

Specifically we will have an SEL focus on the implementation and classroom strategies around core competency - Self Management and Social Awareness

Self Management- Develop and deliver school classroom lessons on self-management including: Self Care, Identifying Stressors, Coping Strategies, Calm Tools/ Breathing, Self-Talk, Calm Space, Mindfulness, Size of Problem, Problem Solving, Positive and Neg Consequences, Receiving Feedback, Goals,

Social Awareness-

1. Demonstrate awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens
2. Demonstrate awareness and respect of groups and their cultures, languages, identities, traditions, values and histories
3. Demonstrate awareness of how individuals and groups cooperate toward achieving common goals and ideals
4. Demonstrate awareness of external supports and when supports are needed

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.

These strategies are used by schools similar to our student make-up in and outside of our school district.

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. Little Canada Elementary School will decrease the current overrepresentation of office discipline referrals for Black students by 10% from 2.74 to 2.47 as measured by end of the year 2021 SWIS data.

Implementation Plan for Focus Area #3 (SEL and PBIS)

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
Increase racial representation of the members on our Students Success team	Garin	Restructuring of our Behavior program	June 2020	July 2020	Hired a Black woman (Morgan) to be our Student Success Specialist. Restructured job responsibilities of Jose Becerra
Participation in cohort #16 of Minnesota PBIS	PBIS Leadership Team- Tina Hogberg, PBIS Coach	Received PBIS grant that includes 5 team training days and a developed professional development plan for PBIS implementation.	August 4, 5 and monthly PBIS leadership meetings	June 10, 2021	Development of prioritized values, creation of behavior matrix, classroom practice of learning goals. Recognition that behavior needs to be explicitly taught and creating of system to reward positive behaviors.
Review SEL standard of Self Awareness	Heather Brendan	PD time	1st trimester		Review of SEL standard of Self Awareness at an October Staff meeting
Implement lessons on Self Management	Classroom teachers	PD time	1st trimester		Teachers teach weekly lessons on Self management in October and November
Develop lessons on Social Awareness	Heather Brendon	PD time	2nd trimester		
Teach weekly lessons on Social Awareness	Classroom teachers	PD time	2nd Trimester		

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
- Progress toward achieving the SMART goal of improved outcomes

Little Canada Elementary School will conduct classroom fidelity surveys to ensure that teachers are implementing the weekly lessons designed by the PBIS and SEL specialists. We conducted a baseline survey of the PBIS Tiered Fidelity inventory in August and will complete it again at the end of each trimester.

Budget – How is the school using Title I funds and any other funds to improve the school program and student outcomes?

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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 and 2	PLC Lead teacher and intervention coach- Jodi Seifert	.8 FTE	none
1 and 2	PLC lead teacher, intervention coach and Student Success Coach- Jose Becerra	1.0 FTE	none
3	SEL Specialist teacher- Heather Brendan	.36 FTE	none
3	PBIS leadership team members professional Development		\$6,000 -Compensatory Education
1 and 2	Title 1 intervention teacher	.25 FTE	.75 ADSIS

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 -goals and initiatives	Little Canada Teachers	ZOOM staff meeting
September 17th	School Improvement Plan -goals and initiatives	Little Canada PTA	ZOOM PTA meeting
Monthly PBIS progress meetings	PBIS leadership team- PBIS implementation progress	Little Canada Staff	ZOOM staff meetings

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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
Monday, October 5	PLC -Grade Level Meetings	Jodi Seifert and Jose Becerra	Focus #1 and #2	
	TDE/SIP- PBIS update and work time	Tina Hogberg	Focus #3	
Tuesday, November 3	PLC-Grade Level Meetings	Jodi, Jose	Focus #1	
	SIP	Jodi, Jose, Tina and Heather	Focus #1 and #3	
Monday, January 25 (K-8)	SIP	Jodi, Jose, Tina and Heather	Focus #1 and #3	
Friday, February 12	CRCT	Teresa, Zac, Kerry and Missi	Focus #2	
	SIP	Jodi, Jose, Tina and Heather	Focus #1 and #3	
Friday, March 5	CRCT	Teresa, Zac, Kerry and Missi	Focus #2	
	SIP	Jodi, Jose, Tina and Heather	Focus #1 and #3	
Friday, May 28	TDE/SIP	Jodi, Jose, Tina and Heather	Focus #1 and #3	

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 of fidelity of implementation data (as	Principal, ATPPS Lead Teacher, other key teacher leaders	

	defined in SIP)	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 on focus area status to be shared with staff, school community and other district leaders.	Principal and teacher 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 	Principal and teacher leaders	

	goals. Create a fidelity of implementation report on focus area status to be shared with staff, school community and other district 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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