

CRETE-MONEE BOARD OF EDUCATION

Regular Meeting – September 15, 2026

TITLE I SCHOOLWIDE AND SCHOOL IMPROVEMENT PLANS

Prepared by: Dr. Ghantel Perkins, Assistant Superintendent, Office of Teaching and Learning

The Issue

All district schools are Title I schools with schoolwide programs that must be approved by the Board of Education.

Justification

All schools should have a single, meaningful annual school improvement plan that includes a needs assessment, achievement targets, and strategies to meet those targets. Schools should not have to create different improvement plans for different grant programs. The plans submitted for approval meet the requirements of both the Title I and Title 1003a grant programs and include the following components:

- Completed ESSA Schoolwide Plan Template
- Needs Assessment
- Achievement Targets
- School Improvement Plan Strategies

Board Policy and Past Practices

The Board of Education has consistently monitored academic planning and student achievement in our district and our schools.

Strategic Plan Strategies

- Instructional Quality and Effectiveness (Strategy pertains to all goals.)
- Funding and Fiscal Responsibility/Stewardship (Strategy pertains to all goals.)

Community Impact

The Crete-Monee School District 201-U community is vested in the district, and the school plans to improve student achievement.

Financial Impact

School improvement plans are funded with federal, state, and local dollars.

Recommendation

The Office of Teaching and Learning recommends that the Board of Education approve the Title I Schoolwide and School Improvement Plans for 2026-2027.

Timeline for Decision

September 15, 2026



CRETE EARLY LEARNING CENTER

Purpose

A school improvement plan is the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

How To Use This Template Review all available data Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN) Conduct a Root Cause Analysis for your MEAN or MEANS Review current practices and strategies currently in place to address 1 or 2 MEANS Review best practice research to determine 2 new strategies to effectively address the MEAN or MEANS OR, continue working on your 24-25 strategy. <i>Develop a Theory Of Action using your research.</i> Develop your action plan to build toward full implementation of your strategy. Establish connections to the 5 Essentials.	Data Sources IAE/ SAT /PSAT Attendance MAP Behavior ESGI 5 Essentials Summative Assessments Social Emotional
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SCHOOL IMPROVEMENT GRAPHIC

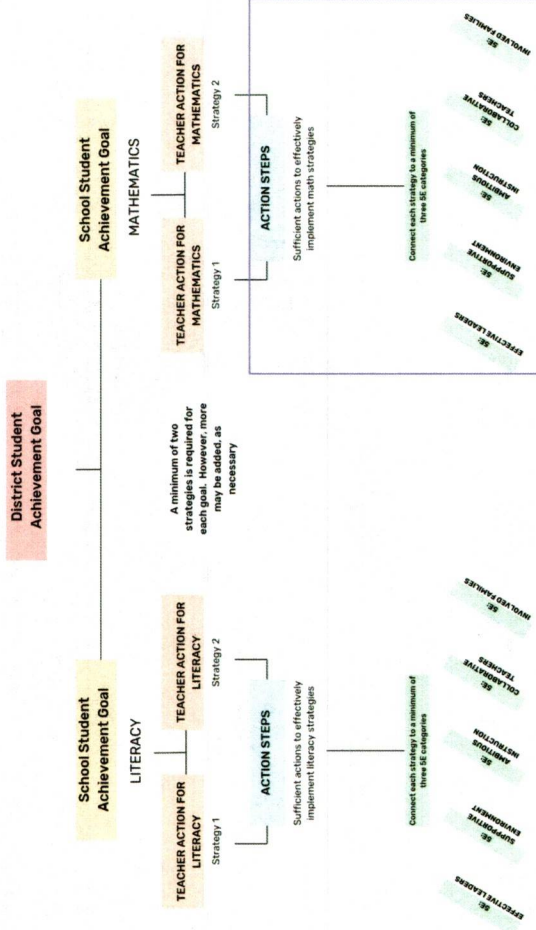


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- [Literacy Action Plan Strategy 1](#)
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2026--2007			
SCHOOL IMPROVEMENT TEAM INFORMATION			
School Name	Crete-Monee Early Learning Center		
School Mission Statement	The Early Learning Center will create a foundation for a positive educational experience for young children that is purposeful, engaging, inclusive, equitable, nurturing, and safe through communication and collaboration with families and the community.		
CM201U Mission Statement	Engage and empower our students to positively impact their community and future.		
SIP Meeting Time	2:45-4:45		
SIP Meeting Dates			
August	September	October	
8/20/2026	9/10/26 and 9/24/26	10/1/26 and 10/ 22/26	
November	December	January	
11/12/2026	12/10/2026	1/14/27 and 1/28/27	
February	March	April	
2/4/27 and 2/18/27	3/4/27 and 3/18/27	4/8/27	
May	June	July	
5/13/27 and 5/27/27	6/3/27 9:00-11:00 am and 6/8/27 (		
Team Members			
Name	Position	Grade Level/Content Area (as applicable)	
Kelly Chesta	Principal		
Tracy Rocchietti	Associate Principal		
Laura Hoecker	Teacher	Blended EC	
Jamie Hayden	Teacher	Blended EC	
Lisa Hadley	Teacher	ELL	
Maggie Thompson	Teacher	EC SMILE	
Felicia Towers	Teacher	Blended EC	
Alicia Abrego	Teacher	Instructional EC	

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Paloma Rodriguez	Teacher	Transitional Bilingual Education
Theresa Page	Teacher	Instructional EC

SE Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Additional Instruction
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Anchor Steps

1. Establish a Learning Culture

2. Establish a Learning Culture

3. Establish a Learning Culture

4. Establish a Learning Culture

5. Establish a Learning Culture

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27. Establish a Learning Culture

28. Establish a Learning Culture

Strategy	Description of Resource Needed	Existing/New	Resources Needed Cost	Total Cost	Funding Source	Completed Requisition Form	Table Of Contents
Math Strategy 2	PIC Data See above	None					Overview and Directions School Information
Math Strategy 2	Goal Document See above	None					Literacy Action Plan Strategy 1 Literacy Action Plan Strategy 2
Math Strategy 2	Learn To Count Activities See above	None					Math Action Plan Strategy 1 Math Action Plan Strategy 2
Math Strategy 2	26-27 Building Math Data See above	None					Resources Needed Theory Of Action

Theory Of Action

Indicators of a Quality SIP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "I we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

A Theory Of Action is a link between cause and effect: if we take a specific action, then we expect that action to have specific effect. It connects the actions of teacher with the consequences of their actions--the learning and achievement of their students.

Sample Theory Of Action

Student Center Students do not have a conceptual 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 rest students developing a deeper conceptual understanding of place value.

Student Center Students struggle with reading grade level text because they don't have strategies for 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

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Theory Of Action

teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text

Then we see students successfully interacting with grade level text.

Which will rest level text.

Student Center

If we

Then we see

Which will rest

School Student Achievement Goal

surfaced after completing your data analysis? Use data to support your assertions.

Strategy Statement

100

[illegible]



BALMORAL ELEMENTARY SCHOOL

Purpose

A school improvement plan is the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

How To Use This Template

Review all available data

Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN)

Conduct a Root Cause Analysis for your MEAN or MEANS

Review current practices and strategies currently in place to address 1 or 2 MEANS

Review best practice research to determine 2 **new** strategies to effectively address the MEAN or MEANS OR, continue working on your 24-25 strategy.

Develop a Theory Of Action using your research.

Develop your action plan to build toward full implementation of your strategy.

Establish connections to the 5 Essentials.

Data Sources

IAR/SAT/PSAT	Attendance
MAP	Behavior
ESGI	5 Essentials
Summative Assessments	Social Emotional

SCHOOL IMPROVEMENT GRAPHIC

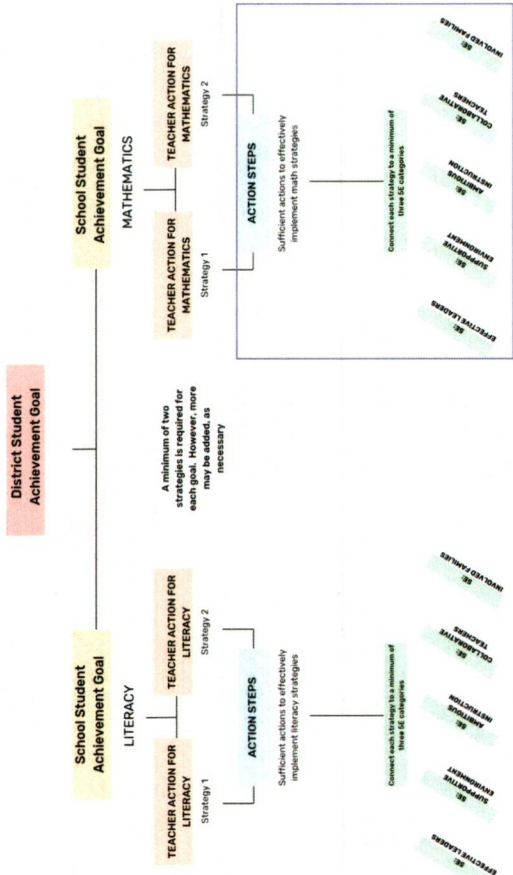


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- Literacy Action Plan Strategy.2
- Math Action Plan Strategy.1
- Math Action Plan Strategy.2
- Resources Needed
- Theory Of Action

2025-2026 SCHOOL IMPROVEMENT TEAM INFORMATION		
School Name	Balmoral Elementary	
School Mission Statement	Our mission is to educate students to be critical thinkers and engaged learners, to inspire students to fulfill their potential, and to equip them to make meaningful contributions to society. Balmoral is a place designed with lifelong learning in mind.	
CM2010U Mission Statement	Crete-Monee School District 201-U's mission is to engage and empower our students to positively impact their community and future.	
SIP Meeting Time	3:50 – 5:30 pm	
SIP Meeting Dates		
August	September	October
8/11/2026	9/8/2026	10/6/2026
8/25/2026	9/22/2026	10/20/2026
November	December	January
11/3/2026	12/1/2026	1/12/2027
11/17/2026	12/15/2026	1/26/2027
February	March	April
2/2/2027	3/2/2027	4/6/2027
2/16/2027	3/16/2027	4/20/2027
May	June	July
5/4/2027	6/1/2027	7/1/2027
5/18/2027	6/1/2027	7/1/2027
Team Members		
Name	Position	Grade Level/Content Area (as applicable)
Courtney Anderson	Teacher	2nd Grade
Deirdra Begesha	Interventionist	Reading Specialist
Christine Corydon	Teacher	Special Education Resource
Andrea Flanagan	Teacher	4th Grade
Jessica King	Teacher	3rd Grade
Kelly Mahoney	Instructional Coach	Literacy Coach
Mia Miller	Teacher	Kindergarten Teacher

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School Leadership Team



Balmoral Elementary
A Place Designed
with Lifelong Learning
in Mind

Megan Schmidt	Instructional Coach	Math Coach
Myetta Ali	Assistant Principal	
Lisa Miller	Principal	
Octavia Matthews	Teacher	Self Contained SPED - ISBE Designation Member
Tina Van Wyhe	Teacher	1st Grade - ISBE Designation Member

2026-2027 Belinor Elementary SCHOOL IMPROVEMENT PLAN
100% of students can perform at grade-level expectations and/or at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).

School Student Achievement Goal
By the end of the 2026-2027 school year, the percentage of students scoring above the 3rd percentile will increase by 7%.

What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.

What is the root cause of the student centered problem? Use your root cause analysis here.

Math Strategy #1 (Van Wyne, Schmidt & Haugen)

By the end of the 2026-2027 school year, all teachers will consistently provide students with opportunities for higher-order mathematical thinking, collaborative problem-solving, and meaningful student talk through structured academic discussions and classroom learning experiences.

The will be accomplished through a two-year, piloted school-wide strategy:

Year 1 (2025-2026): Develop and implement a shared foundation for structured mathematical discussions and collaborative problem-solving across all classrooms.

Year 2 (2026-2027): Strengthen consistency, depth, and sustainability of these practices across mathematics instruction, teacher collaboration, and implementation, increase the rigor of student discourse, justification of strategies, and problem-solving tasks, and ensure all students engage in personal mathematical collaboration and academic dialogue.

The overarching aim is to foster mathematics classrooms in which students actively participate in discussion and exemplify deeper conceptual understanding, articulate mathematical thinking, and take increasing ownership of their learning.

What is your Theory of Action?

What leads to...

What leads to...

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Math Strategy #2 (Van Wyne, Schmidt & Haugen)

Math Strategy #3 (Van Wyne, Schmidt & Haugen)

Math Strategy #4 (Van Wyne, Schmidt & Haugen)

Math Strategy #5 (Van Wyne, Schmidt & Haugen)

Math Strategy #6 (Van Wyne, Schmidt & Haugen)

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Math Strategy #75 (Van Wyne, Schmidt & Haugen)

Math Strategy #76 (Van Wyne, Schmidt & Haugen)

Math Strategy #77 (Van Wyne, Schmidt & Haugen)

Implementation Plan

SP Team Progress Monitoring

September

October

November

December

January

February

March

April

May

June

Link to collected data/evidence

Notes

Resources Needed

Metrics

Other Subgroup Considerations

English Learners (EL)

Considerations for Children With Disabilities (CWD)

Revised Due Date (if needed)

Original Due Date

Who?

By the end of the 2026-2027 school year, all teachers will consistently provide students with opportunities for higher-order mathematical thinking, collaborative problem-solving, and meaningful student talk through structured academic discussions and classroom learning experiences.

What leads to...

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What leads to...

Collaborative math tasks, problem-solving protocols, manipulatives, math discourse stems, peer feedback, student reflection notes, PLC planning time.

Student reflection notes, math discourse stems, peer feedback, student reflection notes, PLC planning time.

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Strategy	Description of Resource Needed	Existing/New	Resources Needed Cost	Total Cost	Funding Source	Completed Requisition Form	Table Of Contents
							Overview and Directors
							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

Indicators of a Quality SIP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see..." (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

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Sample Theory Of Action

Student Center: Students do not have a conceptual 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 rest students developing a deeper conceptual understanding of place value.

Student Center: Students struggle with reading grade level text because they don't have strategies for 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

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[Theory Of Action](#)

teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text

Then we see students successfully interacting with grade level text.

Which will rest level text.

Student Center

If we

Then we see

Which will rest

Lesson Step	Lesson Step 1	Lesson Step 2	Lesson Step 3	Lesson Step 4	Lesson Step 5	Lesson Step 6
Lesson Step 1	Report Cycle (Steps 1-6)	PCs	3/7/2025	Lesson plans will include extension options for students who finish early and differentiated learning.	PCs	3/7/2025
Lesson Step 2	PCs develop whole group instruction plans that include the use of math manipulatives	PCs	3/21/2025	Lesson plans will include extension options for students who finish early and differentiated learning.	PCs	3/21/2025
Lesson Step 3	Teachers deliver instruction and collect formative student learning data.	Math teachers	4/7/2025	Observation tool will include specific focus for IL.	Math teachers	4/7/2025
Lesson Step 4	PCs conduct peer observation data during whole group instruction.	PCs	4/18/2025	Lesson plans will include extension options for students who finish early and differentiated learning.	PCs	4/18/2025
Lesson Step 5	PCs analyze and modify instruction based on implementation and student formative data.	PCs	4/25/2025	Lesson plans will include extension options for students who finish early and differentiated learning.	PCs	4/25/2025
Lesson Step 6	Teachers calculate formative assessments and analyze student performance data.	PCs	4/29/2025	Lesson plans will include extension options for students who finish early and differentiated learning.	PCs	4/29/2025
Lesson Step 7	Teachers calculate summative assessments and analyze student performance data.	PCs	5/3/2025	Lesson plans will include extension options for students who finish early and differentiated learning.	PCs	5/3/2025

Connections to 5 Essentials						
SEL Experiencing Self-Awareness	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environment	Authentic Instruction
		Actively participate in professional learning	Use PLC time to work together to learn to teach mathematics		Ensure math manipulatives are inventoried, cleaned, and placed in classrooms	Teachers collaboratively plan math instruction that builds higher level critical thinking skills, making connections when using manipulatives.
		Attend PLC to help provide meaningful to ensure continued growth and learning for all	Observe peers and model effective mathematics		Ensure all students know they are allowed to ask questions in them.	Questions are planned prior to instruction, and the majority use OOL level 2, 3, and 4, teachers probe student to think deeply when responding to higher level thinking questions.
		Observe math instruction and provide constructive feedback			Provide multiple opportunities for students to share their learning.	Students are expected to explain how they solved math problems.
		Consistently share mathematics usage and share data with all staff				Teachers intentionally relate math concepts to authentic, real life uses and experiences.
						Teachers deeply focus on understanding student conceptual understanding and use of math concepts.



CORETTA SCOTT KING MAGNET SCHOOL

IN UNIVERSITY PARK

Purpose

A school improvement plan is the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

How To Use This Template

Review all available data
Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN)
Conduct a Root Cause Analysis for your MEAN or MEANS
Review current practices and strategies currently in place to address 1 or 2 MEANS
Review best practice research to determine 2 **new** strategies to effectively address the MEAN or MEANS OR, continue working on your 24-25 strategy.
Develop a Theory Of Action using your research.
Develop your action plan to build toward full implementation of your strategy.
Establish connections to the 5 Essentials.

Data Sources
IAR/SAT/PSAT Attendance
MAP Behavior
ESGI 5 Essentials
Summative Assessments Social Emotional

SCHOOL IMPROVEMENT GRAPHIC

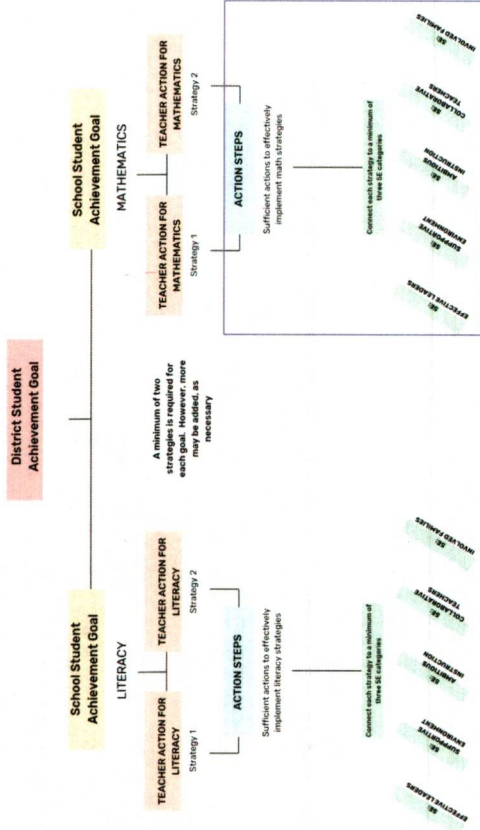


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Theory Of Action

2025-2026	
SCHOOL IMPROVEMENT TEAM INFORMATION	
School Name	Coretta Scott King Magnet School
School Mission Statement	As members of the CSK Family, we strive to exemplify the IB Learner Profile, We wonder, reflect, and make mistakes. We respect and value others' thoughts and differences. We take action to make a difference in our world.
CM201U Mission Statement	Engage and empower our students to positively impact their community and future.
SIP Meeting Time	7:15 AM
SIP Meeting Dates	
August	September
8/x/2025	9/9/2025
8/19/2025	9/23/2025
November	December
11/5/2025	12/2/2025
11/18/2025	12/16/2025
February	March
2/3/2026	3/3/2026
2/17/2026	3/17/2026
May	June
5/5/2026	6/x/2026
5/19/2026	6/x/2026
Team Members	
Name	Position
	Grade Level/Content Area (as applicable)

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Raven Roberts			
Mary Rodrigues			
Laura Birk			
Carla Wojtczak			
Kerrie Husarik			
Jocelyn Farris			
Lauren McFarlane			
Bonita Arceneaux-Anderson			
Heather Rossi			
Jen Dryja			
Lakisha Carter			

2015-2027 CSK	SCHOOL IMPROVEMENT PLAN	District Literacy Achievement Goal	100% of students can actively interact with and comprehend grade-level text and/or at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).
		School Student Achievement Goal	

By the end of the 2021-2022 School Year, the percentage of students scoring above the 41st percentile will increase by 35. Reading CMO overall achievement for those students is 51% of our students placing in green or blue on the WIDA Growth Reading assessment, determined on the Spring Single-Term Achievement Levels Report.

51% of students achieved at the 61st percentile according to MAP grade level norms on the literacy MAP assessment during the fall 20-27 school year. Additionally, according to our (BIP) walk-through data during the 20-27 school year, 7.2 % of students were recorded as

What is the student centered problem you will address in this 2P? Use the data to support your decision.

Students are struggling to remain engaged within a variety of instructional activities that involve higher level thinking and inquiry found within

Literacy Strategy #1

100% of teachers will implement practices and engagement strategies identified on our 80 IP instructional model.

What is your Theory of Action?

*If we...
become more knowledgeable on student engagement levels and inquiry practices,
Then we see...
which adjusted to ensure engagement, higher level thinking, and inquiry
leading leads to...*

higher student achievement in all academic areas

Implementation Plan

[illegible]

All teachers will continue to learn, implement, and deliver as they learn, over the end of the second trimester. 50% of teachers will learn one or implement one or more strategies to promote higher order thinking skills. (Don't list an on at all, find it.) What is the <i>learning strategy</i>? Staff will participate in a schedule round at 8:15 mornings, focusing on learning strategies to implement in the 8:15 block, with a focus on identifying higher-order thinking engagement strategies.	January PT/SL teaching and participating
Staff will participate in a schedule round at 8:15 mornings, focusing on learning strategies to implement in a higher order teaching and student engagement.	December All Certified Staff
The PT/ School leadership team (PT/SL) will collaborate with staff to review 8:15 morning sessions on evidence of higher order teaching and student engagement needs following next walkthrough cycle. School leadership team members will design and deliver professional development sessions on specific learning engagement strategies that promote higher-order thinking based on identified needs from 8:15 block.	October, March PT/SL January/February
How will this teacher be focused on the skills and data collection in a whole school? How can teacher practice and student learning? All teachers will learn and implement the 8:15 block, and by the end of the third trimester, 50% of teachers will learn one or implement one or more of the year-adopted strategies and higher order thinking skills in order to increase 5% of 8:15 on 8:15 block.	April PT/SL Team
School leadership team members will design and deliver professional development sessions focused on strategies to increase student engagement through year-long implementation of the 8:15 block, including strategies that will design to require practices.	May All Certified Staff
Teachers will engage in a structured sharing sessions (e.g., 15-20, collaborative planning sessions) to exchange successful strategies for year-adopted strategies and higher order thinking implementation, reflecting on impact and adaptations.	May PT/SL Team
Staff and school leaders will collaboratively analyze 8:15 data from the school year to determine the impact of the 8:15 block on student learning, including the following strategies, and determine where to continue, modify, or select the goal for the following school year.	

How does this team, much or the staff and our strength in the teaching implementation of the strategies and the project on student learning?

Connections to 5 Essentials					
Key Reporting Strategies	Issues at Hand	Effective Leaders	Collaborative Teachers	Personal Goals	Supportive Environments
Active Steps	Teachers will meet regularly to discuss strategies and review progress. They will be working in more concrete ways.	Teachers will meet regularly to discuss strategies and review progress. They will be working in more concrete ways.	Teachers will meet regularly to discuss strategies and review progress. They will be working in more concrete ways.	Classroom will have clear routines and positive relationships to students that allow them to be successful in learning.	Classroom will have clear routines and positive relationships to students that allow them to be successful in learning.
All teachers will be challenged to create a safe and supportive environment for all students that allows them to be successful in learning.					

Connections to 5 Essentials					
Impact of Event on PE	Effective Leaders	Collaborative Teachers	Assessed Students	Supportive Environment	Additional Information
		Teachers will model regularly scheduled, consistent, and effective strategies, and use a variety of strategies to meet the needs of all students in every content area.		Classroom will have clear routines and positive relationships to students that are supported and ready to participate in learning.	All teachers will be challenging, supported, and ready to participate in every lesson during class.

See Resources Needed Tab

[illegible]

Connections to 5 Essentials					
ES Supporting Strategies	Essential of Home	Effective Leaders	Collaborative Structures	Involved Families	Supportive Learning Environments
	Teachers will meet regularly to discuss strategies, and evaluate their effectiveness, and make adjustments as needed.	Teachers will meet regularly to discuss strategies, and evaluate their effectiveness, and make adjustments as needed.	Teachers will meet regularly to discuss strategies, and evaluate their effectiveness, and make adjustments as needed.	Teachers will meet regularly to discuss strategies, and evaluate their effectiveness, and make adjustments as needed.	Classrooms will reflect clear standards and positive expectations, and safety is paramount to all.

Lesson Strategies

District Literacy Achievement Goal

100% of students can actively interact with and comprehend grade-level text and/or at least 75% of students demonstrate mastery on

School Student Achievement Goal

By the end of the 2025-2026 School Year, the percentage of students scoring above the 61st percentile will increase by 3%.

Reading assessment determined on the Spring Single-Iam Achievement NWEA Report.

what student centered problems have been surfaced after comparing your data analysis vis a vis to support your assertions.

51% of students achieved at the 61st percentile according to MAP grade level norms on the Literacy MAP assessment during the fall 25-26 school year. Additionally, according to our BMAP walkthrough data during the 25-26 school year, 7.2 % of students were recorded as

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average of 100,000,000 people, for any one country, and it was made to appear, from various sources, that the population of the world was increasing at the rate of 100,000,000 per year. According to

our IB/MFL walk-through data during the 25-26 school year, 7.2 % of students were recorded as disengaged, 51% of students achieved at the 51st percentile on the Literacy MAP assessment during the fall 25-26 school year.

What is the root cause of the student centered problem? Link your root cause analysis here.

Literacy Strategy #2

Strategy Statement

100% of teachers will implement practices and engagement strategies identified on our IB® IP instructional model.

What is your Theory of Action?

become more knowledgeable on student engagement levels and inquiry practices.

planning adjusted to ensure engagement, higher level thinking, and inquiry

which leads to...

100

Implementation Plan

[illegible]

[illegible]

Include prompts about EL auditory needs.	Include prompts that encourage students to express or demonstrate understanding of concepts.	Include prompts about EL auditory needs.	Include prompts that encourage students to express or demonstrate understanding of concepts.
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Step 1	1. The following table shows the results of a survey of 100 people who were asked to rate the quality of service at a restaurant on a scale of 1 to 5, where 1 is 'poor' and 5 is 'excellent'. The results are as follows:																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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Connections to 5 Essentials				
Key Supporting Strategies Lesson at a Glance	Effective Leaders Teachers will create regularly scheduled opportunities for students to share their work and learn from each other, and they will use the data to make adjustments to their teaching.	Supportive Environments Classroom will have clear routines and expectations, and students will understand the learning goals and standards.	Assessing Instruction All students will use challenges, learn from peers and help each other during the learning process.	Assessing Instruction

u

District Literacy Achievement Goal

100% of students who actively receive literacy services will demonstrate growth in reading skills. (100% of students receiving literacy services will demonstrate growth in reading skills as measured by the Comprehensive Assessment of Reading (CAR).

Student Achievement Goal

By the spring of 2020, 100% of students who actively receive literacy services will demonstrate growth in reading skills. (100% of students receiving literacy services will demonstrate growth in reading skills as measured by the Comprehensive Assessment of Reading (CAR).

What student centered practices have been utilized often completing your data analysis? Use data to support your conclusions.

30% of districts achieved at the 100 percentile reading in the literacy MAP test scores on the literacy MAP assessment during the fall 2018-19 school year.

100% of the student centered practice you will address in the SPY has data to support your decision.

30% of districts did not meet or exceed their expected growth on the literacy MAP assessment during the 2018-2019 school year. 100% of districts achieved at the 100 percentile on the literacy MAP assessment during the fall 2018-2019 school year.

What is the root cause of the student centered problem? Please complete your data analysis here.

Students are struggling to achieve. They lack the background knowledge, language, and cultural context necessary to fully understand text.

Literacy Strategy #2

Strategy Statement

What Is your Theory of Action?

If we...
become more knowledgeable on student engagement levels and inquiry practices.
Then we see...

Which leads to...

Implementation Plan

[illegible]

Action Step 5

Attend second district led pd on the high impact teaching strategy of questioning.
 School PD on DOK.

All teachers will refine and sustain the use of effective questioning strategies, integrating IB key concepts and inquiry practices to consistently engage students in higher-order thinking and peer verbal interactions. By the end of the trimester, 100% of classrooms will demonstrate an increase in Level 5 and 6 engagement on the IB AI tool compared to trimester 1 baseline data.

Session Step 1	Teachers will work with instructional coaches and SEL specialist to analyze PPI data, review questioning techniques, and outline the use of IB key concepts and inquiry-based learning strategies.
Session Step 2	During PLCs and staff meetings, teachers share examples of effective questioning strategies and have exemplars targeted students to give verbal interactions and reflections. Teachers will be encouraged to share and practice new strategies together.
Session Step 3	Teachers will observe and co-teach with instructional coaches and SEL specialist, receive coaching on using the IB key concepts and inquiry-based learning strategies, and implement targeted student learning to address the IB key concepts and inquiry-based learning strategies.
Session Step 4	Teachers will observe and co-teach with instructional coaches and SEL specialist, receive coaching on using the IB key concepts and inquiry-based learning strategies, and implement targeted student learning to address the IB key concepts and inquiry-based learning strategies.

February

[illegible]

See Resources
Needed Tab

[illegible]

Connections to 5 Essentials

EE Grouping Strategy	Effect on Learners	Collaborative Features	Involved Learners	Supportive Environment	Assessment Practices
INDIVIDUAL STRATEGIES Individual strategies are designed to help students learn on their own. These strategies are designed to help students learn on their own. These strategies are designed to help students learn on their own.	Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own.	Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own.	Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own.	Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own.	Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own. Students will need regularly scheduled time to work on their own.

All teachers will use challenging, inquiry-based lessons that help students think deeply and explain their ideas during class.

Teachers will meet regularly in teams to plan lessons, share strategies, and review student work so that teaching is more consistent across classrooms.

Classrooms will have clear routines and positive relationships so students feel safe, respected, and ready to participate in learning.

All teachers will use challenging, inquiry-based lessons that help students think deeply and explain their ideas during class.

2025-2026 CSK SCHOOL IMPROVEMENT PLAN

School Student Achievement Goal

What is the student centered problem you will address in this SP? Use data to support your decision.

use analysis here.

Strategy Statement

Instructional model.

What is your Theory of Action?

nourishing practices.

1

and inquiry

100

[illegible]

100

SE Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Ambitious Instruction
--------------------------	-----------------------	-------------------	------------------------	-------------------	-------------------------	-----------------------

Teachers will meet regularly to share strategies and review student work to ensure consistency in their content areas.

Classrooms will have clear routines and expectations for students to follow. Students will talk, respond, and ready to participate in learning.

All teachers will use challenging, inquiry-based lessons that help students think deeply and explain their ideas during class.

At teachers will use technology, highly rated teachers that help

Observations will focus on student
and positive interactions in
the classroom. Teachers will
be ready to participate in learning.

Teachers will meet regularly
to discuss and plan lessons,
and to share best practices and
strategies to meet the needs of
all students.

Strategy	Description of Resource Needed	Existing/New	Resources Needed 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

Indicators of a Quality SIP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "if we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

A Theory Of Action is a link between cause and effect: if we take a specific action, then we expect that action to have specific effect. It connects the actions of teacher with the consequences of their actions-the learning and achievement of their students.

Sample Theory Of Action

Student Center Students do not have a conceptual 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 rest students developing a deeper conceptual understanding of place value.

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[Theory Of Action](#)

Students struggle with reading grade level text because they don't have strategies for learning unknown vocabulary.

Student Center

identify key vocabulary words needed to understand grade level content; then consistently use them while intentionally building background knowledge prior to reading

If we

teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text

Then we see

students successfully interacting with grade level text.

Which will rest

Student Center

If we

Then we see

Which will rest

Connections to 5 Essentials

[illegible]



CRETE ELEMENTARY SCHOOL

Purpose

A school improvement plan is the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

How To Use This Template Review all available data Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN) Conduct a Root Cause Analysis for your MEAN or MEANS Review current practices and strategies currently in place to address 1 or 2 MEANS Review best practice research to determine 2 new strategies to effectively address the MEAN or MEANS OR, continue working on your 24-25 strategy. <i>Develop a Theory of Action using your research.</i> Develop your action plan to build toward full implementation of your strategy. Establish connections to the 5 Essentials.	Data Sources IAR/SAT/PSAT Attendance MAP Behavior ESGI 5 Essentials Summative Social Emotional Assessments
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SCHOOL IMPROVEMENT GRAPHIC

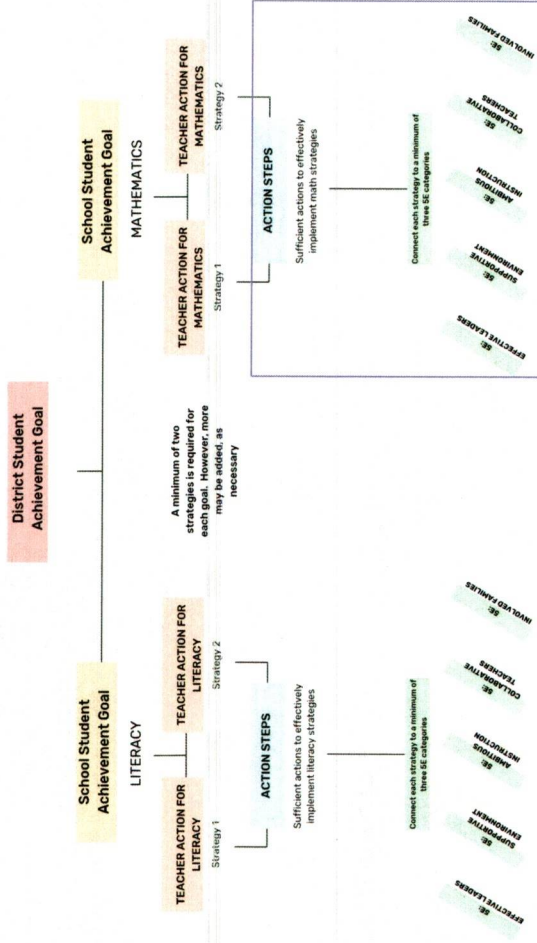


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2026-2027 SCHOOL IMPROVEMENT TEAM INFORMATION				
School Name	Crete Elementary			
School Mission Statement	Engage and empower our students to positively impact their community and future.			
CM201U Mission Statement				
SIP Meeting Time	Mondays, 3:45-5:00			
SIP Meeting Dates				
August	September	October		
8/31/2026	9/21/26	10/19/26		
November	December	January		
11/16/26	12/14/26	1/25/27		
February	March	April		
2/22/27	3/15/27	4/19/27		
May	June	July		
5/17/27	TBD	TBD		
Team Members				
Name	Position	Grade Level/Content Area (as applicable)		
Kendra Leftridge	Principal			
Lakisha Carter	Assistant Principal			
Nicole Persic	Social Worker			
Amanda Karczewski	Instructional Coach			
Karen Marcinek	Instructional Coach			
Susann Heise	Teacher	Instructional 1-2		
Fiona Hill	Teacher	SmartLab Teacher		
Marina Fanelli	Teacher	EL		
Kristy Delgado	Teacher	Resource		
Veronica Uhrick	Teacher	4th Grade		

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2026-2027 Grade Elementary SCHOOL IMPROVEMENT PLAN	
District Literacy Achievement Goal 100% of students will meet or exceed grade-level reading standards by the end of the 2026-27 school year.	
School Student Achievement Goal By the end of the 2026-27 school year, there will be a 10% increase in students who meet or exceed their RIT growth projections as compared to the previous year.	
What Student-centered problems have been surfaced after completing your data analysis? Use data to support your observations. After analyzing growth data, 44% of our students are performing below grade-level expectations in reading with the most notable problem being students who are struggling in the lower elementary grades.	
What is your Theory of Action? By focusing on explicit teaching, we aim to increase students' ability to interact with and comprehend grade-level text. By doing so, we will also address the low achievement in vocabulary and informational text.	
What is your Strategy #1? Students do not receive enough explicit instruction to assist them in making content in addition, they do not receive explicit instruction in vocabulary.	

Strategy Statement 100% of teachers will use explicit teaching in Tier 1 instruction to enhance student's ability to interact with grade-level text.	
What is your Theory of Action? If we... Then we see... Which leads to... Increase proficiency in overall reading scores, as evidenced by higher MAP and state scores.	

Implementation Plan

SIP Team Progress Monitoring											
	September	October	November	December	January	February	March	April	May	June	
Notes	Link to collected data/evidence										
Resources Needed	Metrics										
Other subgroup Considerations	Considerations for English learners (EL)										
Revised Due Date (if needed)	Original Due Date	Staff Members	Who?	9/27 Implementation Quarterly Goals & Action Steps	10/4 Action Step	10/11 Action Step	10/18 Action Step	10/25 Action Step	11/1 Action Step	11/8 Action Step	11/15 Action Step
Proctor, Doherty, Macronek, Macronek	Nov. 15th	Classroom Teachers	Leftridge	All teachers will develop a plan and implement explicit Tier 1 reading instruction. This plan will be developed by the end of the year. The							

See Resources Needed Tab

School Student Achievement Goal

5% of our students are performing below grade-level expectations in reading with the most notable

of the student centered problem? link your root cause analysis here.

Literacy Strategy #2

What is your Theory of Action?

Implementation Plan

	October	January	February	March
new team's first meeting				

all rate IN C mentions to collaborative often because that includes

accommodations for diverse learners.

Instructional learning on questioning during SLD

use questioning to engage and challenge students to think

School SEL Goal

What is the student centered problem you will address in this SIF? Use data to support your decision.

What is the root cause of the student centered problem? Link your root cause analysis here.

Students have more limited social opportunities and are spending more time on screens which impacts their ability to practice and utilize skills related to play which includes managing emotions and solving problems with others.

Strategy Statement

survey statement

100% of teachers will use Second Step lessons and implement SEL circles to support emotional regulation and social problem solving

If we...
Intentionally and consistently implement explicit instruction, modeling, and reinforcement of social-emotional learning skills—particularly social problem solving and emotional regulation—through the structured use of the Second Step curriculum

Then we see—

Which leads to—

Sub T

[illegible]

	Selected Instructional Strategies	Effective Leaders	Collaborative Teachers	Innovative Families	Supportive Environments	Audacious Instruction
Connections to 5 Essentials						

2026–2027 CRETE ELEMENTARY SCHOOL IMPROVEMENT PLAN District Math Achievement Goal	
100% of students can perform at grade-level expectations and/or at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).	
School Student Achievement Goal By the end of the 2026–2027 school year, there will be a 10% increase of students who meet or exceed their RTT growth projections as measured by the 2026–2027 spring growth data in math and increase the percentage of students who are proficient (green or blue) by 20% on the Spring Achievement Test.	
What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions. After analyzing schoolswide math data, 46% of our students are performing below grade-level expectations in math with the most notable gaps in Operations and Algebraic Thinking.	
What is the student centered problem you will address in this SIP? Use data to support your decision. By focusing on explicit teaching, we aim to increase student's ability to interact with and solve grade-level problems in the Operations and Algebraic Thinking domain.	
Learning targets and success criteria are not transparent to students during instruction. Therefore students do not fully understand what they are learning and why they are learning it. Students are not receiving enough Explicit Instruction to master skills in Operations and Algebraic Thinking.	
Math Strategy #1 Strategy Statement 100% of teachers will use explicit teaching in tier 1, tier 2, and all ensure all students know the learning target and success criteria for each lesson, to support instruction.	

What is your Theory of Action?

If we...
 Use explicit teaching in tier 1 instruction to support the concepts: Operations and algebraic thinking
 Then we see...
 students having a deeper understanding of these concepts
 Which leads to...
 students understanding their learning targets and their success criteria while performing at grade level in math

Students understanding their learning targets and their success criteria while performing at grade level in math

5Y28 Implementation Quarterly Goals & Action Steps
All teachers will effectively plan and implement explicit tier 1 math instruction.

Action Step 1
 Provide opportunities for professional development focused on explicit math teaching strategies, including clear modeling, guided practice, and checks for understanding aligned with grade-level standards.

Action Step 3
 Individual goal setting conferences with 1st through 5th grade students

Action Step 4
 All teachers will provide explicit teaching on identified essential skills.

Action Step 5
 All teachers will provide explicit teaching on identified essential skills.

See Lit Strategy 1 for recommendations, they will apply here as well.

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 Literacy Action Plan Strategy 2
 Math Action Plan Strategy 1
 Math Action Plan Strategy 2
 Resources/Notes
 Theory of Action

What is the problem?
 Link to Course Analysis

Implementation Plan

		SIP Team Progress Monitoring											
		September	October	November	December	January	February	March	April	May	June		
Trimester 1 Goal	Action Step 1											Link to collected data/evidence	
Trimester 2 Goal	Action Step 3												
	Action Step 4												
	Action Step 5												

Link to collected data/evidence

Considerations for English Learners (EL)
 Integrate tiered math supports for each question (e.g. using both "star" and "challenge" questions based on understanding). Use sentence starters such as "I need to..." and "The pattern is..." and provide opportunities for students to explain their mathematical thinking in multiple formats—such as verbally, with drawings, using physical models, or in writing.

Considerations for Children with Disabilities (CWP)
 Ensure math questions are differentiated using visuals (e.g. number lines, manipulatives, diagrams), and provide opportunities for students to explain their mathematical thinking in multiple formats—such as verbally, with drawings, using physical models, or in writing.

Other Subgroup Considerations
 Provide higher-order extension questions for advanced learners and scaffolded supportive questions for students needing extra help.

Metrics
 100% of teachers attend targeted professional development opportunities based on the science of reading lesson structure, differentiation, and assessment strategies to high such as exit tickets or writing prompts.
 Observation tool reflection

What student centered problem have been surfaced after compiling your data analysis? Use data to support your assertions.

After analyzing scholastic math data, 45% of our students are performing below grade-level expectations in math with the most notable gaps in Operations and Algebraic Thinking.

What is the student centered problem you will address in the SMP? Use data to support your analysis.

Our focus on effective mathematics practices will increase student's ability to interact with and solve grade level problems in the Operations and Algebraic Thinking domains.

What is the root cause of the student centered problem? Use your own case analysis here.

Effectiveness of mathematics practices will be evaluated or substantiated through: (a) data-based, instead of anecdotal, evidence; (b) evidence of student learning; (c) evidence of student engagement; (d) evidence of student learning of higher order questions teachers asked or more focused or level 4 questions.

What is your Theory of Action?

SIP Team Progress Monitoring										
	September	October	November	December	January	February	March	April	May	June
Trimester 1 Goal										
Action Step 1 Grade-level teams will use PLC meetings to collaboratively plan, implement, and reflect on effective questioning strategies designed to maximize student learning.										
Action Step 2 After participation in professional learning regarding effective questioning strategies, teachers will implement and reflect on the strategies with an emphasis on scaffolding and accommodations for diverse learners.										
Action Step 3 Provide professional learning on questioning during 3D										
Action Step 4										
Action Step 5										
Trimester 2 Goal										

2026-2027 CRETE ELEMENTARY SCHOOL IMPROVEMENT PLAN	
District Math Achievement Goal	
100% of students can perform at grade-level expectations and/or at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).	
School Student Achievement Goal	
Action Step 1 Use peer observations, instructional coaching feedback, and student work analyses to monitor and refine questioning practices.	Monczek, Kozczewski Classroom teachers

Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not 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Strategy	Description of Resource Needed	Existing/New	Resources Needed	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 1
							Literacy Action Plan Strategy 2	Literacy Action Plan Strategy 2
							Math Action Plan Strategy 1	Math Action Plan Strategy 1
							Math Action Plan Strategy 2	Math Action Plan Strategy 2
							Resource Handbook	Resource Handbook
							Theory Of Action	Theory Of Action

Theory Of Action

Indicators of a Quality SIP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see..." (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

A Theory Of Action is a link between cause and effect: if we take a specific action, then we expect that action to have specific effect. It connects the actions of teacher with the consequences of their actions--the learning and achievement of their students.

Sample Theory Of Action

Student Center: Students do not have a conceptual 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 rest students developing a deeper conceptual understanding of place value.

Student Center: Students struggle with reading grade level text because they don't have strategies for 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

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- [Resources Needed](#)

[Theory Of Action](#)

teachers providing students with the
appropriate background knowledge to allow
students to effectively interact with grade

Then we see level text

students successfully interacting with grade
Which will rest level text.

Student Center

If we

Then we see

Which will rest



MONEE ELEMENTARY SCHOOL

Purpose

A school improvement plan is the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

How To Use This Template Review all available data Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN) Conduct a Root Cause Analysis for your MEAN or MEANS Review current practices and strategies currently in place to address 1 or 2 MEANS Review best practice research to determine 2 NEW strategies to effectively address the MEAN or MEANS OR, continue working on your 24-25 strategy. Develop a Theory Of Action using your research Develop your action plan to build toward full implementation of your strategy. Establish connections to the 5 Essentials.	Data Sources IAB/ SAT/PSAT Attendance MAP Behavior ESGI 5 Essentials Summative Social Emotional Assessments
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SCHOOL IMPROVEMENT GRAPHIC

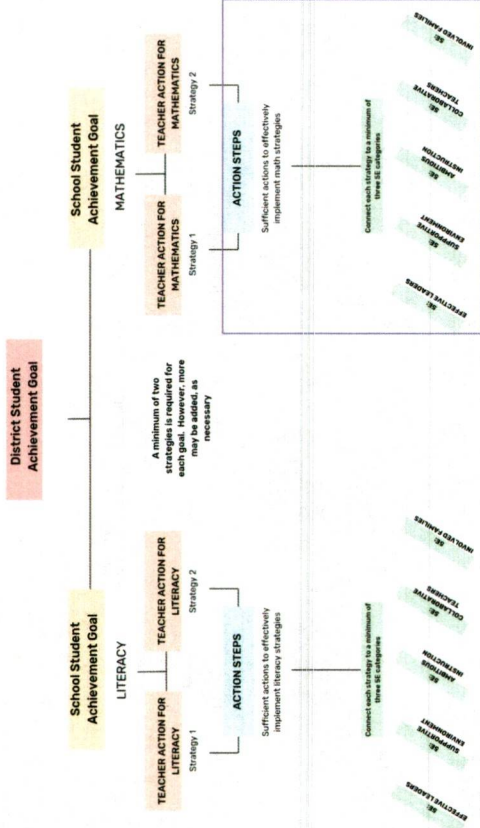


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Theory Of Action	

2026-2027			
SCHOOL IMPROVEMENT TEAM INFORMATION			
School Name	Monee Elementary		
School Mission Statement	Empower each student to positively impact the world for a bright future.		
CM201U Mission Statement	Engage and empower our students to positively impact their community and future.		
SIP Meeting Time			
SIP Meeting Dates			
August	September	October	
25th	8th, 22nd	6th, 20th	
November	December	January	
3rd, 17th	1st, 15th	12th, 26th	
February	March	April	
9th, 23rd	9th, 23rd	13th, 27th	
May	June	July	
11th, 25th	15th, 16th, 17th		
Team Members			
Name	Position	Grade Level/Content Area (as applicable)	
Dr. Kiwana Sanders	Principal		
Brenlin Montgomery-Maple	Assistant Principal		

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[Theory Of Action](#)

Debbie Caserio	Instructional Coach	
Teresa Peterlin	Instructional Coach	
Kelly Lesnik	Teacher	Kdg. Sp. Ed. Instructional
Michelle Smith	Teacher	Special Education Resource
Ashlee Navas	Teacher	2nd Grade
Lindsey Jones	Teacher	5th Grade
Sarah Haun	Teacher	4th Grade
Kaitlyn Murphy	Teacher	1st Grade

Trimester 1 Goal

All teachers will implement at least 1 RB strategy with students, specifically focusing on Key ideas and details.

**Action Step 1

PLCs will Collaboratively unpack priority reading informational text (RI) standards for each grade level during VPLC for the purposes of clarity around rigor and complete the first Essential Learning Plan. (Using Figure 3.4 Essential Standards Unpacking Template from the PLC Dashboard.)

RI 1

RI 2 & 3

Teacher teams will share, select, and practice using the interactive read-aloud strategy on a weekly basis when teaching Sci/SS.

Action Step 2

Review upcoming SCI and SS unit and determine learning strategy that will best support the text.

Meet with instructional coach to ensure we know the strategy well, aligning with our selected unit.

Administer unit pre-assessment.

Review common formative data and develop reteaching and extension plans as needed.

Develop a lesson plan with a common interactive readaloud.

Teachers **will begin** implementation cycle centering on informational text strategic instruction (collect implementation and student learning data).

Teachers will self-reflect using the rubric.

Teachers will observe one another using the rubric and provide feedback when delivering instruction to improve understanding informational text.

Administer a common formative assessment on learning target 1 using DOK 2-4 questions and review student work. Develop reteaching and extension as needed. Add data to the Dashboard.

Review reteaching and extension data to determine impact.

Administer a common formative assessment on learning target 2 using DOK 2-4 questions and review student work. Develop reteaching and extension as needed. Add data to the Dashboard.

Administer a common formative assessment on learning target 3 using DOK 2-4 questions and review student work. Develop reteaching and extension as needed. Add data to the Dashboard.

Administer summative assessment, review data. Note areas of strength and areas of challenge.

Develop next learning target plan.

Teachers will ensure students independently read information texts during SS/Sci; they will ask students to respond to DOK level 2 and level 3 questions. They will then analyze student work to determine mastery and re-teaching needs. They will then measure student application of pre, during, and post reading strategies. (I, F, S)

Select texts for students to read independently each week. Develop DOK 2 and 3 questions for each passage.

Analyze student performance on passage 1 questions; reteach and extend based on student performance. Reteach strategy as needed.

Analyze student performance on passage 2 questions; reteach and extend based on student performance. Reteach strategy as needed.

Resources needed

Link to Data

Who

When

Notes

Essential Skill Plan - Section 1

9/4/26

8/28/26

9/4/26

Essential Skill Plan - Section 1

TBD contact Caserio and invite to next week's meeting.

9/11/26

9/11/26

as needed

9/18/26

Essential Skill Plan - Section 2

Essential Skill Plan - Section 2

Action Step 3

9/28/26

9/28/26

10/2/26-

10/16/26

10/13/26

10/20/26

**Action Step 4

11/18/26

Action Step 5

Analyze student performance on passage 3 questions; reteach and extend based on student performance. Reteach strategy as needed.

Teachers **will end** implementation cycle centering on informational text strategic instruction (collect implementation and student learning data).

Administer summative assessment and review data. Determine overall effectiveness of strategy implementation, and student learning areas of success and challenges.

**Essential Skill
Plan - Section 3**

To guide them and correct
PAC, focus on analyzing
student data, best
practices, and
observations, data
and give input when
setting goals.

Class learning targets and
modeling student confusion and
misconceptions, data
and give input when
setting goals.

Foundational skills are not separate from rigor. They are the entry point to rigor.
Foundational skills are not separate from rigor. They are the entry point to rigor.
Foundational skills are not separate from rigor. They are the entry point to rigor.

**2018-2022 Mendocino Elementary
SCHOOL IMPROVEMENT PLAN**

One of the primary goals of the Mendocino Elementary School Improvement Plan is to ensure that all students are achieving at or above the state standards for mathematics and science.

School Student Achievement Goal

At least 80% of students will successfully complete independent tasks with minimal teacher prompting, as measured through classroom observations, lesson plan reviews, and student work samples.

What student achievement problems have been identified?
 Student achievement problems have been identified through classroom observations, lesson plan reviews, and student work samples. The problems identified are: 1. Students are not consistently demonstrating the skills and knowledge required to complete independent tasks. 2. Students are not consistently demonstrating the skills and knowledge required to complete tasks with minimal teacher prompting. 3. Students are not consistently demonstrating the skills and knowledge required to complete tasks with minimal teacher prompting and student work samples.

What is the student achievement problem you will address in the SIP? Use data to support your decision.
 The student achievement problem that will be addressed in the SIP is: Students are not consistently demonstrating the skills and knowledge required to complete independent tasks with minimal teacher prompting.

What is the root cause of the student achievement problem? Use your root cause analysis here.
 The root cause of the student achievement problem is: Students are not consistently demonstrating the skills and knowledge required to complete independent tasks with minimal teacher prompting.

What is the goal of the student achievement problem? Use your goal statement here.
 The goal of the student achievement problem is: Students will successfully complete independent tasks with minimal teacher prompting.

Math Strategy #1

100% of classroom teachers will provide consistent explicit instruction which includes high-quality, scaffolded, feedback that guides students in applying mathematical concepts and problem-solving strategies across a variety of contexts.

What is your Theory of Action?

If we...

consistently implement explicit instruction and provide students with timely, specific, and individualized feedback...

Then we see...

Increased student understanding, engagement, and the ability to apply learned skills.

Which leads to...

Improved academic achievement and growth in student outcomes.

Implementation Plan

1924 Implementation Quarterly Goals & Action Steps

By the end of the semester, 100% of teachers will successfully plan and prepare for instruction by providing explicit instruction, scaffolding, and feedback to students before teaching.

Teacher 1 Goal

Action Step 1

Teachers will complete lesson planning before...

Action Step 2

Teachers will review opportunities for student work in advance to identify...

Action Step 3

Teachers will include the components in their district required lesson plans...

Action Step 4

Teachers will include the components in their district required lesson plans...

Action Step 5

Teachers will include the components in their district required lesson plans...

Action Step 6

Teachers will include the components in their district required lesson plans...

Action Step 7

Teachers will include the components in their district required lesson plans...

Action Step 8

Teachers will include the components in their district required lesson plans...

Action Step 9

Teachers will include the components in their district required lesson plans...

Action Step 10

Teachers will include the components in their district required lesson plans...

Action Step 11

Teachers will include the components in their district required lesson plans...

Action Step 12

Teachers will include the components in their district required lesson plans...

Action Step 13

Teachers will include the components in their district required lesson plans...

Action Step 14

Teachers will include the components in their district required lesson plans...

Action Step 15

Teachers will include the components in their district required lesson plans...

Action Step 16

Teachers will include the components in their district required lesson plans...

Action Step 17

Teachers will include the components in their district required lesson plans...

Action Step 18

Teachers will include the components in their district required lesson plans...

Action Step 19

Teachers will include the components in their district required lesson plans...

Action Step 20

Teachers will include the components in their district required lesson plans...

Action Step 21

Teachers will include the components in their district required lesson plans...

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100% of classroom teachers will provide consistent explicit instruction which includes high-quality actionable feedback that guides students in applying mathematical concepts and problem-solving strategies across a variety of contexts.

By the end of the trimester, 100% of teachers will intentionally plan and prepare for instruction by previewing lesson materials, anticipating likely student misconceptions and independent work challenges, and adjusting instruction before teaching.

Trimester 1 Goal

** Action Step 1

Teachers will complete Essential Learning Plans

PLCs will Collaboratively unpack priority standards for upcoming unit, including success criteria and prerequisite skills for each grade level during VPLC for the purposes of clarity around rigor. (Using Figure 3.4 Essential Standards Unpacking Template from the PLC Dashboard.)

PLCs will complete Essential Learning Plan #1 (Section: Information Prior to Teaching the Unit)

PLCs will peer review differentiated lesson plans and provide feedback (from samples provided).

Teachers will review upcoming lessons at least one week in advance to identify lesson objectives, independent tasks, and potential areas where students may struggle.

Teachers will include the components in their district required lesson plans.

"1. Learning Intention / Success Criteria"

"2. Build on Prior Knowledge / Anticipated Misconceptions"

** Action Step 4

Teachers will analyze the independent work **prior to instruction** and determine the prerequisite skills, vocabulary, and thinking students will need to complete it successfully.

Teachers will decide how/when to incorporate challenging problems (lesson opener, bell ringer, math talk etc).

Action Step 5

Teachers will anticipate and plan for student generated questions that may arise during independent work, including questions not explicitly addressed in the curriculum materials.

Action Step 6

Instruction includes frequent formative checks before releasing students to independent work. Teachers reteach or provide additional examples when needed before students work independently.

Action Step 7

Repeat steps 2-6

Action Step 8

PLC teams analyze student independent work to determine whether lesson adjustments improved student success and identify instructional refinements for future lessons.

Who

When

Notes

8/18

8/25

9/1

9/8

9/15

9/22

9/29

9/29

Not at a PLC

First Lesson plan due?

2026–2027 Monroe Elementary SCHOOL IMPROVEMENT PLAN SCHOOL Math Achievement Goal	80% of all students meet or exceed state standards for grade-level mathematics and/or at least 70% of all students demonstrate mastery on Connecticut
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School Student Achievement Goal

School Student Achievement Goal

By EOY, the percentage of students scoring below the 40th percentile will be reduced by 15% and the percentage of students scoring above the 61st percentile on the MAP Assessment will increase by 5%. (Spring 2026 NWFA MAP 81st percentile or higher for grades K-5 was 35%.)

What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.

Students are not performing well in the area of Geometry. The topic is at the end of the year for all grade levels. Data for assertions Data to support assertions - 2025-2026 Data

What is the student centered problem you will address in this SIP? Use data to support your decision.

All category of students struggled in understanding Geometry (Classify two- and three- dimensional shapes into categories based on their properties). Data for assertions - 2025-2026 Data

What is the root cause of the student centered problem? Link your root cause analysis here.

Math Strategy #2

Strategy Statement

100% of classroom teachers will provide explicit instruction to improve ambitious instruction.

if we—

Then we see...
provide high-quality actionable feedback for applying mathematical concepts and problem-solving strategies

document accuracy
self-correction on

Which leads to...

on increase in proficiency on MAP in the area of Geometry.

[illegible]

Connections to Essentials

Big Supporting Strategies	Level of Use (1-5)	Connections to 8 Standards			
		Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments
		Teachers use a variety of strategies to ensure that all students are successful in learning mathematics. Teachers use a variety of strategies to ensure that all students are successful in learning mathematics. Teachers use a variety of strategies to ensure that all students are successful in learning mathematics.	Teachers use a variety of strategies to ensure that all students are successful in learning mathematics. Teachers use a variety of strategies to ensure that all students are successful in learning mathematics. Teachers use a variety of strategies to ensure that all students are successful in learning mathematics.	Teachers use a variety of strategies to ensure that all students are successful in learning mathematics. Teachers use a variety of strategies to ensure that all students are successful in learning mathematics. Teachers use a variety of strategies to ensure that all students are successful in learning mathematics.	Teachers use a variety of strategies to ensure that all students are successful in learning mathematics. Teachers use a variety of strategies to ensure that all students are successful in learning mathematics. Teachers use a variety of strategies to ensure that all students are successful in learning mathematics.

Theory of Action

Indicators of a Quality SIP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

A Theory Of Action is a link between cause and effect: if we take a specific action, then we expect that action to have specific effect. It connects the actions of teacher with the consequences of their actions-the learning and achievement of their students.

Sample Theory Of Action

Student Center	Students do not have a conceptual 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 rest	students developing a deeper conceptual understanding of place value.

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Literacy Action Plan Strategy 1
Literacy Action Plan Strategy 2
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Math Action Plan Strategy 2
Resources Needed
Theory Of Action

Students struggle with reading grade level text because they don't have strategies for learning unknown vocabulary.

Student Center

If we identify key vocabulary words needed to understand grade level content, then consistently use them while intentionally building background knowledge prior to reading

teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text

Then we see

students successfully interacting with grade level text.

Which will rest

Student Center

If we

Then we see

Which will rest

Strategy	Resources Needed				Funding Source	Completed Requisition Form	Table of Contents
	Description of Resource Needed	Existing/New	Cost	Total Cost			
	District DOK materials NWEA Learning Continuum Non-fiction Read Alouds		One Time	TBD	TBD		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

District Achievement Goal

School Student Achievement Goal

For EOY, the percentage of students scoring in the lowest 20th percentile will be reduced by 6% and the percentage of students scoring above the 1st percentile on the MAP Assessment will increase by 8%.

Without student-centered problems having been surfaced after completing your data analysis! Use data to support your assertions.

III. category of students struggled in understanding place value and properties of operations to perform multi-digit arithmetic (3.NBT). Use place value understanding and properties of operations to perform multi-digit arithmetic. The Median ITAT score decreased by 1 point from Fall to Winter (2nd Grade) and by 3 points (3rd grade). Student scores in place value understanding have remained steady for the last 2 years. Fall to Winter in the 2022-23 School Year: 33%, proficient to 34%, Fall to Winter in the 2022-23 School Year: 32%, proficient to 34%. Fall to Winter in the 2022-24 School Year: 28%, proficient to 31%, proficient, aggregate school wide data.

All category of students struggled in using place value understanding (3.NBT.A). Use place value understanding and properties of operations to perform multi-digit arithmetic. The Median RTT score decreased by 4 points from Fall to Winter (2nd Grade) and by 3 points (3rd grade). Student scores in place value understanding have remained steady for the last 2 years. Fall to Winter in the 2022-23 School Year: 32% proficient to 34%, Fall to Winter in the 2022-23 School Year: 32% proficient to 34%, Fall to Winter in the 2022-23 School Year: 32% proficient to 34%, Fall to Winter in the 2022-23 School Year: 28% proficient to 31%, proficient, approximate score as data.

What is the root cause of the student centered problem? Link your root cause analysis here.

Math Strategy #1 -- SAMPLE

Strategy Statement

80% of math teachers will use hands-on manipulative materials at least four times per week in order to build student conceptual understanding of place value.

Student-Centered

What is your Theory of Action?

Students do not have a conceptual understanding of place value, and

consistently use hands-on manipulatives, following the Learning model of Dale's Cone of Experience

Students developing a deeper conceptual understanding of place value.

Journal of Management Inquiry 23(4) 391-407

Implementation Plan

Teacher / Lead	All teachers use multi-multiplicities of least 4 days per week with students during small group and small group instruction.	3725 Implementation Quantity Goals & Action Steps	What?	Original Due Date	Revised 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 evidence	August	September	October	November	December	January	February	March	April	May	June
Timeline Step 1			Administrators, SP team, Instructional Coaches, Teachers	8/27/2024		Work with SP team to ensure all teachers have appropriate materials for EL students.	Work with EL support team to ensure all teachers have appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 2			SP team, Instructional Coaches	8/27/2024		Include training to ensure all teachers have appropriate materials for EL students.	Include training to ensure all teachers have appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 3			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 4			EL	10/2/2024		Observation tool will include specific focus for EL.	Observation tool will include specific focus for EL.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 5			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 6			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 7			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 8			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 9			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 10			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 11			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 12			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 13			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 14			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 15			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 16			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 17			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 18			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 19			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 20			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 21			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 22			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 23			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 24			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 25			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 26			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 27			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 28			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 29			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 30			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 31			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 32			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 33			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 34			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 35			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 36			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 37			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 38			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 39			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 40			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 41			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 42			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 43			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 44			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 45			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 46			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 47			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 48			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 49			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 50			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 51			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 52			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 53			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 54			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 55			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 56			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 57			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 58			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 59			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 60			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 61			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 62			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 63			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 64			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 65			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 66			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 67			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 68			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 69			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 70			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														
Timeline Step 71			Math Teachers	10/2/2024		Teachers will provide appropriate materials for EL students.	Teachers will provide appropriate materials for EL students.	Teachers will use 10/25/2024 for EL students.	Agenda, P, materials, appropriate materials, inventory list, purchase orders														

Connections to 5 Essentials				
Essential Strategy	Success of the Strategy	Effective Practices	Collaborative Practices	Enriched Practices
Action 1: Target	Essential Strategy	Effective Practices	Collaborative Practices	Enriched Practices
	Success of the Strategy	Effective Practices	Collaborative Practices	Enriched Practices
	Effective Practices	Effective Practices	Collaborative Practices	Enriched Practices
	Collaborative Practices	Collaborative Practices	Collaborative Practices	Enriched Practices
	Enriched Practices	Enriched Practices	Enriched Practices	Enriched Practices



TALALA ELEMENTARY SCHOOL

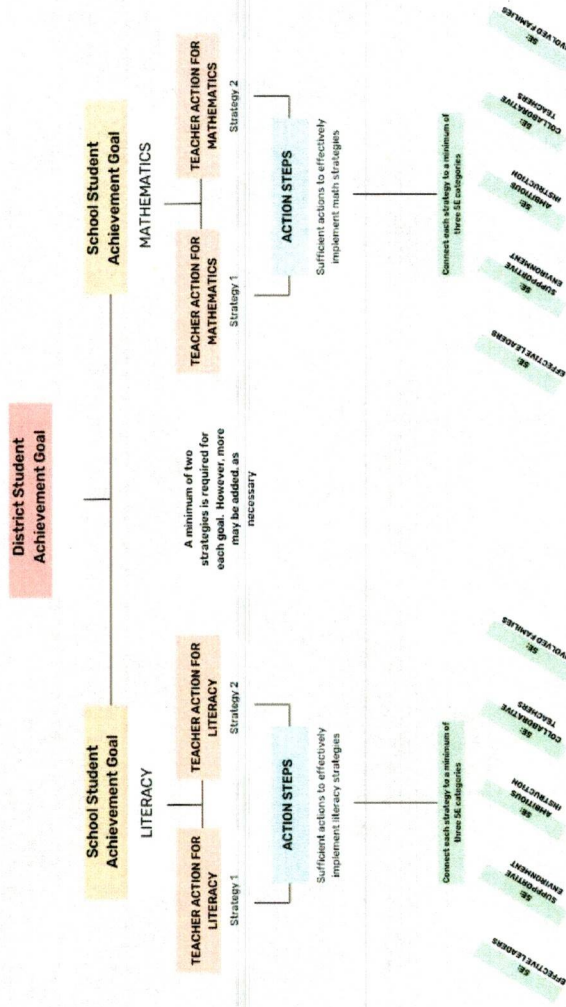
IN PARK FOREST

2026-2027 Talala Elementary
SCHOOL IMPROVEMENT PLAN

Purpose

A school improvement plan is the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

SCHOOL IMPROVEMENT GRAPHIC 2024-2025



How To Use This Template
Review all available data
Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN)
Conduct a Root Cause Analysis for your MEAN or MEANS
Review current practices and strategies currently in place to address 1 or 2 MEANS
Review best practice research to determine 2 new strategies to effectively address the MEAN or MEANS OR, continue working on your 23-24 strategy.
Develop a <i>Theory Of Action</i> using your research.
Develop your action plan to build toward full implementation of your strategy.
Establish connections to the 5 Essentials.

Data Sources
IAR/SAT/PSAT
MAP
ESGI
Summative Assessments
Attendance
Behavior
5 Essentials
Social Emotional

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- 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

SCHOOL IMPROVEMENT TEAM INFORMATION			
School Name	Talala Elementary School		
School Mission Statement	You decide your future.		
CM201U Mission Statement	Engage and empower our students to positively impact their community and future.		
SIP Meeting Time	7:30 AM – 8:45 AM		
SIP Meeting Dates			
August		September	October
		3, 10, 17, 24	8, 22
November		December	January
5, 19		3, 17	7, 21
February		March	April
4, 18		11	8, 22
May		June	July
6, 20		NA	NA
Team Members			
Name	Position	Grade Level/Content Area (as applicable)	
Stacey Schwuchow	Principal		
Elizabeth Slough	Assistant Principal		
Ashley Gocal	Instructional Coach	K-5	
Christine Dell	Instructional Coach	K-5	
Breanna Sylvester	Teacher	Kindergarten	
Heather Miller	Interventionist	K-5	
Christine Dell	Interventionist	K-5	
	Teacher	Grade 2	
Holly Olson	Teacher	Special Education K-5	
	Teacher	Grade 4	
Rayann Harrison	Teacher	Grade 5	
Brenda Ayala	Teacher	K/1 Bilingual	

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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

Strategy	Description of Resource Needed	Existing/New	Resources Needed Cost	Total Cost	Funding Source	Completed Requisition Form	Table Of Contents
	data folders	Existing	Ongoing/Yearly				Overview and Directions
	red PLC notebooks	New	One Time	0			School Information
	math journals K-1 "Foundation lines" notebook	New	Ongoing/Yearly				Literacy Action Plan Strategy 1
	math journals 2-5 half notebook	New	Ongoing/Yearly	0.00			Literacy Action Plan Strategy 2
	CUBE Poster- poster maker	New	One Time	0.00			Math Action Plan Strategy 1
	RACE Poster- poster maker	New	One Time				Math Action Plan Strategy 2
	Math Calendars K-2	New	One Time	0			Resources Needed
	agendas	New	Ongoing/Yearly	0			Theory Of Action
	PLC book	New	One Time	0			
	data folders	Existing	Ongoing/Yearly				
	Mindplay subscription	New	Ongoing/Yearly				
	writing journals K-1 full notebook	New	Ongoing/Yearly				
	writing journals 2-5 half notebook	New	Ongoing/Yearly				
	Smeikens professional development	New	Ongoing/Yearly				
	Smeikens curriculum book	New	Ongoing/Yearly	0			
	Foundations curriculum materials	New	One Time	0			
	IAR practice materials	New	One Time				
	Walkthrough tool	New	One Time	0			

Theory Of Action

Indicators of a Quality SIP: Theory of Action

Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see..." (desired staff/student practices), which results in... (goals). All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

A Theory Of Action is a link between cause and effect. If we take a specific action, then we expect that action to have specific effect. It connects the actions of teacher with the consequences of their actions—the learning and achievement of their students.

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Theory Of Action

Sample Theory Of Action

Students do not have a conceptual understanding of place value.

consistently use hands-on manipulatives, following the learning model of Dale's Cone of Experience

teachers intentionally using hand on materials on a daily basis

students developing a deeper conceptual understanding of place value.

Student Center

If we

Then we see

Which will rest

Students struggle with reading grade level text because they don't have strategies for identifying unknown vocabulary.

identify key vocabulary words needed to understand grade level content, then consistently use them while intentionally building background knowledge prior to reading

teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text

students successfully interacting with grade level text.

Student Center

If we

Then we see

Which will rest

Student Center

If we

Then we see

Which will rest



CRETE-MONEE MIDDLE SCHOOL SCHOOL

Purpose

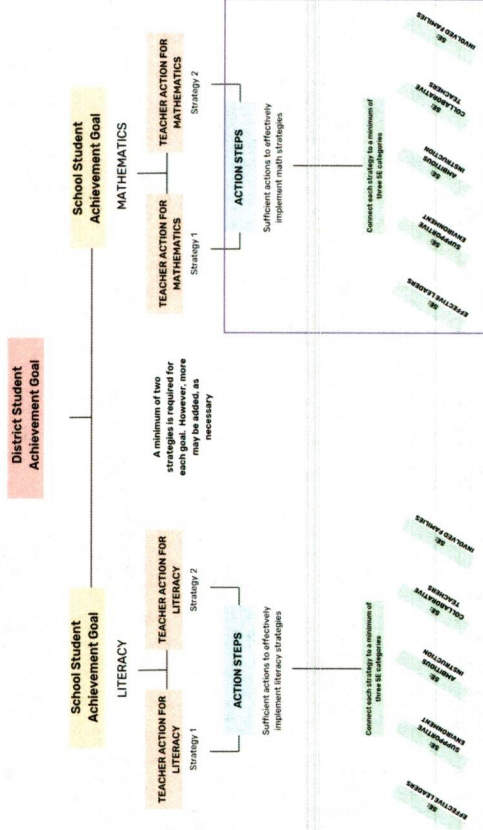
A school improvement plan is the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

How To Use This Template Review all available data Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN) Conduct a Root Cause Analysis for your MEAN or MEANS Review current practices and strategies currently in place to address 1 or 2 MEANS Review best practice research to determine 2 new strategies to effectively address the MEAN or MEANS OR, continue working on your 25-28 strategy. Develop a Theory of Action using your research. Develop your action plan to build toward full implementation of your strategy. Establish connections to the 5 Essentials.	Data Sources IAR/SAT/PSAT Attendance MAP Behavior ESGI 5 Essentials Summative Assessments Social Emotional
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Literacy Action Plan Strategy.2
Math Action Plan Strategy.1
Math Action Plan Strategy.2
Resources/Needed
Theory Of Action

SCHOOL IMPROVEMENT GRAPHIC



2025-2026		
SCHOOL IMPROVEMENT TEAM INFORMATION		
School Name	Crete-Monee Middle School	
School Mission Statement	Crete-Monee Middle School strives to develop principled, knowledgeable, and caring students who positively impact their intercultural community.	
CM201U Mission Statement	Engage and empower our students to positively impact their community and future.	
SIP Meeting Time	3-5 PM	
SIP Meeting Dates		
August	September	October
8/x/2025	9/x/2025	10/x/2025
8/x/2025	9/x/2025	10/x/2025
November	December	January
11/x/2025	12/x/2025	1/x/2026
11/x/2025	12/x/2025	1/x/2026
February	March	April
2/x/2026	3/x/2026	4/x/2026
2/x/2026	3/x/2026	4/x/2026
May	June	July
5/x/2026	6/x/2026	7/x/2026
5/x/2026	6/x/2026	7/x/2026
Team Members		
Name	Position	Grade Level/Content Area (as applicable)
Kokona Chrisos	Principal	ALL Depts
Caroline Daly	Assistant Principal	6th Grade & SPED

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[Resources Needed](#)

[Theory Of Action](#)

Raymond Lawrence	Assistant Principal	8th Grade
Matthew Holzer	Assistant Principal	7th Grade
Sandra Brookins	Division Leader	L&L, I&S & Connections
Miranda Ryder	Division Leader	Math, Science & Design Tech
Christopher Kozy	Teacher	Math/8th Grade
Michelle Costalunga	Teacher	Math/7th Grade
Kristie Biederwolf	SPED	SPED & Literacy
Tracy Simmonds	Instructional Coach	ALL
Kristen Shreffler	IB Coordinator	ALL
Kristin Wilkinson	Counselor	Counselor
Hanni Reutter	Teacher	L&L/6th Grade
TBD		

2025-2027 Crete-Monee Middle School
SCHOOL IMPROVEMENT PLAN

90% of students are performing at or above grade level on Common Formative Assessments (CFA).

By the end of the 2025-2026 School Year, 90% or more of CMMS students will meet or exceed grade level RTI scores in MATH on SBIRMS 2026.

When student identified problems have been surfaced, other compounding your data analysis? Use data to support your conclusions.

Currently 30% of our students are at MultiStep needs in Math Proficiency on MWAS/AMP Assessment (Spring 2026). The most successful area for the team is...

What is the student centered problem you will address in this SIP? Use data to support your decision.

Our goal is to get students who are at grade level, 25%, and appropriate standards. 90%, to meet our goals.

There are a lot of fundamental learning loss during students' learning years. We intend to address the gap while still teaching grade level standards.

We will improve student outcomes in math by implementing the Clear-Extension-Restoring (CER) strategy across all grade levels and content areas, resulting in communication from teachers, support in alignment with evidence, and more confidence to use concepts.

What is your Theory of Action?

We... consistently implemented the CER strategy in classroom instruction.

Then we see... students developing stronger critical thinking, problem-solving, and communication skills.

Which leads to... Increased achievement on state assessments and classroom-based measures.

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Language Arts Action Plan Strategies 2

Math Action Plan Strategies 1

Math Action Plan Strategies 2

Reading Instruction

Writing Instruction

Math Strategy #2

Math Strategy #1

Math Strategy #3

Math Strategy #4

Implementation Plan

Link to collected data/evidence

Notes

Resources Needed

Metrics

Other subgroup Considerations

Considerations for English Learners (EL)

Considerations for Children with Disabilities (CWD)

Considerations for Gifted/Talented (GT)

Considerations for Students with Special Needs (SWN)

Considerations for Students with Behavioral Needs (SWB)

Considerations for Students with Emotional Needs (SWEN)

Considerations for Students with Physical Needs (SWPN)

Considerations for Students with Social Needs (SWSN)

Considerations for Students with Learning Needs (SWLN)

Considerations for Students with Cognitive Needs (SWCN)

Considerations for Students with Sensory Needs (SWSN)

Considerations for Students with Health Needs (SWHN)

Considerations for Students with Family Needs (SWFN)

Considerations for Students with Community Needs (SWCN)

Considerations for Students with Cultural Needs (SWCN)

Considerations for Students with Religious Needs (SWRN)

Considerations for Students with Language Needs (SWLN)

Considerations for Students with Communication Needs (SWCN)

Considerations for Students with Mobility Needs (SWMN)

Considerations for Students with Vision Needs (SWVN)

Considerations for Students with Hearing Needs (SWHN)

Considerations for Students with Speech Needs (SWSN)

Considerations for Students with Writing Needs (SWWN)

Considerations for Students with Reading Needs (SWRN)

Considerations for Students with Math Needs (SWMN)

SIP Team Progress Monitoring

September

October

November

December

January

February

March

April

May

June

Connections to Essentials

Supporting Strategies

Effective Leaders

Collaborative Teachers

Involved Families

Supportive Environments

Assessment Instruction

Action Step 1

Action Step 2

Action Step 3

Action Step 4

Action Step 5

Action Step 6

Action Step 7

Action Step 8

Action Step 9

Action Step 10

Action Step 11

Action Step 12

Action Step 13

Action Step 14

Action Step 15

Action Step 16

Action Step 17

Action Step 18

Action Step 19

Action Step 20

Strategy	Resources Needed				Completed Requisition Form	Table Of Contents
	Description of Resource Needed	Existing/New	Cost	Total Cost		
	Math Monday Brainpop	Existing	Ongoing/Yearly	Depends on allotted hours for planning		Overview and Directions
	5th Math	Existing	Ongoing/Yearly	Free		School Information
	Math Monday Submission Document	Existing	Ongoing/Yearly	Free, just needs to be reviewed and updated		Literacy Action Plan Strategy 1
	Branching Minds Meeting LFC Agenda	Existing	One Time	\$0		Literacy Action Plan Strategy 2
	8th Grade WIN Literacy Lesson and Materials	Existing	Ongoing/Yearly	Depends on allotted hours for planning		Math Action Plan Strategy 1
	7th Grade WIN Literacy Lesson and Materials	Existing	Ongoing/Yearly	Depends on allotted hours for planning		Math Action Plan Strategy 2
	8th Grade WIN Literacy Lesson and Materials	Existing	Ongoing/Yearly	Depends on allotted hours for planning		Resources Needed
	Student SMART Goal Setting Tracker	Existing	One Time	\$0		Theory Of Action
	Incentives for Math Monday Participants	Existing	Ongoing/Yearly	Depends on the incentives selected		
	WIN Feedback Form	Existing	One Time	Free, just needs to be reviewed and updated each time		
	Math Monday Feedback Form	Existing	Ongoing/Yearly	Free, just needs to be reviewed and updated each time		

Theory of Action

Indicators of a Quality SIP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "if we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

A Theory Of Action is a link between cause and effect: if we take a specific action, then we expect that action to have specific effect. It connects the actions of teacher with the consequences of their actions-the learning and achievement of their students.

Sample Theory Of Action

Students do not have a conceptual understanding of place value.

Student Center consistently use hands-on manipulatives, following the learning model of Dale's Cone of Experience

If we teachers intentionally using hand on materials on a daily basis

Then we see students developing a deeper conceptual understanding of place value.

Which will rest understanding of place value.

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Students struggle with reading grade level text because they don't have strategies for learning unknown vocabulary.

Student Center

identify key vocabulary words needed to understand grade level content, then consistently use them while intentionally building background knowledge prior to reading

If we

teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text

Then we see

students successfully interacting with grade level text.

Which will rest

Student Center

If we

Then we see

Which will rest

[illegible]



CRETE-MONEE HIGH SCHOOL SCHOOL

2025-2026 CRETE MONEE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN

Purpose

A school improvement plan is the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

How To Use This Template Review all available data Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN) Conduct a Root Cause Analysis for your MEAN or MEANS Review current practices and strategies currently in place to address 1 or 2 MEANS Review best practice research to determine 2 new strategies to effectively address the MEAN or MEANS OR, continue working on your 24-25 strategy. Develop a <i>Theory Of Action</i> using your research. Develop your action plan to build toward full implementation of your strategy.	Data Sources IAR/SAT MAP Summative Assessments Attendance Behavior Social Emotional
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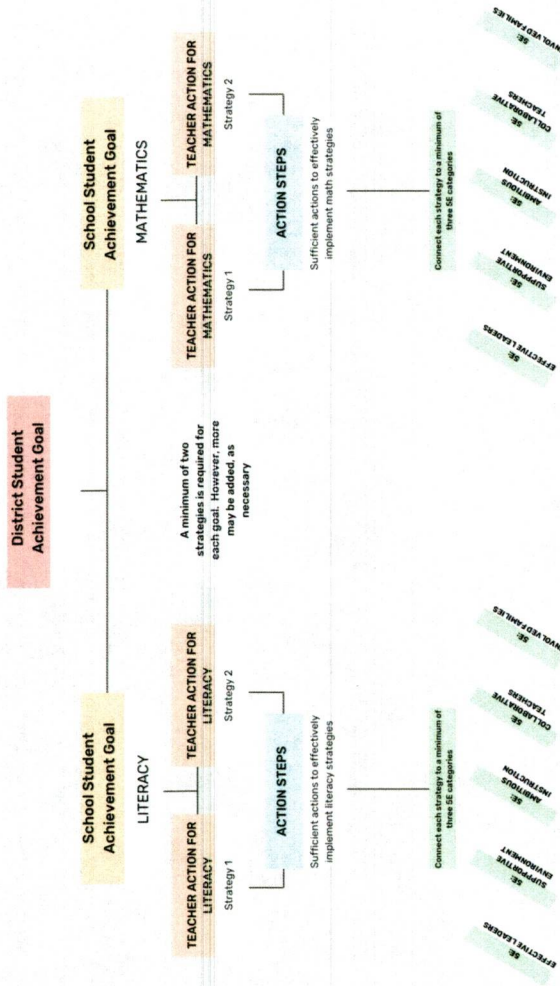
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- Math Action Plan Strategy.1
- Math Action Plan Strategy.2
- Resources Needed
- High School Literacy Action Plan Strategy.1
- Theory Of Action

GOALS FOR 2026-2027

Increase student achievement through the use of effective feedback rooted in a balanced assessment profile
increase students' skills in academic discourse through the explicit teaching of discussion and collaboration skills

SCHOOL IMPROVEMENT GRAPHIC



2026-2027 SCHOOL IMPROVEMENT TEAM INFORMATION	
School Name	Crete-Monee High School
School Mission Statement	Engage and empower our students to positively impact their community and future.
CM20IU Mission Statement	
SIP Meeting Time	3:00 PM - 4:30 PM
SIP Meeting Dates	

August	September	October
November	December	January
February	March	April
May	June	July

Team Members		
Name	Position	Grade Level/Content Area (as applicable)
Kara O'Sullivan	Teacher	Science
Matthew Balouris	Teacher	Science
Kristen Valiska	Teacher	SPED
Ric Nielsen	Teacher	ELA
Barbara Belin	Teacher	Mathematics
Heather Godbout	Instructional Coach	Instructional Coach Reading
Ivy Wicher	Teacher	SPED
Karen Roorda	Teacher	Science (Bridges)
TBA	Teacher	

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Lamont Holifield	Principal	
Amy Adamow	Assistant Principal	
William Fitzgerald	Division Leader	
Michelle Cresto	Division Leader	
Alicia Gilani	Dean	
Rosa Drumgole	Dean	
David Arroyo	Dean	

2025 - 2027 CRETE MONIE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN District Achievement Goal 100% of students will achieve a passing score on all common formative assessments (CFAs).	School Student Achievement Goal 100% of students will achieve a passing score on all common formative assessments (CFAs).
--	--

What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.

According to our CFA data, 100% of students achieved a passing score on all common formative assessments (CFAs). This is a significant improvement over the previous year, indicating that our students are performing well on these assessments. The data also shows that students are performing well on the end-of-year assessments, with 100% of students achieving a passing score. This is a significant improvement over the previous year, indicating that our students are performing well on these assessments.

What is the student centered problem you will address in this SIP? Use data to support your decision.

Students are struggling to determine the central idea from text and summarizing. This is evident by the CFA data below. RI.2 specifically states: "Read and comprehend texts, analyzing how main ideas and supporting details develop and how different perspectives and topics are introduced and developed over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text." The data shows that 100% of students achieved a passing score on this standard, indicating that our students are performing well on these assessments.

What is the root cause of the student centered problem? Use your root cause analysis here.

Students who struggle with determining theme or central idea have difficulty with vocabulary, breaking down challenging text, underdeveloped note-taking skills, and insufficient modeling of analysis.

Literacy Strategy #1

By May 2027, 100% of teachers at Crete-Monee High School will consistently implement a balanced assessment system that includes clearly communicated learning targets, 100% of aligned common formative assessments, timely action steps, and classroom and instructional assessments (CFAs), while all students will demonstrate measurable academic growth from baseline to end-of-year assessments.

What is your Theory of Action?

If we...
 implement high-quality instructional practices across every classroom by offering balanced assessment, timely feedback, collaborative planning, and differentiated instruction;
 Then we will see...
 greater instructional consistency across classrooms, increased teacher responsiveness to student learning needs, improved student understanding of learning expectations, greater student ownership of academic progress, and more targeted interventions and enrichment opportunities.

Which We Know...
 Research shows that when teachers use a variety of assessment practices, they are able to identify student learning needs and provide timely feedback. This leads to improved student understanding of learning expectations and increased student ownership of academic progress. Additionally, when teachers use a variety of assessment practices, they are able to identify student learning needs and provide timely feedback. This leads to improved student understanding of learning expectations and increased student ownership of academic progress.

Implementation Plan

SIP Team Progress Monitoring											
	September	October	November	December	January	February	March	April	May	June	
	Select Status	Select Status									Link to collected data/evidence
											Notes
											Resources Needed
											Metrics
											Subgroup
											Due Date Considerations
											Who?
											SVZ Implementation Quarterly Goals & Action Steps
											Teachers will establish consistent formative assessment and feedback practices that clearly communicate learning expectations and provide students with timely opportunities to improve their learning.
											PLC teams will collaboratively identify essential learning standards and develop one common formative assessment (CFA) every three weeks that measure mastery of priority standards.
											Teachers will post, communicate and reference daily learning targets and success criteria during every lesson so students understand what they are expected to learn and demonstrate.
											Teachers will administer formative checks for understanding during every lesson and adjust instruction based on student responses before moving to a new content area.
											Teachers will provide actionable written and/or verbal feedback within five instructional days of each CFA that identifies one strength, one area for improvement, and one specific next step.
											Division (school) Teacher leaders will facilitate monthly PLC data meetings where teachers analyze CFA results, identify instructional trends, and develop intervention and enrichment plans.
											Administrators will conduct bi-weekly instructional walkthroughs focused on formative assessment practices, providing individualized coaching/feedback within 48 hours.
											Teachers will use assessment evidence to differentiate instruction and increase student ownership of learning.
											Teachers will group students for targeted interventions and enrichment based on CFA results.
											Students will determine individual academic goals after each CFA and monitor their progress using teacher-created reflection tools.
											PLC teams will develop reteaching lessons for standards in which fewer than 75% of students demonstrate proficiency.
											Teachers will incorporate peer feedback and self-assessment opportunities into instructional units.

Concise Notes

This is a great start!! We need to flesh out the plan a bit. However, as that we can ensure student learning has been improved by this work.

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Concrete and Discreet

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Math Action Plan Strategy 2

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High School Literacy Action Plan

Strategy 1

Theory of Action

2026-2027 CRETE-MONEE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN

District Achievement Goal

100% of students are actively engaged with and comprehend grade-level material at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).

School Student Achievement Goal

What student centered problems have been surfaced after completing your data analysis? Use data to support your observations.

What is the student centered problem you will address in the SIP? Use data to support your decision.
Students at Crete-Monee High School are struggling to retain and organize key content across subject areas, resulting in low-quality notes, inconsistent study habits, and difficulty preparing for assessments. Many students rely on passive learning strategies, such as highlighting or re-reading notes, which do not lead to deep understanding or long-term retention. This lack of effective study skills contributes to gaps in comprehension, decreased academic confidence, and underperformance on both formative and summative assessments.

What is the root cause of the student centered problem? Link your root cause analysis here.

The root cause is that students have not been explicitly taught effective note-taking strategies and critical thinking skills needed to actively engage with and organize information during instruction. Without consistent modeling, practice, and reinforcement across all subjects, students default to passive or unstructured note-taking methods that hinder comprehension and long-term retention of academic content.

Literacy Strategy #2

Strategy Statement

By May 2027, 90% of teachers at Crete-Monee High School will intentionally design learning experiences that engage students in active learning strategies, such as collaborative learning, peer-to-peer teaching, and problem-based learning. As a result, at least 85% of students will actively participate in evidence-based discussions, collaborative learning experiences, and higher-order thinking tasks as measured through classroom observations, student work, and common instructional rubrics.

What is your Theory of Action?

If we... intentionally engage students in meaningful academic discourse, authentic collaboration, critical thinking, and problem solving across all content areas...

Then we will see...

greater student engagement, increased participation from all learners, improved communication skills, stronger critical thinking, deeper conceptual understanding, and classrooms where students assume greater responsibility for constructing their own learning.

Which leads to...

improved student achievement, increased literacy skills of students with limited prior knowledge, improved problem-solving skills, stronger collaboration and communication skills, and graduates who are prepared to think critically, communicate effectively, and contribute meaningfully to college, careers, and their communities.

Implementation Plan

SIP Team Progress Monitoring										Link to collected data/evidence	Notes	Resources Needed	Metrics	Subgroup Considerations	Due Date	Who?	SVY7 Implementation Quarterly Goals & Action Steps Teachers will establish classroom structures that promote rigorous academic conversations and collaborative learning.
September	October	November	December	January	February	March	April	May	June								
Teachers will explicitly teach discussion norms and accountable talk expectations in every classroom.																	
Teachers will incorporate structured collaborative learning opportunities at least twice each week.																	
PLC teams will collaboratively develop higher-order questions aligned to priority standards.																	
Teachers will implement academic vocabulary routines that support student understanding.																	
District leaders will model effective discussion protocols during department meetings.																	
Administrators will conduct walkthroughs focused on student engagement and teacher to student talk ratios.																	
Teachers will increase the rigor and frequency of student discourse through collaborative instructional practices.																	
Teachers will facilitate structured academic discussion weekly using evidence-based questioning strategies.																	
Students will support responses with textual or content-specific evidence during classroom discussions.																	
PLC teams will analyze classroom discussion protocols and student participation data.																	
Teachers will implement cooperative learning structures that require every student to contribute.																	
Administrators will provide coaching on questioning techniques that promote higher-order thinking.																	
Teachers will intentionally monitor participation to ensure equitable student voice.																	

See Resources Needed Tab

2026-2027 CRETE MONIEE HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

District Achievement Goal

100% of students can perform at grade-level expectations and/or at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).

School Student Achievement Goal

What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.

What is the student centered problem you will address in this SIP? Use data to support your decision.

What is the root cause of the student centered problem? Link your root cause analysis here.

Math Strategy #1

Strategy Statement

By May 2027, 100% of staff at Crete-Monroe High School will intentionally implement asset-based practices for struggling students. The school will demonstrate measurable improvement in student attendance, school climate, student engagement, and graduation rates. The school will demonstrate measurable improvement in student attendance, school climate, student engagement, and graduation rates, while reducing chronic absenteeism and disciplinary practices as measured by district and school data.

What is your Theory of Action?

If we...

...builds relationships, recognizes student strengths, creates equitable opportunities for success, and cultivates a culture of belonging throughout every aspect of the school community

Then we will see...

...stronger student belonging, improved attendance, increased student engagement, healthier school-community relationships, reduced chronic absenteeism, greater student voice, and a positive school climate where students feel respected, valued, and supported.

Which leads to...

...higher levels of academic success, increased graduation rates, improved college and career readiness, stronger social-emotional development, greater persistence among our most at-risk students, and a school culture where every student has the opportunity to thrive academically, socially, and emotionally.

Vocabulary

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Learning Action Plan Strategy 2

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Theory of Action

Implementation Plan

SIP Team Progress Monitoring

Link to collected data/evidence	September	October	November	December	January	February	March	April	May	June
Notes										
Resources Needed										
Metrics										
Subgroup Considerations										
Due Date										
Who?										
Action Steps										
Quarter 1 Goal										
Action Step 1										
Action Step 2										
Action Step 3										
Action Step 4										
Action Step 5										
Action Step 6										
Quarter 2 Goal										
Action Step 1										
Action Step 2										
Action Step 3										
Action Step 4										
Action Step 5										
Action Step 6										
Quarter 3 Goal										
Action Step 1										
Action Step 2										
Action Step 3										
Action Step 4										
Action Step 5										
Action Step 6										
Quarter 4 Goal										
Action Step 1										
Action Step 2										
Action Step 3										
Action Step 4										
Action Step 5										
Action Step 6										

See Resources Needed Tab

Action Step 3	Counselors will coordinate college, career, and workforce readiness experiences for all grade levels.
Action Step 4	Students will meet monthly with identified students to review academic progress and social-emotional support.
Action Step 5	Students will participate in service-learning or community engagement opportunities that strengthen civic responsibility.
Action Step 6	Administrators will review attendance, behavior, and academic progress data monthly to evaluate intervention effectiveness.

Quarter 4 Goal

Quarter 4 Goal
The school community will evaluate the effectiveness of asset-based practices and establish systems that sustain student belonging and success.

Action Step 1

The School Improvement Team will analyze student climate, attendance, behavior, and achievement data to determine the impact of asset-based initiatives.

Action Step 2
Students, staff, and families will participate in end-of-year focus groups and surveys to provide feedback on school culture and belonging.

Action Step 3

Departments will identify successful relationship-building practices to incorporate into the following year's implementation plan.

School leaders will convene at district and staff who exemplify successful leadership

Action Step 4	School leaders will recognize students and staff who exemplify resilience, leadership, academic growth, and positive citizenship.
Action Step 5	Community partners will participate in a year-end reflection meeting to strengthen future

Action Step 6

The administrative team will revise the 2027 - 2028 implementation priorities based on collaborations.

Action Step 5

Community partners will participate in a year-long consultation meeting to assign roles

outcome data and stakeholder feedback.

Connections to 5 Essentials						
SE Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Authentic Instruction

[illegible]

District Achievement Goal

District Achievement Goal

col

School Student Achievement Goal

What student centered problems have been surfaced after completing your data analysis? Use data to support

your assertions.

According to MAP 24% of students are in the Low Range (red). 26% of students are in the LoAvg Range (orange). 28% of students are Avg

(yellow). 10% of students are High Avg (green) and 12% of students are High (blue). On the Math Diagnostic CFA 2% of Algebra I students

mastered at 80% or greater NELB.3 and in Algebra II 26% of students for the same standard. NELB.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

What is the student centered problem you will address in this SIP? Use data to support your decision.

Students struggle to effectively communicate their mathematical thinking which limits their ability to answer complex problems and higher

order questions on assessments.

What is the root cause of the student centered problem? Link your root cause analysis [here](#).

Students have weak discussion skills as instruction often emphasizes fluency and correct answers over conceptual understanding and there is a lack of explicit instruction in discussion strategies. Teachers' inexperience with facilitating discussions and classrooms that discourage risk-taking discourage risk-taking.

Drinking.

Math Strategy #3

Main strategy #2

Math Strategy #2

Component

What is your Theory of Action?

If we

Then we will see—

which leads to—

Implementation Plan

SIP Team Progress Monitoring

SY27 Implementation Quarterly Goals & Action Steps							Who?	Due Date	Subgroup Considerations	Metrics	Resources Needed	Notes	Link to collected data/evidence
Quarter 1 Goal													
Action Step 1													
Action Step 2													
Action Step 3													
Action Step 4													
Action Step 5													
Quarter 2 Goal													
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Quarter 4 Goal													
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Action Step 5

SE Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Ambitious Instruction

Action Steps

[illegible]

Theory Of Action

Indicators of a Quality SIP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

A Theory Of Action is a link between cause and effect: if we take a specific action, then we expect that action to have specific effect. It connects the actions of teacher with the consequences of their actions--the learning and achievement of their students.

Sample Theory Of Action

Student Center Students do not have a conceptual 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 rest students developing a deeper conceptual understanding of place value.

Student Center Students struggle with reading grade level text because they don't have strategies for 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

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Theory Of Action	

teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade

Then we see level text

students successfully interacting with grade level text.

Which will rest level text.

Student Center

If we

Then we see

Which will rest

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

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District Achievement Goal	
100% of students can perform at grade-level expectations and/or at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).	
School Student Achievement Goal	
By EOY, the percentage of students scoring in the lowest 20th percentile will be reduced by 6%, and the percentage of students scoring above the 80th percentile will be increased by 6%.	
What student-centered problems have been surfaced after considering your data analysis? Use data to support your assertions.	

All categories of students struggled in using place value understanding and properties of operations to perform multi-digit arithmetic (5.NBT.A). Use place value to round multi-digit whole numbers to the nearest 10 or 100. Students in the lowest 20th percentile of scores in this category decreased by 4 points from Fall to Winter (Cord Gracie) and by 3 points (Cord Gracie). Student scores in place value understanding have remained steady for the last 2 years. Fall to Winter in the 2022-23 School Year: 32% proficient to 34%, Fail to Winter in the 2022-23 School Year: 22% proficient to 24%, Fail to Winter in the 2022-23 School Year: 20% proficient to 21% proficient. Aggregate school wide data.

What is the student-centered problem you will address in this SP? Use data to support your decision.

All categories of students struggled in using place value understanding and properties of operations to perform multi-digit arithmetic (5.NBT.A). Use place value to round multi-digit whole numbers to the nearest 10 or 100. Students in the lowest 20th percentile of scores in this category decreased by 4 points from Fall to Winter (Cord Gracie) and by 3 points (Cord Gracie). Student scores in place value understanding have remained steady for the last 2 years. Fall to Winter in the 2022-23 School Year: 32% proficient to 34%, Fail to Winter in the 2022-23 School Year: 22% proficient to 24%, Fail to Winter in the 2022-23 School Year: 20% proficient to 21% proficient. Aggregate school wide data.

What is the root cause of the student-centered problem? Link your root cause analysis here.

Teachers are not consistently using hands-on manipulative materials with students to support their development of conceptual understanding.

Math Strategy #1 -- Sample

Strategy Statement

100% of math teachers will use hands-on manipulative materials at least four times per week in order to build student conceptual understanding of place value.

What is your Theory of Action?

Students do not have a conceptual understanding of place value, and properties of operations.

If we... consistently use hands-on manipulatives, following the learning model of John's Corner of Experience

Then we see... consistently using hands-on manipulative materials on a daily basis

Which leads to... students developing a deeper conceptual understanding of place value.

Implementation Plan						
Timeline / Goal	3Y25 Implementation Quarterly Goals & Action Steps	Who?	Due Date	Considerations for Children With Disabilities (CWD)	Considerations for English Learners (EL)	Other Subgroup Considerations
Timeline 1 Goal	All teachers learn how to use a variety of math manipulative materials during whole group and small group instruction.	Administrators, SP team, Instructional Coaches, Teachers	8/21/2024	Work with SPD team to ensure appropriate accommodations for CWD. Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Work with EL support team to ensure appropriate accommodations for EL. Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Review extension materials to ensure appropriate accommodations for EL. Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
	Ensure all teachers have appropriate math manipulatives for their math program and are comfortable using them in their classrooms.	SP team, Instructional Coaches	8/21/2024	Include learning to ensure CWD have appropriate differentiated supports. Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Include learning to ensure EL students have appropriate differentiated supports. Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Include learning to ensure EL students have appropriate differentiated supports. Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
Action Step 1	Provide professional learning to all math teachers during SP day (August 30, 2024).	Math Teachers	1/19/2024	Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
Action Step 2	All teachers will practice using manipulatives during small group differentiated instruction for the remainder of trimester 1 for all learning goals and outcomes.	SLT	9/26/2024	Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
Action Step 3	SLT will develop an observation tool and share with PLCs.	Math Teachers	October 1-October 31	Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
Action Step 4	Teachers will conduct peer observations, using observation tool, then will provide feedback during PLC meetings.	Math Teachers	Nov 1-Nov 18	Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
Action Step 5	Instructional coach will work with PLCs to develop lesson plans that intentionally include math manipulative during small group instruction, including formative assessments.	Math Teachers	Nov 1-Nov 18	Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
Action Step 6	PLCs will review formative assessment data to determine effectiveness of instruction.	Math Teachers	Nov 1-Nov 18	Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
Action Step 7	All teachers use math manipulatives at least 3 days per week with students during small group instruction.	Math Teachers	Nov 1-Nov 18	Teachers will provide specific accommodations for CWD. Observation tool will include specific focus for CWD.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.	Teachers will use EL/age appropriate strategies with English learners. Observation tool will include specific focus for EL.
Timeline 2 Goal						

