				2025-2026 Monee Elementary SCHOOL IMPROVEMENT PLAN
	Purpose			
A school improven the school with exp consistent Tier 1 Ac	olicit goals and str	ategies develop		SCHOOL IMPROVEMENT GRAPHIC District Student
				Achievement Goal Control of the Cont
How To Use Thi	is Template	De	ıta Sources	
Review all available data	-	IAR/SAT/PSAT	Attendance	School Student School Student
Complete the Data Analysis Pro Most Essential Area(s) of Need (otocol to identify 1 or two (MEAN)	MAP	Behavior	Achievement Goal LITERACY MATHEMATICS
Conduct a Root Cause Analysis	for your MEAN or MEANS	ESGI	5 Essentials	
Review current practices and st to address 1 or 2 MEANS	trategies currently in place	Summative Assessments	Social Emotional	TEACHER ACTION FOR TEACHER ACTION FOR LITERACY L
Review best practice research t strategies to effectively address continue working on your 24-25	s the MEAN or MEANS OR,			Strategy 1 Strategy 2 may be added, as Strategy 1 Strategy 2 necessary
Develop a Theory Of Action usir	ng your research.			ACTION STEPS ACTION STEPS
Develop your action plan to buil implementation of your strateg				Sufficient actions to effectively Sufficient actions to effectively implement literacy strategies implement adh strategies
Establish connections to the 5 E	ssentials.			
Table Of Contents				Connect each strategy to a minimum of three Escategories Three Escategories Center Esc
Overview and Directions				
School Information				
Literacy Action Plan Strategy 1				
<u>Literacy Action Plan Strategy 2</u>				
Math Action Plan Strategy 1				į.
Math Action Plan Strategy 2				
Resources Needed				
Theory Of Action				

SCHOOL IN	2025-2026 MPROVEMENT TEAM	INFORMATION	
			Table Of Contents
School Name	Monee Elementary		Overview and Directions
School Mission Statement	Empower each student to bright future.	positively impact the world for a	School Information
CM201U Mission Statement	Engage and empower our community and future.	students to positively impact their	<u>Literacy Action Plan Strategy 1</u>
			Literacy Action Plan Strategy 2
SIP Meeting Time			Math Action Plan Strategy 1
			Math Action Plan Strategy 2
SIP Meeting Dates			Resources Needed
August	September	October	Theory Of Action
8/x/2025 8/26/2025	9/9/2025 9/23/2025	10/7/2025 10/21/2025	
November	December	January	
11/4/2025 11/18/2025	12/2/2025 12/16/2025	1/13/2026 1/27/2026	
February	March	April	
2/10/2026 2/24/2026	3/10/2026 3/24/2026	4/7/2026 4/21/2026	
Мау	June	July	
5/5/2026 5/19/2026	6/x/2026 6/x/2026	7/x/2026 7/x/2026	
	Team Members		
Name	Position	Grade Level/Content Area (as applicable)	
Dr. Kiwana Sanders	Principal		
Myetta Ali	Assistant Principal		
Debbie Caserio	Instructional Coach		
Teresa Peterlin	Instructional Coach		
Kelly Lesnik	Teacher	Special Education Instructional	
Michelle Smith	Teacher	Special Education Resource	

Ashlee Navas	Teacher	2nd Grade	
Brenlin Montgomery-Maple	Teacher	5th Grade	
Sarah Haun	Teacher	4th Grade	
Kimberly Bailey	Teacher	5th Grade	

2025-2026 Monee Elementary SCHOOL IMPROVEMENT PLAN District Universal Anabasement Colors School Student Achievement God With a student center operation of the completing your benefit and assert your of the student demonstrate making your control of the student center operation of the completing your date of the	
District Literaccy Achievement Gool Toble of Contents School Student Achievement Gool Why are not for a facility intent with an expense or profession and activity of students demonstrate mastery or Content Achievement Gool Why are not for a facility with a facility or the student of completely pure of dotted or only list? Use dots to support Management for 57 students with makes a 7% increase in the facility of the student or completely pure of dotted or only list? Use dots to support Management for 57 students or students of the st	
Some of any students can actively interest with and comprehending peak level text and/or all early 1% of ductions and Disentations When the under your control of the students will make the proof of the students and t	
School Student Achievement Goal Not or more of our students will make growther private shared as measured by CFA. Who is fluident centred problems have been surfaced offer completing your data analysis? Use data to support your sestions. While there was 7% increase in student achievement on the WREA RAPS assessment shool-usic, subtract advisors in the promotion in Large, Action Plans Stategy 2 While there was 7% increase in student achievement on the WREA RAPS assessment shool-usic, subtract advisors in the student in the student and the VFA or students and the VFA or students of the Christian of the VFA or students and the VFA or students of the Christian of the VFA or students of the ACR or studen	
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Literacy Strategy #1 Strategy Statement Strategy Statement 100% of our teaches will considerely utilize higher other behaving excess starting seption instruction. What is your Theory of Action? When the preference to provide instructions at teaching for questioning and discussion, opportunities for state to collaborate to their architects to feet higher- order thinking arrange occurrately to calculate to feet higher- order thinking arrange occurrately to take for teacher planning and instruction, and communicate expectations for other higher period thrising questions, the structured, not donor in the period training feet instruction, and constructions for other higher-provider thinking questions, the necessary in the period special instruction to students crowned higher-order thinking questions, and in the period special period of seachers providing supplied instruction to accordingly. Which local to An increase in instudent engagement, such calculations initiately they regulate the instruction accordingly. Which local to	
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Inter two sec. In the specific processor of the processo	
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An increase in student engagement, students initiating high-quality student to student discourse, and rigorous academic	
opportunities for students.	
Implementation Plan	
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Revised Considerations for	
Original Due Date Children With Considerations For Other Subgroup Resources SY26 Implementation Quarterly Gools & Action Steps Who? Due Date (If needed) Dissolities (CWD) English Learners (EL) Considerations Metrics Needed Notes dividence	
Trimester I Gool Tockher will collaborate on strategies to build their capacity to create, ask, and the fill their capacity to create, ask, and their capacity to create, and their capacity to create, ask, and their capacity to create, and their capacity to create the create their capacity to create the create their capacity to create the create the create the create their capacity to create the c	
Action Step 1 Teachers will provide	
Facilitate PD sessions focused on Bloom's Taxonomy and Depth of Knowledge (I/OKI) to help learners design purposeful, higher-order questions.	
Facilitate PD sessions focused on Bloom's Taxonomy and Deight of Knowledge focilitate PD sessions focused on Bloom's Taxonomy and Deight of Knowledge focilitate Posters (DOK) to help teachers design purposeful, higher-order questions. SST Members will specific focilitate PD sessions focused on Bloom's Taxonomy and Deight of Knowledge focilitate Posters focilitate PD sessions focused on Bloom's Taxonomy and Deight of Knowledge focilitate PD sessions focil	
Action Step 2 SI Members will During Vertical PLCs, teachers will be provided an opportunity to create higher-order for facilitate Teacher thinking questions that will be used in spooming tessors. Work with \$6x5 store to ensure oppopping to ensure oppopping the supports for students assupport for students assure oppopping to ensure oppopping to students assure oppoping to ensure oppopping to ensure oppoping to ensure	
During Vertical PLCs, teachers will be provided an opportunity to create higher order for facilitate feaching thinking questions that will be used in upporting descents. If yet a provided, the provided programment of the programment of the provided progr	
Action Step 3 Work with Split team to Work with Exceptor team to Split Resources SLI Members will ensure scorlfolds and ensure scorlfolds and supportant student work from November 10 to 10 t	
During PLCs, baseders will be given the apportunity to reflect and examine student facilitate Teacher adherement and baseder practice. ### GOUNT SET AND THE ADDRESS OF TH	
Action Step 4 Gother input from SpEd	
opportment to allogour students in such students in such students in such classroom. Teachers will reflect the cultures of our provide specific students. The ill instruction will be discovered to the students of the studen	
PD will be given b teachers on how to analyze and plan for next steps using mastery manager CFAs. Cocoches 10/11/25 Cocoches 10/11/25 Cocoches	
Trimester 2 Goal Teachers will analyze student responses to make instructional decisions.	
Action Step1 District conches will facilitate 2 PDs on questioning strategies. District Conches Gather input from Spita	
Opportunities desployed work was exposed to leave the form to leave the forther reflect engage exposition and the control of t	
October 2025 students in each supports for students are first signs, share supports for students are first sign	
Action Step 2 Godden up from Splid Work with the Stranger from Splid Work with El reprod from Splid	
SIT Members will level to the treflect growing in reput on work work a Support vent work Facilitate PD on how to analyze and make instructional decisions based on facilitate Reacher student work student responses. student responses. student responses. facilitate RD on how to analyze and make instructional decisions based on facilitate Reacher students in each students and levels who are analyze summaries; onces from RR Cs student work.	
SET Members will receite and utilize higher-order questions to gather student facilitate Recher responses. SET Members will sevel that reflect students in each to reflect students in each to response engagement / x /25 classoom. region terms completion	
See Resources foothers will bring student responses to analyze and revise instruction. See Resources headed Tab	
Action Step 5 Gather input from SpEd department to applied for the free to be that the defect leaves that or effect leaves that or effect leaves the defect leaves the free free to provide titles to	
department to support for department to supp	
level questioning strologies. leachers	
Weekly ct SLT Members will Tuesdory levels that reflect general reput and to support student work	
Action Step 6 GFA contact will consider a contact from GFAC contact will consider a contact from GFAC contact will contact from GFAC conta	
Trimester's God! Based on data collected during peer and classroom observations, teachers will	
refine their questioning practices.	
Action Step 1 department to support of Work with gen-ed and EL	
Political anteriorización de l'entre de l'en	
Action step 2 Stelf will implement strategies acquired during professional development. Teachers Doly Gather input from Splid	
department to support. Work with fit support team to several to the support team to several to the support team to several to the support team to support s	
Staff will bring evidence of student work to analyze and revise instruction. engagement 3/37/26 classroom. Infigit teamers. notes from GR PCs	
Action Step 4 Gother input from SpEd	
At grade level PLC, teachers will analyze and plan for next steps after every ELA CFA. Grade level teams PLC stackers will analyze and plan for next steps after every ELA teams PLC stackers in each plan for next steps after every ELA teams PLC stackers in each plan for next steps after every ELA teams PLC stackers in each plan for next st	
CFA teams PLCs classroom. English Learners. student work analysis	_=====
Connections to 5 Essentials	
SF Sunnorting Select of	
SE Supporting Select ar Strategies three Effective Leaders Callaborative Toschers Families Supportive Environments Ambitious Instruction	
Action Steps	
In grade level and varical RF Cs, focus and varical RF Cs, focus and carelying student older, Teachers will porticipate in angular professional observations, cslow development or oround explicit instruction.	
best pruntices peer Teachers will porticipate in organic professional development or count against instruction.	
teachers to sharke loads sharker beass and the assentials survey and and give input when with staff around student to b	
setting gools. student discourse.	

	Include discussions at grade level team meetings that include strategies to increase rigor by including higher order thinking questions, questioning techniques, think pair share, etc.	Students will continue to angage in SSR for at least 20 minutes each day, applying skills and strategies for reading and understanding informational text.							

	2025-2026 Monee Elementary																				
	SCHOOL IMPROVEMENT PLAN																				
100% of students can	SCHOOL IMPROVEMENT PLAN District Literacy Achievement Goal actively interact with and comprehend grade-level text and/or at least 75% of students demons ssessments (CFAs). School Student Achievement Goal	strate mastery on			Table Of Contents																
					Overview and Directions																
By the end of the trim performance level hig post-assessment).	ester, 80% of students will demonstrate measurable growth in their written responses by scorin her when responding to the same extended response question administered at two different po-	ng at least one oints (pre- and			School Information																
What student cer	ntered problems have been surfaced after completing your data analysis? U your assertions.	lse data to suppor	rt		Literacy Action Plan Strategy 1																
Based on SY 24 IAR report, 4th grade shot What is	data, 3rd grade demonstrates a need to focus on literary elements and written expression. Bas slid focus on "bubble" kids, the kids who were approaching expectations. 5th grade demonstrate the student centered problem you will address in this SIP? Use data to support your	sed on test breakdown les a need to focus on decision.	1		Literacy Action Plan Strategy 2 Math Action Plan Strategy 1																
	esponding to higher-order thinking questions in writing provides an opportunity to apply learned at is the root cause of the student centered problem? Link your root cause analysis it				Math Action Plan Strategy 2																
	ting consistent opportunities for students to engage with higher-order thinking questions collec-				Resources Needed Theory Of Action																
	Literacy Strategy #2																				
100% of classroom to	Strategy Statement achers will provide explicit instruction to improve written responses to higher order thinking que	estions.																			
	What is your Theory of Action?																				
ff we provide professions to collaborate to sh	al development to provide instructional strategies for questioning and discussion, of all area activities to foster higher-order thinking, arrange accountable tasks for teacher mmunicate expectations for daily higher-order thinking questions.	pportunities for staff r planning and	f																		
	mmunicate expectations for adily nighter-order trinking questions. Justice of teachers providing explicit instruction to students around higher-orde student responses, and adjusting instruction accordingly.																				
	student responses, and adjusting instruction accordingly ent engagement, students initiating high-quality student to student discourse, and audents.																				
opportunities for st	udents	<u></u>				Implementat	ion Plan														
												September	October	November	SIP To	eam Progre	ess Monito	ring March	April	May	June
			Original	Revised Due Date	Considerations for Children With Disabilities (CWD)	Considerations For	Other Subgroup	Metrics	Resources		Link to collected								·	•	
Trimester 1 Goal	SY26 implementation Quarterly Goals & Action Steps 100% of K-5 toochers will provide explicit instruction and strategies to develop students' ability to produce written responses to higher-order thinking	Who?	Due Date	(II needed)	(CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence										
	questions related to narrative writing.																				
Action Step 1	Grade-level teams will identify a common literary passage and create a higher-order question to administer as both a pre- and post- student response assessment.	Teachers	9/23/25		Collaborate SpEd teachers to modify assessments to align to students IEP needs.	Collaborate with EL teacher to include supports for EL students		Pre- and post assessement completion													
Action Step 2		Teachers	9/30/25		Gather input from SpEd department to support levels that reflect students in each	Collaborate with EL teacher to include supports for EL															
Action Step 3	Grade-level teams will create a rubric for the student response.	reachers			Work with SpEd team to ensure scaffolds and supports for students with IEPs are	Work with EL support team to		Completion of rubric Assessment													
Action Step 4	Teachers will give the pre-assessment.	Teachers SLT members will facilitate teacher	Week of 10/6/25		provided.	provided.		outcomes	See Resources Needed Tab												
Action Step 5	Teachers will be provided an opportunity analyze the pre-assessment and develop next steps.	engagement	10/14/25		Work with SpEd team to ensure	Work with EL support team to	3														
	Teachers will give the post-assessment	Teachers	TBD per grade level teams		Work with SpEd team to ensure scaffolds and supports for students with IEPs are provided.	ensure scaffolds and supports for students are provided.		Assessment outcomes													
	Teachers will be given the opportunity to reflect and examine student achievement and teacher practice.		Weekly at Tuesday morning GL PLCs					Teacher selected professional study group that aligns to data-driven needs													
Action Step 6 Trimester 2 Goal			rius					data-diwell fleeds													
	100% of K-5 teachers will provide explicit instruction and strategies to develop students' ability to produce written responses to higher-order thinking questions related to informational writing.																				
Action Step 1	Grade-level teams will identify a common informational passage and create a higher-order question to administer as both a pre- and post- student response assessment	Tenchers	11/13/25		Gather input from SpEd department to support levels that reflect students in each classroom.	Work with EL support team to ensure appropriate resources are avaiolable for	r	Pre- and post assessement completion													
Action Step 2	USSUSSITIRITI.	reactions			Gather input from SpEd department to support levels that reflect students in each classroom.			completion													
Action Step 3	Grade-level teams will create a rubric for the student response.	Teachers	11/18/25		classroom. Work with SpEd team to ensure scaffolds and supports for	students Work with EL support team to ensure scaffolds and		Completion of rubric													
Action Step 4	Teachers will give the pre-assessment.	Teachers	Week of 11/24/25		Work with SpEd team to ensure scaffolds and supports for students with IEPs are provided.			Assessment outcomes student work	See Resources Needed Tab												
. cuon step 4	Teachers will be provided an opportunity analyze the pre-assessment and	SLT members will facilitate teacher			Gather input from SpEd department to support levels that reflect students in each	Work with EL support team to gather input and to support students at all levels who are		student work analysis summaries; notes from GL PLCs; 15-Day challenge													
Action Step 5	develop next steps.		12/2/25 TBD per		classroom. Work with SpEd team to ensure scaffolds and supports for students with IEPs are provided.	English Learners. Work with EL support team to ensure scaffolds and		pians													
Action Step 6	Teachers will give the post-assessment	Teachers	TBD per grade level teams Weekly at		students with IEPs are provided.	supports for students are provided.		Assessment outcomes teacher reflection artifact; student													
	Teachers will be given the opportunity to reflect and examine student achievement and teacher practice.	Teachers	Tuesday morning GL PLCs					artifact; student work; item analysis of DOK performance													
Trimester 3 Goal	100% of K–5 teachers will provide explicit instruction and strategies to develop students' ability to produce written responses to higher-order thinking questions related to an individual area of need.																				
Action Step 1	questions related to an individual area of need.				Gather input from SpEd	Work with EL support team to															
	Grade-level teams will identify a common passage and create a higher-order question to administer as both a pre- and post- student response assessment.		3/17/25		Gather input from SpEd department to support levels that reflect students in each classroom.	ensure appropriate resources are avaiolable for English Learners		Pre- and post assessement completion													
Action Step 2					Gather input from SpEd department to support levels that reflect students in each classroom.	Collaborate with EL teacher to include supports for EL															
Action Step 3	Grade-level teams will create a rubric for the student response.		3/24/25		classroom. Work with SpEd team to ensure scaffolds and supports for students with IEPs are provided.	students Work with EL support team to ensure scaffolds and		Completion of rubric	See Resources Needed Tab												
Action Step 4	Teachers will give the pre-assessment.		Week of April 7th		students with IEPs are provided.	supports for students are provided.		Assessment outcomes analysis summary; 15-Day challenge	Needed 100												
Action Step 5	Teachers will be provided an opportunity analyze the pre-assessment and develop next steps.		April 14, 2025		Work with SpEd team to ensure	Work with EL support team to		15-Day challenge plans													
	Teachers will give the post-assessment		TBD per grade level teams		Work with SpEd team to ensure scaffolds and supports for students with IEPs are provided.	ensure scaffolds and supports for students are provided.		Assessment outcomes													
Action Step 6	Teachers will be given the opportunity to reflect and examine student achievement and teacher practice.		Weekly at Tuesday morning GL PLCs					teacher reflection artifact; student work; item analysis													
	Connection	ns to 5 Ess	entials					of DOK performance													
	· · · · · · · · · · · · · · · · · · ·																				

5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Ambitious Instruction							
ction Steps			In grade level and vertical PLC's, focus on analyzing student data; best practices; peer observations; allow teachers to share ideas and give input when setting goals.		Share BEssentials survey data with staff around student to student discourse.	Teachers will participate in angoing professional development around explicit instruction.							
					Include discussions at grade level team meetings that include strategies to make learning more rigorous by including higher order thinking questions, questioning techniques, think pair share, etc.	Students will continue to engage in SSR for at least 20 minutes each day, applying skills and strategies for reading and understanding informational text.							

		2025-2026	Monee Elementary			1																			
			MPROVEMENT PLAN A Achievement Goal					Table Of Contents																	
100% of students o	an perform	at grade-level expec	tations and/or at least 75%	of students der	monstrate mastery	,																			
on Common Form	ative Asses	ssments (CFAs). School Stude	nt Achievement Goal					Overview and Directions School Information																	
		ister grade-level priority sta	ndards as measured by CFAs.					Literacy Action Plan Strategy 1																	
What student cen	tered probl	lems have been surfa	ed after completing your d ur assertions.	lata analysis? U	lse data to support			Literacy Action Plan Strategy 2																	
								Math Action Plan Strategy 1																	
What is t	he student	centered problem you w	ill address in this SIP? Use date	a to support your	decision.			Math Action Plan Strategy 2																	
								Resources Needed																	
Who	at is the root	cause of the student ce	ntered problem? Link your roo	t cause analysis	here.			Theory Of Action																	
			Strategy #1																						
100% of our teachers	will consistent		egy Statement ng questions during explicit instru	ction.																					
		What is you	r Theory of Action:	,																					
		Wildt is you	i ilicory or Action.																						
If we provide professiona	l developme	ent to provide instruction	al strategies for questioning a	and discussion, o	pportunities for staff																				
to collaborate to she instruction, and con	are activitie: nmunicate e	s to foster higher-order t expectations for daily hig	al strategies for questioning a hinking, arrange accountable her-order thinking questions.	tasks for teacher	r planning and																				
			licit instruction to students are truction accordingly																						
Which leads to																									
An increase in stude opportunities for stu	nt engagen idents.	nent, students initiating I	nigh-quality student to studen	nt discourse, and	rigorous academic																				
									Implementa	ition Plan															
																S	0.1		SIP T	eam Progr	ess Monito	ring			- Inc.
							Revised	Considerations for								september	October	November	vecember	January	rebruary	March	April	May	June
	s	Y26 Implementation	Quarterly Goals & Actio	on Steps	Who?	Original Due Date	Due Date (if needed)	Considerations for Children With Disabilities (CWD)	Considerations For English Learners (EL)	Other Subgroup Considerations	Metrics	Resources Needed		Notes	Link to collected data/evidence						1				
Trimester 1 Goal	Teachers and facilit	will collaborate on strat tate questions.	egies to build their capacity t	o create, ask,				, , , , , , , , , , , , , , , , , , ,	, ,																
Action Step 1											15-day challenge														
	Feet		Bloom's Taxonomy and Depth of		SLT Members will				Teachers will use EL/SIOP		15-day challenge plans; Student Artifacts, pg. 38, Figure 3.2 of The 15-Day Challenge										1	1			
	(DOK) to h	PD sessions focused on I nelp teachers design purp	Bloom's Taxonomy and Depth on soseful, higher-order questions	of Knowledge	SLT Members will facilitate Teacher engagement	9/19/2025		Teachers will provide specific accommodations for CWD.	strategies with English Learners.		Figure 3.2 of <u>The</u> 15-Day Challenge		Provide DOK levels	and descriptors; items unde Metrics											
Action Step 2	T	-/# b /d - d	lunity to create higher-order thi					Work with SpEd team to ensure scaffolds and	Work with EL support team to ensure appropriate resources are avaiolable for English Learners	•													ı		
	that will be	will be provided an oppore used in upcoming lesso	lunity to create higher-order thi ns.	inking questions	SLT Members will facilitate Teacher engagement	9/26/25		supports for students with IEPs are provided.	resources are avaiolable for English Learners Work with EL support team to		Teacher created questions	Con Bosouroon													
Action Step 3	T		to reflect and examine student act		SLT Members will facilitate Teacher engagement						student work; item analysis of DOK	See Resources Needed Tab											ı		
Action Step 4	teacher pra	ill be given the opportunity ictice.	o retlect and examine student acr	nievement and	engagement	9/26/25		work with space team to ensure scaffolds and supports for students with IEPs are provided. Gather input from SpEd department to support levels that reflect students in each classroom.	English Learners		performance														
Action Step 4	Teachers	will participate in peer of	oservations to observe colleag	use uring higher		Week of		department to support levels	teacher to provide titles to		15-Day Challenge												ı		
Action Step 5	level ques	tioning strategies.	sacrations to observe contag	gaes asing ingine	Admin	Week of 9/29/25		classroom.	students.	Strategies for Tier II and	Plans, Walk-through Data														
	PD will be g	given to teachers on how to	analyze and plan for next steps u	sing mastery				Teachers will provide specific accommodations for CWD.	Teachers will use EL/SIOP strategies with English	Tier III instruction will be shared during Grade	15-Day Challenge												ı		
	manager C				Coaches	10/3/25		accommodations for CWD.	Learners.	Level PLCs.	Plans									8					
Trimester 2 Goal	Teachers	will analyze student res	ponses to make instructional	decisions.																					-
Action Step 1	District co	aches will facilitate 2 PD	on questioning strategies.						Teachers will use EL/SIOP	Strategies for Tier II and Tier III instruction will be															
					Coaches	11/17/25		Teachers will provide specific accommodations for CWD.	strategies with English Learners.	shared during Grade Level PLCs.	15-Day Challenge Plans														
Action Step 2										Include learning to ensure gifted, talented and advanced learner													ı		
	Facilitate I	PD on how to analyze an	d make instructional decisions	s based on	SLT Members will facilitate Teacher			Include learning to ensure	Include learning to ensure EL	L students have		See Resources Needed Tab											ı		
Action Step 3	student re	sponses.			facilitate Teacher engagement			CWD have appropriate differentiated supports.	differentiated supports.	differentiated supports.	analysis summary	Needed 10D													
	Teachers	will create and utilize hig	her-order questions to gather	student	SLT Members will facilitate Teacher			Gather input from SpEd department to support levels that reflect students in each	ensure appropriate resources are avaiolable for	r	Pre- and post assessement completion												ı		
Action Step 4	responses	L.			engagement Teachers	11/21/26		classroom.	English Learners		completion														
			ses to analyze and revise instr			12/5/25 Weekly at Tuesday																			
Action Step 5	At grade le	evel PLC, teachers will ar	alyze and plan for next steps o	after every Math	Grade level Teachers	morning Gt																			
						rius																	3		
Trimester 3 Goal	Based on refine the	data collected during p ir questioning practices	eer and classroom observatio	ons, teachers wil																					
Action Step 1								Gather input from SpEd	Work with gen. ed. and El.																
	Facilitate	differentiated PD to ct-ff	based on interest and studen	t needs	SLT Members & Admin.	TBD		Gather input from SpEd department to support levels that reflect students in each classroom.	reflect the cultures of our		Lesson Plans, Walk-through Data														
Action Step 2 Action Step 3	Staff will in	nplement strategies acc	uired during professional dev	elopment.	Teachers	Daily 3/27/25		Cidasidumi	and diffic.		u=ougirisata	See Resources Needed Tab													
Action Step 3 Action Step 4			work to analyze and revise in:			3/27/25 Weekly at Tuesday						Needed 1db													
	At grade is	evel PLC, teachers will ar	alyze and plan for next steps	after every Math	Teachers	morning Gt PLCs																			
	Select at		Con	nection	s to 5 Esse	ntials																			
5E Supporting Strategies	least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Env	vironments		Ambitious	Instruction																
			In grade level and vertical PLC's, focus on analyzing student data;																						
			analyzing student data; best practices; peer observations; allow																						
			teachers to share ideas		Share 5Essentials	survey data		Teachers collaboratively plan	math instruction that builds h	higher level critical															
Action Steps			and give input when setting goals.		with staff around s student discourse	t.		Teachers collaboratively plan thinking skills, making connec	tions when using manipulativ	res.															
					Include discussion level team meetin include strategies rigor by including thinking questions techniques, think p	ngs that to increase																			
					rigor by including thinking questions	higher order s, questioning	9	Questions are planned prior t teachers probe students to the	o instruction, and the majority	are DOK level 2, 3, and 4;															
					techniques, think p etc.	pair share,		questions.																	
								Teachers intentionally relate	lain how they solved math pro math concepts to authentic, re	oblems. eal life uses and															
								experiences. Teachers deeply focus on an																	
								mathematical concepts.																	

	2025-2026 Monee Elementary																					
	SCHOOL IMPROVEMENT PLAN																					
100% of students co	District Math Achievement Goal on perform at grade-level expectations and/or at least 75% of students demi	onstrate master	rv			Table Of Contents																
on Common Formo	on perform at grade-level expectations and/or at least 75% of students demi ative Assessments (CFAs).		.,			Overview and Directions																
By the end of the year.	School Student Achievement Goal 80% of students will demonstrate grade level fluency.					School Information Literacy Action Plan Strategy 1																
	ered problems have been surfaced after completing your data analysis? Use	data to suppor	rt																			
	your assertions.					Literacy Action Plan Strategy 2																
What is th	ne student centered problem you will address in this SIP? Use data to support your di	ncirion				Math Action Plan Strategy 1 Math Action Plan Strategy 2																
Wildelia	a addent centered problem you will doubted in this oil . One data to support you di																					
What	is the root cause of the student centered problem? Link your root cause analysis he	re.				Resources Needed Theory Of Action																
	Math Strategy #2																					
	Strategy Statement																					
100% of classroom tead	chers will provide explicit instruction on grade level fluency.																					
If we																						
provide a systematic with accountability a	approach to building students mathematical fluency anchored in pre- and post- and shared practices	ssessment data																				
Then we see	to make instructional decisions around math fluency																					
Which leads to																						
students increase the	eir mathematical fluency and automaticity.																					
		_								_			_			SIP Ten	m Progress	Monitori	na			
													September	October	November	December .	January Fo	ebruary	March	April	May	June
			Original	Revised Due Date	Considerations for Children With	Considerations For	Other Subgroup		Resources			Link to collected										1
Trimester I Goal	SY26 Implementation Quarterly Goals & Action Steps By the end of Trimester 1, 70% of students will demonstrate foundational fluency	Who?	Due Date	(if needed)	Disabilities (CWD)	Considerations For English Learners (EL)	Considerations	Metrics	Needed		Notes	data/evidence							\longrightarrow	+		
	By the end of Trimester 1, 70% of students will demonstrate foundational fluency by accurately solving grade-level math facts using the CPA structure.																					
Action Step 1							Include learning to															
					Include learning to ensure CWD have	Include learning to ensure El	and advanced learner students have															ı
	PD on evidence based practices and fluency vs. automaticity.	Coaches	9/9/25		appropriate	atadema nave appropriate	appropriate															
Action Step 2							Include learning to ensure gifted, talented															
					Collaborate SpEd teachers to modify	Collaborate with EL teacher to include supports for EL students	and advanced learner students have		See Resources													ı
	Grade level teams will identify pre and post fluency assessments.	Teachers	9/5/25 & 9/12/25		assessments to align to students IEP needs.	to include supports for EL students	appropriate differentiated supports.	Pre- and post assess	Needed Tab													
Action Step 3						Work with EL support team to ensure appropriate resources are available for English Learners	Include learning to ensure gifted, talented															1
	Grade level teams will plan weekly CPA-aligned fluency lessons. A lesson will be 5 minutes a day focusing on one strategy.				Work with SpEd team to ensure scaffolds and	Work with EL support team to ensure appropriate	and advanced learner students have															ı
		Teachers			with IEPs are provided.	English Learners	differentiated supports.	Teacher created questions														
	Teachers will administer pre-assessment and use the results to plan for future instruction.	Teachers	Week of 9/22/25					Lesson plans & analysis summary														
Action Step 5	Teachers will implement their CPA fluency lessons.	Teachers	Effective 9/29/25					walk-through data														
Action Step 6	Techers will administer post-assessment and use results to plan for future	Teachers	TBD per grade level teams					Lesson plans &														
Action Step 7	instruction.	reachers	Weekly at Tuesday					analysis summary analysis summay:											-			
	At GLPLC, teachers will bring assessment data to reflect and discuss student achievement and teacher practice.	Teachers	morning GI					shared strategy depository														
		Teachura	1003					Gupository														
Trimester 2 Goal	By the end of Trimester 1, 75% of students will demonstrate foundational fluency by accurately solving grade-level math facts using the CPA structure.																					
					Teachers will provide	Teachers will use EL/SIOP	Strategies for Tier II and													_		
	Provide PD focused on building teacher capacity to strengthen student math fluency and support the development of automaticity through targeted differentiated instructional strategies giftened to student needs	SLT Members	stataa		specific accommodations for	strategies with English	shared during Grade															
Action Step 2	differentiated instructional strategies aligned to student needs.	SLI Members	1/0/20		CWD.	Learners.	Include learning to															
					Collaborate SpEd	Collaborate with El teacher	and advanced learner															ı
	Grade level teams will identify pre and post fluency assessments.	Teachers with Admin feedback	k 1/13/26		assessments to align to students IEP needs.	Collaborate with EL teacher to include supports for EL students	appropriate differentiated supports.	Pre- and post assess	54										ا			
Action Step 3	Grade level teams will identify pre and post fluency assessments. Grade level teams will plan weekly CPA-aligned fluency lessons. A lesson will be 5 minutes a day focusing on one strategy.						,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		See Resources Needed Tab													
Action Step 4		Teachers	1/27/26		Teachers will provide		Strategies for Tier II and												-	-		
•	Teachers will administer pre-assessment and use the results to plan for future	Teachers	Week of		specific accommodations for	Teachers will use EL/SIOP strategies with English Learners.	Tier III instruction will be shared during Grade															
Action Step 5	instruction.	Teachers	2/2/26		CWD. Teachers will provide	Learners.	Level PLCs.	Lesson plans														
			Effective		Teachers will provide specific accommodations for CWD	Teachers will use EL/SIOP strategies with English Learners.																
	Teachers will implement their CPA fluency lessons.	Teachers	TDD		CWD.	Learners.		Lesson plans														
Action Step 6	Techers will administer post-assessment and use results to plan for future instruction.	Teachers	grade level teams					analysis summaries; lesson plans														
Action Step 7	At RIC teachers will bring apparement date to reflect and discuss at a	Teachers, facilitated by SL	Weekly at Tuesday																			ı
	At PLC, teachers will bring assessment data to reflect and discuss student achievement and teacher practice.	Members	PLCs PLCs																بلجي			
Trimester 3 Goal	By the end of Trimester 1, 80% of students will demonstrate foundational fluency by accurately solving grade-level math facts using the CPA structure.																					
	by accurately solving grade-level main facts using the CPA structure.																====	==				3
Action Step 1	Provide PD focused on building teacher capacity to strengthen student math		2/24/26-2/		Teachers will provide specific	Teachers will use EL/SIOP	Strategies for Tier II and Tier III instruction will be															ı
	Provide PD focused on building teacher capacity to strengthen student math fluency and support the development of automaticity through targeted differentiated instructional strategies aligned to student needs.	SLT Members	27/26		cwb.	Teachers will use EL/SIOP strategies with English Learners.	Level PLCs.															
Action Step 2					Collaborate Sect	Collaborate with EL teacher	Include learning to ensure gifted, talented															ı
		Teachers with			teachers to modify	Collaborate with EL teacher	students have	Pre- and post														ı
Action Step 3	Grade level teams will identify pre and post fluency assessments. Grade level teams will plan weekly CPA-aligned fluency lessons. A lesson will be 5 minutes a day focusing on one strategy.	Admin feedback	k 3/3/26		students IEP needs.	to include supports for EL students	differentiated supports.	completion	See Resources Needed Tab													
. Accommonded a	minutes a day focusing on one strategy.	Teachers	3/10/26																ر ا	، ا		
Action Step 4	Teachers will administer pre-assessment and use the results to plan for future	reactions	TBD per grade level teams																			
Action Step 5	instruction.	Teachers	teams					Lesson plans											_			
	Teachers will implement their CPA fluency lessons.	Teachers	3/16-5/21/2 6					Lesson plans											، ا	، ا		
	Techers will administer post-assessment and use results to plan for future	Teachers	TBD per grade level																			
Action Step 6								Lesson plans														

Action Step 7	At PLC, tead achieveme	thers will bring assessment and teacher practice.	nt data to reflect and discuss	s student	Teachers, Tues facilitated by SLT mor Members PLCs	ning GL									
			Conr	nections	to 5 Essentia	ıls									
5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environm	ents	Ambitious Instruction								
Action Steps			In grade level and vertical PLC's, focus on analyzing student data; best practices; peer observations; allow teachers to share ideas and give input when setting goals.		Share BEssentials surve with staff around studer student discourse.		Teachers collaboratively plan math instruction that build thinking skills, making connections when using manipula	s higher level, critical tives.							
					Include discussions at g level team meetings to include strategies to inc rigor by including highe thinking questions, questioning techniques pair share, etc.	at crease r order	Questions are planned prior to instruction, and the major and 4, teachers probe students to think deeply when rest thinking questions.	ity are DOK level 2, 3, conding to higher level							
							Students are expected to explain how they solved math p	oroblems.							
							Teachers intentionally relate math concepts to authentic experiences.								
							Teachers deeply focus on and measure students' concep mathematical concepts.	tual understanding of							

		Re	esources Needed				
Strategy	Description of Resource Needed	Existing/New	Cost	Total Cost	Funding Source	Completed Requisition Form	Table Of Contents
							Overview and Directions
							School Information
							Literacy Action Plan Strategy 1
							Literacy Action Plan Strategy 2
							Math Action Plan Strategy 1
							Math Action Plan Strategy 2
							Resources Needed
							Theory Of Action

	Theory Of Action	
		Table Of Contents
ndicators of	a Quality SIP: Theory of Action	Overview and Directions
Theory of Actio	n is grounded in research or evidence based practices.	School Information
Theory of Actio	n is an impactful strategy that counters the associated root cause.	<u>Literacy Action Plan Strategy 1</u>
identified in the	on explicitly aim to improve the experiences of student groups, e Goals section, in order to achieve the goals for selected metrics.	Literacy Action Plan Strategy 2
(desired staff/s	n is written as an "If we (x, y, and/or z strategy), then we see student practices), which results in (goals)"	Math Action Plan Strategy 1
All major resou are considered	rces necessary for implementation (people, time, money, materials) to write a feasible Theory of Action.	Math Action Plan Strategy 2
		Resources Needed
with the cons	effect. It connects the actions of teacher sequences of their actions-the learning and soft of their students.	Theory Of Action
	Sample Theory Of Action	
Student Cent	Students do not have a conceptual e understanding of place value.	
If we	consistently use hands-on manipulatives, following the learning model of Dale's Cone of Experience	
Then we see	teachers intentionally using hand on materials on a daily basis	
Which will re	students developing a deeper conceptual understanding of place value.	
Student Cent	Students struggle with reading grade level text because they don't have strategies for e learning unknown vocabulary.	
If we	identify key vocabulary words needed to understand grade level content, then consistently use them while intentionally building background knowledge prior to reading	

Then we see	teachers prov appropriate b allow students grade level te	riding students v ackground knov s to effectively ir xt	vith the wledge to nteract with			
Which will res		essfully interact	ing with grade			
Student Cente						
If we						
Then we see						
Which will res						

	District Achievement Goal				Margo-815.501.5838	margo.sickele@cecweb.org																	
TBD based upon new E	District Strategic Plan																						
School Student Achievement Goal By ECY, the percentage of students scoring in the lowest 20th percentile will be reduced by 6% and the percentage of students scoring above																							
By EOV, the percentage of students scoring in the lowest 20th percentile will be reduced by 6% and the percentage of students scoring above the 61st percentile on the MAP Assessment will increase by 6%.																							
What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.																							
ALL category of students struggled in undestanding place value and properties of operations to perform multi-digit arithmetic (I.NBTLA Use piece values undestanding and properties of operations to perform until-digit arithmetic). The Median RRT score decreased by 4 points from Fall to Witnet (2nd Grade) and by 3 points (for grade). Student scores in place value undestanding have remained asteally for the salt 2 years, Fall to Witner in the 2022/23 School very 2.5% perclaimed 1.5%, Fall to Witner in the																							
		all to Winter in the proficient.																					
aggregate school wid	le data.																						
What is the	student centered problem you will address in this Action Plan. Use data to support yo	ur decision.																					
ALL category of stude operations to perform	ents struggled in using place value understanding (3.NBTA: Use place value understandin multi-digit arithmetic). The Median RIT score decreased by 4 points from Fall to Winter fudent scores in place value understanding have remained steady for the last 2 years; 32% proficient to 34%, Fall to Winter in the 2022-23 School Year: 32% proficient to 34%.	ng and properties of 2nd Grade) and by 3	3																				
points (3rd grade). St 2022-23 School Year	tudent scores in place value understanding have remained steady for the last 2 years. Fal: 32% proficient to 34%. Fall to Winter in the 2022-23 School Year: 32% proficient to 34%.	I to Winter in the Fall to Winter in																					
the 2023-24 School Y	rear: 28% proficient to 31% proficient, aggregate school wide data.																						
	t is the root cause of the student centered problem? Link your root cause analysis i																						
	is the root cause of the student centered problem? Link your root cause analysis is sistently using hands on manipulative materials with students to support their development.																						
understanding.																							
	Math Strategy #1 SAMPLE																						
100% of math tea	Strategy Statement chers will use hands on manipulative materials at least four times per we	ek in order to																					
build student con	ceptual understanding of place value.	JCK III OIGCI 10																					
	What is your Theory of Action?																						
Student Centered	Students do not have a conceptual understanding of place value, and properties of operations.																						
If we																							
consistently use han Experience	ds-on manipulatives, following the learning model of Dale's Cone of																						
Then we see	y using hands on manipulative materials on a daily basis																						
Which leads to																							
	a deeper conceptual understanding of place value.																						
							Imp	lementatio	on Plan														
			Original	Revised Due Date	Considerations for Children With	Considerations For English Learners (EL)	Other Subgroup		Resources			Link to collected	August	September	October	November	December	January	February	March	April	May	June
Trimester 1 Goal	SY25 Implementation Quarterly Goals & Action Steps All teachers learn how to use a variety of math manipulative materials during whole group and small group instruction.	Who?	Due Date	(if needed)	Disabilities (CWD)	English Learners (EL)	Considerations	Metrics	Needed		Notes	data/evidence	<u> </u>	-				<u> </u>	لنـــــــــــــــــــــــــــــــــــــ	\vdash	\vdash		-
minester room	group and small group instruction.																						
Action Step 1		Administrators					Review extension										_						
		Administrators, SIP team, Instructional				Work with EL support team to ensure appropriate manipulatives are available for English Learners	materials to ensure inventories include												!	1	1	, '	1
	Ensure all teachers have appropriate math manipulatives for their math program (inventory, review recommended lists, purchase, unpack, inventory, then store in	Coaches, Teachers	8/21/2024		ensure all IEP needs are	manipulatives are available	talented, and advance	d Inventory lists, purchase orders											l'			·'	Í
Action Step 2	ciassrooms.	reachers	8/21/2024																\vdash				
					Include learning to	Include learning to ensure EL students have appropriate differentiated supports.	ensure gifted, talented and advanced learner												!	1	1	, '	1
		SIP Team, Instructional Coaches	8/31/2024		appropriate	Include learning to ensure EL students have appropriate	students have appropriate	Agenda, PL materials, attendance lists.											l!	1!	1	·'	l
Action Step 3	Provide professional learning to all math teachers during SIP day (August 30, 2024).	Codenes	8/31/2024		Teachers will provide	amerentiatea supports.	Teachers will allow	attendance lists.	See Resources Needed Tab	e Resources eeded Tab													
	All teachers will practice using manipulatives during small group differentiated instruction for the remainder of trimester 1 for all learning goals and outcomes.	Math Teachers			specific accommodations for CWD.	Teachers will use EL/SIOP strategies with English Learners.	students to explore manipulatives	Data Collection	Needed 1dD										l!	1	1	'	Ì
Action Step 4	instruction for the remainder of trimester 1 for all learning goals and outcomes.	Math Teachers	11/19/2024					Data Collection spreadsheet Observation tool,											_				1
	SLT will develop an observation tool and share with PLCs.	SLT	9/20/2024		include specific focus for CWD	Observation tool will include specific focus for EL		meeting agenda, attendance sheets.															
Action Step 5	Teachers will conduct peer observations, using observation tool, then will provide							Peer observation															
Action Step 6	Teachers will conduct peer observations, using observation tool, then will provide feedback during PLC meetings.	Math Teachers			CWD	Observation tool will include specific focus for EL	Larron plans will includ	data spreadsheet, PLC agendas															
accon step o	Instructional coach will work with PLCs to develop lesson plans that intentionally include math manipulatives during small group instruction, including formative	Math Teachers, Instructional Coach	Nov. 1-Nov. 19,		Lesson plans will include	Lesson plans will provide	Lesson plans will includ extension options for gifted talented and	formative data											!	1	1	, '	1
	OSSESSITIONIS.				supports for CWD.	Lesson plans will provide language supports for EL	advanced learners.	collection spreadsheet. Formative Data															
Action Step 7	PLCs will review formative assessment data to determine effectiveness of instruction.	PLCs, Instructional	Nov. 1-Nov. 19,		Discussions will include	Discussions will include disaggregated data.	Discussions will include	Review, PLC												1	1	· '	
	1 ECS WILL GOVERNMENT OF GRANDER OF THE STREET OF THE STRE	COUCING	2024		usaggregated data.	diadggregated data.	uisaggregates auta.	GIACUSAGII I IOCUS.															
Trimester 2 Goal	All teachers use math manipulatives at least 3 days per week with students during small group instruction.																						
Action Step 1							Lesson plans will include	io.															
	PLCs develop small group instruction plans that include the use of math				Lesson plans will include accommodation	Lesson plans will provide language supports for EL	Lesson plans will includ extension options for gifted, talented, and												'				ĺ
Action Step 2	manipulatives	PLCs	11/20/2024					PLC agendas Formative student															
Action Step 3	Teachers deliver instruction and collect formative student learning data.	Math teachers	12/6/2024		Observation tool will			Formative student data	See Resources Needed Tab														
	PLCs conduct neer observation data during small aroun instruction	PLCs	12/13/2024		include specific focus for	Observation tool will include specific focus for EL		Peer observation	Needed Tab										l!				
Action Step 4	PLCs conduct peer observation data during small group instruction. PLCs analyze and modify instruction based on implementation and student formative	PLCs	12/13/2024			aparamo rocus ror co		PLC agendas, lessor plans.															
Action Step 5	acta. Teachers administer summative assessments and analyze student performance							Student summative data, PLC agendas															
Action Step 5	acta.	PLCs	1/31/2025					PLC agendas, peer observation data,															
	Repeat Cycle (Steps 1-5)	PLCs	3/7/2025					observation data,															
Trimester 3 Goal	All teachers use math manipulatives at least 4 days per week with students during whole group and small group instruction.																						
Action Step 1					Lesson plans will include		Lesson plans will includ extension options for	e						T		J			1 7	1 7	ı 7	, 7	1
	PLCs develop whole group instruction plans that include the use of math manipulatives	PLCs	3/21/2025		accommodation supports for CWD.	Lesson plans will provide language supports for EL	gitted, talented, and advanced learners.	PLC agendas															
Action Step 2	Teachers deliver instruction and collect formative student learning data.	Math Teachers	4/11/2025					Formative student data	See Decoure														
Action Step 3					Observation tool will include specific focus for	Observation tool will include specific focus for EL		Peer observation	See Resources Needed Tab														
Action Step 4	PLCs conduct peer observation data during whole group instruction. PLCs analyze and modify instruction based on implementation and student formative data.	PLCs	4/18/2025		CMD	specific focus for EL		data. PLC agendas, lessor plans.															
Action Step 5	data. Teachers administer summative assessments and analyze student performance		4/25/2025					plans.															
Anthon Store S	data.	PLCs	4/30/2025					Student summative data, PLC agendas															
Action scep 6	Repeat Cycle (Steps 1-5)	PLCs	5/23/2025					PLC agendas, peer observation data,															1
	Connections	to 5 Esser	tials																				
EE Gunnant'	Select at Select at	O J LSSE	idelia																				
5E Supporting Strategies	least three Effective Leaders Collaborative Teachers Involved Families	Supportive E	nvironments		Ambitious Instr	uction																	
Action Steps	Use PLC time to work																						
	Actively participate in professional learning from manipulatives.	Ensure math mar inventoried, order	ipulatives are ed, and placed	Teachers collai	boratively plan math instru	action that builds higher level, s when using manipulatives.																	
	manipulatives.	iii diassrooms		critical thinking	skills, making connections	when using manipulatives.																	
	Attend PLCs to help problem solve and review constructive feedback to data. Attend plCs to help problem solve and review constructive feedback to desure continued growth and feeming for gill.	Ensure all student	s know they are idults believe in	Questions are	planned prior to instruction	, and the majority are DOK to think deeply when ons.																	
	data. ensure continued growth and learning for all.	them.		level 2, 3, and 4 responding to I	teachers probe students higher level thinking questi	to think deeply when ons.																	
				, , , , , , , , , , , , , , , , , , , ,																			

Observe math instruction and provide constructive feedback.	Provide multiple opportunities for students to show their learning.	Students are expected to explain how they solved math problems.								
Consistently share expectations for manipulative usage, and share data with all staff.		Teachers intentionally relate math concepts to authentic, real life uses and experiences.								
		Teachers deeply focus on and measure students' conceptual understanding of mathematical concepts.								