				2025-2026 Crete Elementary SCHOOL IMPROVEMENT PLAN	
	Purpose				
A school improvem the school with exp consistent Tier 1 Acc	licit goals and stro	tegies develop		Dis	VEMENT GRAPHIC
				Achi	ievement Goal
How To Use This	s Template	De	ıta Sources		
Review all available data	-	IAR/SAT/PSAT	Attendance	School Student	School Student
Complete the Data Analysis Prot Most Essential Area(s) of Need (N	ocol to identify 1 or two MEAN)	МАР	Behavior	Achievement Goal LITERACY	Achievement Goal MATHEMATICS
Conduct a Root Cause Analysis f	for your MEAN or MEANS	ESGI	5 Essentials	ETENOT	
Review current practices and str to address 1 or 2 MEANS	ategies currently in place	Summative Assessments	Social Emotional	TEACHER ACTION FOR TEACHER ACTION FOR strate	minimum of two gles is required for MATHEMATICS TEACHER ACTION FOR MATHEMATICS MATHEMATICS
Review best practice research to strategies to effectively address continue working on your 24-25:	the MEAN or MEANS OR,			each g	oal. However, more y be added, a, s Strategy 1 Strategy 2 necessary
Develop a Theory Of Action using	g your research.			ACTION STEPS	ACTION STEPS
Develop your action plan to build implementation of your strategy				Sufficient actions to effectively implement literacy strategies	Sufficient actions to effectively implement math strategies
Establish connections to the 5 Es	sentials.				
Table Of Contents				Connect each strategy to a minimum of three 5E categories	Connect each strategy to a minimum of three 5E categories
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					
ResourcesNeeded					
Theory Of Action					

SCHOOL II	2025-2026 MPROVEMENT TEAM	INFORMATION	
			Table Of Contents
School Name	Crete Elementary		Overview and Directions
School Mission Statement			School Information
CM201U Mission Statement	Engage and empower our community and future.	students to positively impact their	Literacy Action Plan Strategy 1
			Literacy Action Plan Strategy 2
SIP Meeting Time	Mondays, 3:45-5:00		Math Action Plan Strategy 1
			Math Action Plan Strategy 2
SIP Meeting Dates			ResourcesNeeded
August	September	October	Theory Of Action
8/25/2025	9/15/2025 9/29/2025	10/20/2025 10/27/2025	
November	December	January	
11/10/2025 11/24/2025	12/8/2025 12/15/2025	1/12/2026 1/26/2026	
February	March	April	
2/9/2026 2/23/2026	3/16/2026 3/23/2026	4/20/2026 4/27/2026	
Мау	June	July	
5/11/2026 5/18/2026	TBD	TBD 7/x/2026	
	Team Members		
Name	Position	Grade Level/Content Area (as applicable)	
Kathleen Prado	Principal		
Jenny Daly	Assistant Principal		
Nicole Persic	Social Worker		
Amanda Karczewski	Instructional Coach		
Karen Marcinek	Instructional Coach		
Susann Heise	Teacher	Insructional 1-2	

Fiona Hill	Teacher	Grade 1	
Marina Fanelli	Teacher	EL	
Kristy Delgado	Teacher	Resource	
Veronica Uhrick	Teacher	4th Grade	

Part																	
Marches Marc																	
Secretary of the content of the cont																	
Manual	W -4 -4 -44					Table Of Contents											
Part	mmon Formative Asse	ssments (CFAs).	date mastery on														
March Marc	he and of the 2025, 20	School Student Achievement Goal Exchange with the a 10% increase of shudents who meet or exceed their RIT growth	projections as			School Information											
March Marc	pared to the 2024-25	spring growth data in Reading and increase the percentage of students who are proficient ((green or blue) by			Literature Antique Disas Chapters of											
Part	on the Spring Admin	istration.	o data to a monart			Literacy Action Plan Strategy 1											
March Marc	ut student center	your assertions.	se data to sapport	1		Literacy Action Plan Strategy 2											
Part																	
Marie Mari	What is the	student centered problem you will address in this SIP? Use data to support your	decision.			Math Action Plan Strategy 2											
Maria Mari	focusing on this proble fress the low achieven	em, we aim to increase student's ability to interact with and comprehend grade level text. By nent in vocabulary and informational text.	doing so, we will also			ResourcesNeeded											
The content of the	What is	s the root cause of the student centered problem? Link your root cause analysis h	iere.			Theory Of Action											
March Marc	ruction may not be exp dentally through reading	plicit or systematic enough in daily lessons. Instead of direct teaching, vocabulary is often a no.	ssumed to be learned														
## 1	, ,																
March Marc		Strategy Statement															
Part	% of teachers will use	explicit teaching in tier 1 instruction to enhance student's ability to interact with grade level	text.														
Part		What is your Theory of Action?															
Part		What is your fricory of Action.															
Part	vo																
Part																	
Part	dents engaging mo	ore deeply with academic vocabulary, literary, and informational text															
Part		overall reading scores, as evidenced by higher MAP and IAR scores.															
Part						Implement	ation Plan										
Part													SII	P Team Progress	Monitoring		
Part					aid							September October	November December	or January F	February Mar	ch April	May
Mathew of Market with from the property of the form of the property of the p				Original Due Date	Considerations for Children With	Considerations For	Other Subgroup		Resources		Link to collected					'	
Market M		SY26 Implementation Quarterly Goals & Action Steps	Who?	Due Date (if neede	d) Disabilities (CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence			1		'	
Part	inicator room														32	اكتاك	
Part	tion Step 1	Provide opportunities for targeted professional development on the science of reading, esson structure (e.g., I Do. We Do. You Do), differentiated instruction, and formative	Administration, instructional		Ensure Tier 1 instruction includes universal design fo	Incorporate visual supports, r sentence frames, and	include culturally responsive texts and	100% of teachers attend targeted									
Part	a	assessment strategies to ensure all teachers understand and apply these techniques in eading instruction.	coaches		learning (UDL) principles.	academic vocabulary instruction in lesson plans.	instructional strategies.	professional development sessions								'	
Margin proposed large and policy and proposed large and propos					strategies and allow	Use small group instruction to	and choice activities for	of reading, lesson								!	í I
Market M					methods (oral, written,	language development.	independent reading time	structure, a. differentiation, and formative accomment								!	í I
Market M					Provide co-teaching model	Collaborate with ESL teachers during planning meetings to		strategies.								!	i l
App					core instruction accessible.	talor materials and scalloids.										_ !	
Manual Part					Adapt questions using visua supports manipulatives	Adapt questions using visual			Needed Tab								
Manual part	A	After participation in professional learning on explicit teaching during SID, meet in PLC to discuss implementing taught strategies with an emphasis on scaffolding and	Special Education		sentence frames, and simplified language without	supports, manipulatives, sentence frames, and simplifier	1	PLC meeting notes, shared examples									i l
Manual Part	ales Chan 2	accommodations for diverse learners.	Teachers		reducing rigor	language without reducing rigor											
And treatment age of profession of a price of price of price treatment and price of			coaches,			Observation tool will include	,	observations,								_ !	I — I –
After the state of a control control of the state of the						specific focus for SWD		reflection form									
Settle Sept. Provide regard specific reactions per la control control security and control	A	All teachers will participate in grade level reflection meetings and discuss the mplementation of explicit teaching	instructional coaches					Agenda									
in fig. 1 And a grown program to any or an other control and provided	tion Step 5																
in fig. 1 And a grown program to any or an other control and provided	mester 2 Goal A	All teachers will provide explicit teaching on identified essential skills.															
and by dath foundy decided manages (and of the first of an electric ordinate of a character (and of a character) and a cha	sian Stand	Secretary and the transfer to the secretary to the secret			Forum Tier 1 instruction	Incomprate visual supports	include outpurelly	Collaborative Bianning									
Tracts of the foreign for a proper section (and part of the foreign of the foreig	don step i	rounde disjoing apport to teachers to pair and deliver expect institution on essential earlies skills through collaborative planning time, peer observation opportunities, and participal coording focused on lesson execution and student outcomes.	instructional		includes universal design for learning (UDL) principles.	r sentence frames, and academic vocabulary	responsive texts and instructional strategies.	Logs: Grade-level teams meet at least									i l
of path or support is made and path of the	ľ	instruction containing received on resource execution and statem outcomes.	COGCING		Embed multisensory	instruction in lesson plans.	Provide enrichment tasks	twice per month for collaborative planning								!	i l
reference to the part of the p					strategies and allow flexibility in response	Use small group instruction to reinforce comprehension and	and choice activities for advanced readers during	focused on explicit reading instruction, as								!	i l
reference to the part of the p					methods (ord, written, tech-assisted).	Collaborate with FSI teachers	independent reading time	meeting agendas or									i l
Address control to a control to control to a					Provide co-teaching model or push-in supports to make	during planning meetings to tailor materials and scaffolds.		Instructional coaches								!	i l
Participate in RC, Indicator meetings (GPE) beam or cross-collaboration in PLC) to an expert of the control of					core instruction accessible.			log regular support sessions with each								!	i l
Participate in PCL Checker meetings (DRD) beam or cross-collaboration PLC) beam of the important control of the important								teacher (e.g., monthly), focusing on planning	See Resources								(
Participate in PCL Profession in receiving (SPED) learn or cross-collaboration PCL) is expected education making and interest profession of the important of th								reading lessons.	Needed Tab								
All seachers will protected on reacting broader level reflection meetings and discuss the important configuration of explicit teaching. If I configurate to the provide apportunities for peer observations of explicit teaching. If I configurate to the provide exportunities for peer observations of explicit teaching. If I configurate to the provide exportunities for peer observations of explicit teaching in the provide explicit	uon step 2	Participate in PLC reflection meetings (SPED team or cross-collaboration PLCs) to			supports, manipulatives,	Adapt questions using visual										'	
All teachers will grotelopted in grade law inflaction meetings and discuss the execution of coopies control to the coopies and	a	analyze the implementation of explicit instruction paired with scaffolding and	special education		sentence frames, and simplified language without	supports, manipulatives, sentence frames, and simplified	1	shared examples								_ '	il_
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Frontide appointunities for peer observations of explicit teaching on Identified essential skills. All teachers will provide explicit teaching on Identified essential skills.	A	All teachers will participate in grade level reflection meetings and discuss the implementation of explicit teaching	instructional					Agenda						- -		_l!	
Through Exposition provide application for explicit treaching on lideratified essential skills. All teachers will provide application provide application provides application p	tion Step 4		teachers, SLT,														
All teacher will provide explicit teaching on identified essential skills. Provide explicit teaching on identified essential skills.		Provide opportunitites for peer observations of explicit teaching	coaches					reflection									
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stotops are dolor interest to the medity in propose to the medity in pr	ir ir	eading skills through collaborative planning time, peer observation opportunities, and instructional coaching focused on lesson execution and student outcomes.			learning (UDL) principles.	r sentence frames, and academic vocabulary	responsive texts and instructional strategies.	teams meet at least								'	
Interest to the implementation of explicit instruction graved with scalifolding and accommodations and its implementation of explicit instruction graved with scalifolding and accommodations are instructional contents. Participate in PLC reflection meetings (SPED team or cross-collaborative PLCs) to analyze the implementation of explicit instruction paired with scalifolding and accommodations are instruction and instruction paired with scalifolding and accommodations are instruction and instruction paired with scalifolding and accommodations are instruction and instruction paired with scalifolding and accommodations are instruction and instruction paired with scalifolding and accommodations are instruction and instruction paired with scalifolding and accommodations are instruction and instruction and instruction and instruction accommodations are instruction and instruction accounts are instruction and instruction and instruction accounts are instructional constitution. Instruction accounts are instructional constitution and accounts and instruction accounts are instructional constitution. Instruction accounts are instructional constitution and accounts are instructional constitution and accounts are instructional constitution accounts and accounts are instructional constitution and accounts are instructional constitution accounts and accounts					Embed multisensory strategies and allow	Use small group instruction to	Provide enrichment tasks and choice activities for	collaborative planning focused on emilial								'	
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A late cheave will profice on state (EP goal progress. All seches will profice place from earlings on discuss the implementation of explicit teaching and experimentation of explicit teaching and exper					tech-assisted).	Collaborate with ESL teachers		meeting agendas or notes.								'	<u> </u>
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Participate in PLC reflection meetings (SPED team or cross-collaborative PLCs) to sandyze the implementation of explicit instruction paired with scanding and accommodations and its impact on statement of the participation of explicit instruction paired with scanding and accommodations and its impact on statement of the participation of explicit instruction paired with scanding and accommodations and its impact on statement of the participation of explicit instruction paired with scanding and accommodations and its impact on statement of the participation of explicit instruction and its impact on statement of explicit instruction accommodation in the participation of explicit instruction and its impact on statement of explicit instructio	tion Step 2				Use multiple data sources			reading lessons.	Needed Tab								
All stochers will porticipate in grobe level reflection meetings and assuss the implementation of explicit seaching could be a cooking	step 2				(work samples, observation											'	(L
At sources we porcupous in groose well reflection meetings and asscuss time implementation of explicit teaching cooches Agenda stooches Agenda stooches Agenda cooches Agenda	F	Participate in PLC reflection meetings (SPED team or cross-collaborative PLCs) to			reteaching or additional	Adapt questions using visual		PLC meeting notes.								'	
At societies will portuguite in groots were freezon meetings and associates the associated in processing and associates and associated in preparation of explicit teaching cooches and associated in preparation of explicit teaching to cooches associated in teachers, \$1.7, instructional associated in teaching associated associated in teaching associated in teaching associated associate	a	analyze the implementation of explicit instruction paired with scaffolding and	special education		alignment with IEP goals an	d sentence frames, and simplified	1	shared examples								_	
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instructional Observation	ir	ur teacners will participate in grade level reflection meetings and discuss the mplementation of explicit teaching	coaches					Agenda									
			teachers, SLT, instructional					Observation									
Provide apportunities for peer observations of explicit teaching coaches reflection		Provide opportunitites for peer observations of explicit teaching	coaches					reflection									
	v steb a															اكتار	-

			Conr	nections (o 5 Essentials								
5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Ambitious Instruction							
Action Steps													

Part																					
Column C		2025-2026 CRETE ELEMENTARY																			
Marche M																					
March Marc	100% of students can	District Literacy Achievement Goal actively interact with and comprehend grade-level text and/or at least 75% of students demo	strate mastery on																		
Part	Common Formative A	isessments (CFAs).																			
The state of the		School Student Achievement Godi																			
Column C	What student cen	tered problems have been surfaced after completing your data analysis? I	Jse data to support																		
Column		your assertions.																			
Company Comp	What is	he student centered problem you will address in this SIP? Use data to support you	r decision.			Literacy Action Plan Strategy 2 Math Action Plan Strategy 1															
Companies Comp	By focusing on this pro	blem, we aim to increase student's ability to interact with and comprehend grade level text. E	By doing so, we will also																		
Companies Comp	Who	et is the root cause of the student centered problem? Link your root cause analysis	here.																		
Company Comp	Vocabulary instruction	may not be explicit or systematic enough in daily lessons. Instead of direct teaching, vocabu	lary is often assumed to			Theory Of Action															
Part		Literacy Strategy #2																			
Part		Strategy Statement																			
Part	100% of teachers will understanding and evo	use effective questioning techniques to engage and challenge students, and use it as a tool to sluate the effectiveness of their teaching	o check student																		
Part																					
Company Comp																					
Company Comp	If we	quarticulus techniques																			
Part																					
Part																					
The part Par	improved proficienc	y in vocabulary use and informational text comprehsion, as reflected by increases	d MAP and IAR scores																		
Part							implementat	ion Plan													
March Part													September	October	SIP November December	January	February	March	April	May	June
Contraction of the contraction				Original Pr	evised ue Date	Considerations for Children With Disabilities	Considerations For	Other Subgroup		Resources		Link to collected									
Contraction of the contraction		SY26 Implementation Quarterly Goals & Action Steps	Who?	Due Date (if	f needed)	(CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence									
And particular during regarded on princend turning regarded from a coloring of the coloring regarded on the coloring regarded from a coloring rega	ı rimester 1 Goal	All teachers will learn what effective questioning is, and how to develop lesson plans that include questioning.																			
Market register of the prediction of the register of the regis	Action Step 1	Grade-level teams will use two PLC meeting times per month to collaboratively plan lessor	s Grade level teams			Ensure questions are	Integrate tiered vocabulary	Provide higher-order	PLC meeting notes,												
And particular during regarded on princend turning regarded from a coloring of the coloring regarded on the coloring regarded from a coloring rega	•	that include intentional, scaffolded questioning strategies aligned to learning objectives. During these meetings, teachers will review examples of effective questioning, co-create				differentiated using visuals, sentence frames, and	and language supports for each question. Consider	extension questions for advanced learners and	shared examples and work samples												
And particular during regarded on princend turning regarded from a coloring of the coloring regarded on the coloring regarded from a coloring rega		questions for upcoming lessons, and reflect on how these questions support all learners.				simplified language when needed. Incorporate Universal	using sentence starters and partner discussions to give	scaffolded, supportive questions for those													
Market register of the prediction of the register of the regis						principles so that students car	confidence to respond.	Connect questions to													
Market register of the prediction of the register of the regis						(e.g., verbal, written, visual).		experiences and	,												
After perfective a principle of	Action Stan 2						Interests tiesed acceledant	increase engagement.		See Resources											
The control of the co						Use multiple data sources (work samples, observation notes) to	and language supports for each question. Consider			Needed 100											
The control of the co		After participation in professional learning regarding effective questioning during				identify when reteaching or additional scaffolds are needed;	using sentence starters and partner discussions to give		PLC meeting notes,												
The control of the co		SID, meet in PLC to discuss implementing taught strategies with an emphasis on scaffolding and accommodations for diverse learners.	Special Education Teachers			ensure alignment with IEP goals and accommodations	EL students more time and confidence to respond.		and work samples												
The state of the s	Action Step 3		Instructional			CWD have appropriate			Agenda, PD slides,												
All bodies what are greated and any part of and all spage and of all spage and any part of	Action Step 4	Provide professional learning on questioning during SID	Coaches			differentiated supports.			reflection form												
The state of the s	Action Step 5																				7
Action to by 3 Find output and analyze the impact of questioning or instanction graphs around guestioning or general resolutions of the impact of questioning or instanction of the ins	Trimester 2 Goal	All teachers will use questioning to engage and challenge students to think critically.																			
Action to by 3 Participate in SPED PLCs to share and analyze the impact of questioning or instanction substanction and production of the control of the cont																					
Action to by 3 Participate in SPED PLCs to share and analyze the impact of questioning or instanction substanction and production of the control of the cont	Action Step I	ose peer observations, instructional coaching feedback, and student work analysis to monitor and refine questioning practices.	teams,			differentiated using visuals,	and language supports for	extension questions for	shared examples												
Action to by 3 Participate in SPED PLCs to share and analyze the impact of questioning or instanction substanction and production of the control of the cont			coaches			simplified language when needed, Incorporate Universal	using sentence starters and partner discussions to give	scaffolded, supportive questions for those	and work samples												
Action to by 3 Participate in SPED PLCs to share and analyze the impact of questioning or instanction substanction and production of the control of the cont						Design for Learning (UDL) principles so that students car	EL students more time and confidence to respond.	needing extra help. Connect questions to													
Actions to \$9.7 Purification in SPECI PLO, to others and analyze the impact of geneticing or contribution for such contribution of the contributio						respond in multiple formats (e.g., verbal, written, visual).		students' lived experiences and													
Federate to 1972 P. C.C. In share and making the description of the control of th								increase engagement.	•												
Follow up coaching cycles around questioning instructional coaching cycles around questioning to engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students to think chall instructional coaching for engage and challenge students work analysis to engage and challenge students work analysis t	Action Step 2					Use multiple data sources (work	Integrate tiered vocabulary and language supports for			Needed Tab											
Follow up coaching cycles around questioning instanctional coccides perificion to read of coccide perificion to read of coccide		Participate in SPED PLCs to share and analyze the impact of questioning on				identify when reteaching or	using sentence starters and		PLC meeting notes,												
Follow up coaching cycles around questioning instanctional coccides perificion to read of coccide perificion to read of coccide		student understanding using student work samples, data charting and anecdotal	teachers			ensure alignment with IEP goals and accommodations	EL students more time and confidence to respond.		shared examples and work samples												
All teachers affile and extending the graphs and challenge students to black cition step 1 Use per observations, substitutional coaching feedback, and student work analysis to make and reflex questioning to engage and challenge students to black cition step 2 Action step 2 Participate in SPED P.C.s to share and analysis the impact of questioning on student work samples, data clearing and excellent specified in source (participate in SPED P.C.s to share and analysis the impact of questioning on student work samples, data clearing and a recoldular source (participate in SPED P.C.s to share and analysis the impact of questioning on student work samples, data clearing and a recoldular source (participate in SPED P.C.s to share and analysis the impact of questioning on student work samples, data clearing and a recoldular source (participate in SPED P.C.s to share and analysis the impact of questioning on student work samples, data clearing and a recoldular source (participate in SPED P.C.s to share and analysis the impact of questioning on student work samples, data clearing and a recoldular samples and a recoldular samples. Substitution step 4 Connections to 9 2 Connections to 5 Essentials Connections to 5 Sessentials	Action Step 3		teachers,			Observation tool will include															
Action 18p 2 Periodate in SPD PLCs to share and analyze the impact of questioning on student work samples, data charting and ancedotal notes to part of student specifications are needed, and accommodations are needed. To the student specification are needed. To the student specific	Action Step 4	Follow up coaching cycles around questioning	Coaches			specific focus for CWD			lesson plans												
Letion Step 2 Participate in SPED PLCs to share and analyze the impact of questioning on modes. Connections to 5 Essentials Connec	Action Step 5																				
Letion Step 2 Participate in SPED PLCs to share and analyze the impact of questioning on modes. Connections to 5 Essentials Connec	Trimester 3 Goal	All teachers will use questioning to engage and challenge students to think																			
Action Step 2 Participate in SPED PLCs to share and analyze the impact of questioning on solider understanding using student work samples, data charing and annotated additional scattlinia are needed: Connections to 5 Essentials Connections t																					
Action Step 2 Participate in SPED PLCs to share and analyze the impact of questioning on solider understanding using student work samples, data charing and annotated additional scattlinia are needed: Connections to 5 Essentials Connections t	Action Step 1	Use peer observations, instructional coaching feedback, and student work analysis to monitor and refine questioning practices.	Grade level teams,			Ensure questions are differentiated using visuals,	Integrate tiered vocabulary and language supports for	Provide higher-order extension questions for	PLC meeting notes, shared examples												
Action Step 2 Participate in SPED PLCs to share and analyze the impact of questioning on solider understanding using student work samples, data charing and annotated additional scattlinia are needed: Connections to 5 Essentials Connections t			instructional coaches			sentence frames, and simplified language when	each question. Consider using sentence starters and	advanced learners and scaffolded, supportive	and work samples, peer observation												
Action Step 2 Participate in SPED PLCs to share and analyze the impact of questioning on solider understanding using student work samples, data charing and annotated additional scattlinia are needed: Connections to 5 Essentials Connections t						Design for Learning (UDL)	EL students more time and	needing extra help.	form												
Action Step 2 Participate in SPED PLCs to share and analyze the impact of questioning on solider understanding using student work samples, data charing and annotated additional scattlinia are needed: Connections to 5 Essentials Connections t						respond in multiple formats (e.g., verbal, written visual)		students' lived experiences and													
Action Step 2 Participate in SPED PLCs to share and analyze the impact of questioning on solider understanding using student work samples, data charing and annotated additional scattlinia are needed: Connections to 5 Essentials Connections t								cultural backgrounds to increase engagement.		See Resources											
Connections to 5 Essentials Connections to 5 Essentials	Action Step 2					Use multiple data sources (work samples, observation notes) to	Use multiple data sources (work samples, observation notes) to			Needed 1 db											
Connections to 5 Essentials Connections to 5 Essentials		Participate in SPED PLCs to share and analyze the impact of questioning on				identify when reteaching or additional scaffolds are needed;	identify when reteaching or additional scaffolds are needed;		PLC meeting notes,									.			
Connections to 5 Essentials Connections to 5 Essentials		notes				ensure alignment with IEP goals and accommodations	ensure alignment with IEP goals and accommodations		and work samples												
Connections to 5 Essentials Sesseral Sesseral	Action Step 4																			_	
SE Sunnering Select at	Action Step 5																				
SE Sunnering Select at		Connection	ns to 5 Esse	ntials																	
Strategies thee thece thecive leaders Collaborative Teachers Families Supportive Environments Ambilious instruction Ambilious instruction	5E Supporting	Colone at																			
	Strategies	three Effective Leaders Collaborative Teachers Families	Supportive Envi	ronments		Ambitious	Instruction														
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					Overview and Directions															
	School SEL Goal				School Information															
					Literacy Action Plan Strategy 1															
healthy and a	levelop and consistently apply strategies to recognize, understand and mano constructive way, leading to improved self-control, reduced conflict, and a m	ore positive learning																		
	environment.	,			Literacy Action Plan Strategy 2															
					Math Action Plan Strategy 1															
	at is the student centered problem you will address in this SIP? Use data to support yo				Math Action Plan Strategy 2															
To increase students a	ability to recognize their emotions and utilize strategies to self-regulate and solve problems with	peers and adults in a safe and																		
healthy manner.					ResourcesNeeded															
	What is the root cause of the student centered problem? Link your root cause analys	sis here.			Theory Of Action															
Students have more lin	imited social opportunities and are spending more time on screens which impacts their ability to	practice and utilize skills																		
related to play which in	includes managing emotions and solving problems with others.																			
	SEL Strategy #1																			
	Strategy Statement																			
100% of teachers will u	use Second Step lessons and implement SEL circles to support emotional regulation and social	I problem solving																		
	What is your Theory of Action?																			
If we																				
Intentionally and consi-	sistently implement explicit instruction, modeling, and reinforcement of social-emotional learning emotional regulation—through the structured use of the Second Step curriculum	skills—particularly social																		
problem solving and er Then we see	minorum regulation—infough the structured use of the Second Step curriculum																			
	r ability to solve problems with peers and regulate their emotions																			
which leads to	aumy to solve problems with peers and regulate their emotions																			
etudante baing =ht-	a to generalize SSI skills havened lessons to real situations and how the tests force	e and runnert needed *-																		
respond to heighten	e to generalize SEL skills beyond lessons to real situations and have the tools, language ned emotions related to academics and social interactions	ge and support needed to																		
					Implementat	ion Plan														
					impiementat	ION Plan														
														SIP T	eam Progr	ess Monitor	ing			
											September	October	November	December	January	February	March	April	May	June
			Revised	Considerations for																
		c	Original Due Date	Children With	Considerations For English Learners (EL)	Other Subgroup		Resources		Link to collected							- 1			ı
	SY26 Implementation Quarterly Goals & Action Steps	Who?	Due Date (if needed	i) Disabilities (CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence										
Trimester I Goal	Build consistent SEL routines and explicitly teach core SEL skills from Second Step,																			
	focusing Skills for Learning and Bullying Prevention																			_
Action Step 1	Implement weekly SEL lessons - Teachers will deliver lessons weekly and			Use visual supports,							_									
Action Step I	incorporate key concepts into class norms.	Teachers		simplified language, and			Weekly Schedule													
																				$\overline{}$
Action Step 2				rejected modeling to	Use destures visuals and						1									
Action Step 2				simplified language, and repeated modeling to reinforce SEL concepts. Provide individualized SEL	Use gestures, visuals, and translated key terms to															1
Action Step 2	Establish a Common Language for SEL School-Wide - Use of visuals and posters in			reinforce SEL concepts. Provide individualized SEL goals when needed as part of the part	Use gestures, visuals, and translated key terms to reinforce SEL vocabulary.			See Resources												
	common areas	Teachers, PBIS Tier 1		reinforce SEL concepts. Provide individualized SEL goals when needed as part of IEPs, and offer alternative response formats (e.g.,	Use gestures, visuals, and translated key terms to reinforce SEL vocabulary. Pair EL students with supportive peers and use		Checklist	See Resources												
Action Step 3	Establish a Common Language for SEL School-Wide - Use of visuals and posters in common areas Communicate the weekly SEL weekly focus to parents and stakeholders	Teachers, PBIS Tier 1 Teachers, Admin		reinforce SEL concepts. Provide individualized SEL goals when needed as part of IEPs, and offer alternative response formats (e.g., picture choices, role play).	Use gestures, visuals, and translated key terms to reinforce SEL vocabulary. Pair EL students with supportive peers and use sentence frames during		Newsletters, Class Do													
	common areas Communicate the weekly SEL weekly focus to parents and stakeholders	Teachers, Admin		reinforce SE concepts. Provide individualized SE, gods when needed as part of IEPs, and offer attenative response formats (e.g., picture choices, role play). Calm-down comers, sensor supports, SEL manipulative	Use gestures, visuals, and translated key terms to reinforce SEL vocabulary. Pair EL students with supportive peers and use sentence frames during discussions (e.g., 7 feel		Newsletters, Class Do						=							
Action Step 3	common areas Communicate the weekly SEL weekly focus to parents and stakeholders Classrooms and common spaces will create safe space/break area			replaced miscelling to reinforce SEL concepts. Provide individualized SEL goals when needed as part of IEPs, and offer alternative response formats (e.g., picture choices, role play). Calm-down corners, sensor supports, SEL manipulative	Use gestures, visuals, and translated key terms to reinforce SEL vacabulary. Pair EL students with supportive peers and use sentence frames during discussions (e.g., "I feel because_").		Newsletters, Class Do													
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	2025-2026 CRETE ELEMENTARY																			
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100% of students of	District Math Achievement Goal on perform at grade-level expectations and/or at least 75% of students demonstrate	mastery		Table Of Contents																
on Common Form	an perform at grade-level expectations and/or at least 75% of students demonstrate ative Assessments (CFAs).	,		Overview and Directions																
By the end of the 202	School Student Achievement Goal 2026 school year there will be a 10% increase of students who meet or exceed their RIT growth projectile	nos as		School Information																
compared to the 2024 on the Spring Adminis	-2026 school year, there will be a 10% increase of students who meet or exceed their RIT growth projects 2025 spring growth data in Math and increase the percentage of students who are proficient (green or bi- ration	ie) by 20%		Literacy Action Plan Strategy 1																
	tered problems have been surfaced after completing your data analysis? Use data to	support		Limited Photos I am County I																
	your assertions.			Literacy Action Plan Strategy 2																
				Math Action Plan Strategy 1																
What is	he student centered problem you will address in this SIP? Use data to support your decision.			Math Action Plan Strategy 2																
By focusing on this pr	blem, we aim to increase students' ability to solve grade level problems accurately.			ResourcesNeeded																
Wh	it is the root cause of the student centered problem? Link your root cause analysis here.			Theory Of Action																
Learning targets and : they are learning and	access criteria are not transparent to students during instruction. Therefore students do not fully understa why they are learning it.	nd what																		
	Math Strategy #1																			
	Strategy Statement																			
100% of teachers will lesson, to support inst	ise explicit teaching in tier 1, and will ensure all students know the learning target and success critieria for uction.	each																		
	What is your Theory of Action?																			
If we																				
use explicit teachin thinking	in tier 1 instruction to support the concepts: numbers and operations and operations and alg	ebraic																		
Then we see																				
Which leads to	neeper understanding of these concepts																			
students understan	ding their learning targets and their success criteria while performing at grade level in math.																			
					Implementa	tion Plan														
														SIP To	am Progr	ess Monito	ring			
			Revised	Considerations for							September	October No	vember	December	January	February	March	April	May	June
	\$Y26 Implementation Quarterly Goals & Action Steps Who?	Original Due Dat	Due Date	Considerations for Children With	Considerations For English Learners (EL)	Other Subgroup	Metrics	Resources Needed	Notes	Link to collected data/evidence										
Trimester Goal	SY26 Implementation Quarterly Goals & Action Steps Who? All teachers will effectively plan and implement explicit tier 1 Math instruction.	Due Dat	e (if needed)	Disabilities (CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence										
Action Step 1	Provide professional development focused on explicit math teaching strategies, including clear modeling, guided practice, and checks for understanding aligned with grade-level standards.			Ensure moth questions are differentiated using visuals (e.g., number lines, manipulatives, diagrams), sentence farmes (e.g., 1 solved this by), and simplified language when needed, incorporate in their mathematical thinking in multiple formats—such as verbally, with drawings, using physical models, or in writing physical models, or in writing physical models, or in writing	Integrate tiered math vocabulary and language	Provide higher-order extension questions for	assessment scores													
	with grade-level standards.			(e.g., number lines, manipulatives, diagrams),	(e.g., using both "add" and	advanced learners and scaffolded, supportive	in student													
				sentence frames (e.g., "I solved this by"), and	"combine" to support understanding). Use	questions for those needing extra help	understanding of grade-level math													.
				simplified language when needed. Incorporate	sentence starters such as "I noticed" or "The pattern is"		standards following implementation of													
				Universal Design for Learning	and provide opportunities for partner discussions or		PD strategies.													.
				students can explain their	think-pair-share to give EL		Pre/Post PD Surveys:													.
				multiple formats—such as	support to process and		growth in knowledge													
				physical models, or in writing	confidently.		regarding modeling, guided practice, and	B												
							guided practice, and checks for understanding.	Needed Tab												
Action Step 2					Incorporate visual supports,		understanding.													
•					Incorporate visual supports, sentence frames, and academic vocabulary instruction in lesson plans.															.
					instruction in lesson prons.															
				samples, CBMs, observation	reinforce comprehension and															.
	During PLC's, special education teachers will reflect on explicit instruction and how			reteaching or additional scaffolds	Collaborate with ESL teachers		PLC meeting notes,													
	to adapt Ter 1 learning targets for students with disabilities using examples of visual schedules, sentence frames, anchor charts, and simplified language.	d		Use multiple data sources (work samples, CBMs, observation notes) to identify when reteaching or additional scaffolds are needed; ensure alignment with IEP goals and accommodations	during planning meetings to tailor materials and scaffolds.		shared examples													
Action Step 3	schedules, sentence frames, anchor charts, and simplified language. teachers			accommodations			and work samples											-		
Action Step 4																				
Action Step 5																		=		
Trimester 2 Goal	All teachers will provide explicit teaching on identified essential skills.																			
Action Step 1	Teachers will use data analysis and collaborative planning during PLCs to identify essential			Ensure math questions are	Integrate tiered math	Provide higher-order	Formative						_							
	Teachers will use data analysis and collaborative planning during PLCs to identify essential math skills for explicit instruction.			differentiated using visuals (e.g., number lines.	vocabulary and language supports for each question	extension questions for advanced learners and	assessment scores show improvement													
				manipulatives, diagrams), sentence frames (e.g., 1	(e.g., using both "add" and "combine" to support	scaffolded, supportive questions for those	in student understanding of													
				solved this by"), and	understanding). Use	needing extra help	grade-level math													.
				needed. Incorporate	noticed" or "The pattern is"	-	implementation of													
				(UDL) principles so that	for partner discussions or		Des (Dest DD Communication													
				mathematical thinking in	students more time and		Teachers show													
				verbally, with drawings, using	respond to math questions		and confidence													.
				Ensure math questions are differentiated using visuals (e.g., number lines, manipulatives, diagrams), sentence frames (e.g., 1 solved this by-7), and simplified language when needed, incorporate (UCX) principles so that students can explain their mathematical thinking in multiple formats—such as verbally, with drawings, using physical models, or in writing physical models, or in writing	curingently.		regarding modeling, guided practice, and checks for	See Resources												
							checks for understanding.	See Resources Needed Tab												
Action Step 2					Incorporate visual supports, sentence frames, and															
					Incorporate visual supports, sentence frames, and academic vocabulary instruction in lesson plans.															
				Use multiple data sources (work	Use small group instruction to															
				samples, CBMs, observation notes) to identify when	language development.															
				Use multiple data sources (work samples, CBMs, observation notes) to identify when reteaching or additional scaffolds are needed; ensure alignment with IEP goals and	Collaborate with ESL teachers during planning meetings to		PLC meeting notes, shared examples													
	Special education teachers will Analyze and Monitor student progress on essential skills using work samples and IEP progress tools to reteach or effectively scaffold.	ducation		with IEP goals and accommodations	tailor materials and scaffolds.		shared examples and work samples													
Action Step 3																				
Action Step 4 Action Step 5																				
Trimester 3 Goal	All teachers will provide explicit teaching on identified essential skills.																			
Action Step 1	Teachers will use data analysis and collaborative planning during PLCs to identify essential math skills for explicit instruction.			Ensure math questions are differentiated using visuals (e.g., number lines; manipulatives, diagrams), sentence farmes (e.g. 1 solved this by), and simplified language when needed, incorporate linviersal Desgri for Learning (Ltx.) principles so that Universal Desgri for Learning (Ltx.) principles so that mathematical thinking in multiple formats—such as verbally, with drawings, using physical models, or in writing physical models, or in writing	Integrate tiered math	Provide higher-order	Formative													
	main sixus ior explicit instruction.			(e.g., number lines,	supports for each question	excension questions for advanced learners and	ussessment scores d show improvement													
				manipulatives, diagrams), sentence frames (e.g., 1	(e.g., using both "add" and "combine" to support	scaffolded, supportive questions for those	in student understanding of									1				
				solved this by'), and simplified language when	understanding). Use sentence starters such as "I	needing extra help	grade-level math standards following									1				
				needed. Incorporate Universal Design for Learning	noticed" or "The pattern is" and provide apportunities		implementation of PD strategies.									1				
				(UDL) principles so that	for partner discussions or		Pre/Port PD Sur									1				
				mathematical thinking in	students more time and		Teachers show													
				verbally, with drawings, using	respond to math questions		and confidence													
				pnysical models, or in writing	confidently.		Pre/Post PD Surveys: Teachers show growth in knowledge and confidence regarding modeling, guided practice, and checks for	See Resources												
								See Resources Needed Tab												

Speciskills Action Step 3 Action Step 4 Action Step 5	ecial education teachers will Analy Is using work samples and IEP pro	ze and Monitor student progr gress tools to reteach or effe	ess on essential ctively scaffold.	special education teachers		Use multiple data sources (work samples, CBMs, observation notes) to identify when reteaching or additional scaffolds	senténce frames, and académic vocabilary si cademic vocabilary si l'use small group instruction in lesson plans resident per l'use son propriet resident per l'use son de l'anguage devolopment. Calidacrate with Est teachers during planning meetings to tailor materials and scaffolds.	PLC meeting notes, shared examples and work samples							
		Con	nections	to 5 Essential	3										
SE Supporting Selections Strategies Action Steps	ect at st see Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environment		Ambitious	Instruction								

	2025-2026 CRETE ELEMENTARY																			
	SCHOOL IMPROVEMENT PLAN																			
	District Math Achievement Goal				Table Of Contents															
on Common Form	an perform at grade-level expectations and/or at least 75% of students den ative Assessments (CFAs).	nonstrate mastery	1		Overview and Directions															
	School Student Achievement Goal				School Information															
					Literacy Action Plan Strategy 1															
What student cer	ered problems have been surfaced after completing your data analysis? Us your assertions.	se data to support	t		Literacy Action Plan Strategy 2															
	your distribution.																			
What is	he student centered problem you will address in this SIP? Use data to support your	decision.			Math Action Plan Strategy 1 Math Action Plan Strategy 2															
By focusing on this pr Wh	blem, we aim to increase students' ability to solve grade level problems accurately. t is the root cause of the student centered problem? Link your root cause analysis h	ere.			ResourcesNeeded Theory Of Action															
intentional questioning	rer level questions consistently. Most questions are knowledge based requiring students to re students will begin to analyze, apply, and understand the new information.	, ,																		
	Math Strategy #2																			
100% of teachers will	Strategy Statement see effective questioning techniques to engage and challenge students, and use it as a tool to	check student																		
understanding and ev	luate the effectiveness of their teaching.																			
	What is your Theory of Action?																			
	What is your meory of Actions																			
If we																				
Then we see	questioning techniques																			
students actively g	nerating and answering questions, analyzing and applying what the know to solve	problems																		
Which leads to students performin	at grade level in math.																			
					Implement	ation Plan														
														SIP T	am Proare	ess Monitorin	ng			
											September	October	November	December	January	February	March	April	May	June
			Original Due Date	Considerations for Children With	Considerations For	Other Subarour		Resources		Link to collected		I T	٦						T	7
		Who?	Due Date (if needed) Disabilities (CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence										
Trimester 1 Goal	All teachers will learn what effective questioning is, and how to develop lesson plans that include questioning.																			
				Facility and the control of the cont	laterante Manage	Descride bles	NO month													
Action Step 1	Grade-level teams will use one dedicated meeting time per month to collaboratively plan lessons that include intentional, scoffolded questioning strategies dispared to learning objectives. During these meetings, teachers will review accomplise of effective questioning, co-create questions for upcoming lessons, and reflect on how these questions support all			Ensure moth questions are differentiated using visuals	Integrate tiered math vecabulary and language supports for each question (e.g. supports for each question) as supports for each question (e.g. support combine's to support understanding's). Use sentence starters such as "I noticed." or "proporturbilise for partner discussions or think-poil-where to give it. sudants more time and support to process and to give it. sudants more time and support to process and confidently, with questions confidently.	Provide higher-order extension questions for advanced learners and	PLC meeting notes, shared examples and work samples													
	objectives. During these meetings, teachers will review examples of effective questioning, co-create questions for upcoming lessons, and reflect on how these questions support all learners.			(e.g., number lines, manipulatives, diagrams),	supports for each question (e.g using both "add" and "combine" to support	scaffolded, supportive	work samples													
	Paralli Fish &			solved this by"), and simplified language when	understanding). Use sentence starters such as "I noticed" or	needing extra help														
				needed. Incorporate Universal Design for	"The pattern is" and provide opportunities for partner															
				Learning (UDL) principles so that students can explain	discussions or think-pair-share to give EL students more time															
				in multiple formats—such as	respond to math questions															
				using physical models, or in	contidently.															
Action Step 2				wilding.	Integrate tiered math			See Resources Needed Tab												$\overline{}$
					Integrate tiered moth vocabulary and language supports for each question (e.g. using both "add" and "combine" to support understanding). Use sentence starters such as "I noticed." or "The pattern is" and provide opportunities for partner descriptions or their provides.	L.														
					"combine" to support understanding). Use sentence															
					starters such as "I noticed" or "The pattern is" and provide															
	After attending professional development sessions focused on designing and delivering rigorous math questions that promote reasoning and problem-solving, special education teachers will participate in a PLC meeting to discuss and share adapted examples of higher-level math questions using visuals, manipulatives, and other supports to meet the			Adapt questions using visual supports manipulatives	"The pattern is" and provide opportunities for partner discussions or think-pair-share to give Et students more time and support to process and respond to math questions confidently.															
	teachers will participate in a PLC meeting to discuss and share adapted examples of	Special Ed		sentence frames, and	to give EL students more time and support to process and		PLC meeting notes, shared examples													
	needs of diverse learners.	Teachers		reducing rigor	confidently.		and work samples													
Action Step 3 Action Step 4																	- 1			=
Action Step 5																				
Trimester 2 Goal	All teachers will use questioning to engage and challenge students to think																			
	critically.																			
Action Step 1	During PLCs, teachers will plan and refine math lessons that include purposeful questions to promote critical thinking, with follow-up support through instructional coaching, peer feedback, and classroom workthroughs fo			Ensure moth questions are	Integrate tiered math	Provide higher-order	PLC meeting notes,													
	feedback, and classroom walkthroughs focused on questioning strategies.			(e.g., number lines, manipulatives dinarrams)	Integrate tiered math vecabulary and language supports for each question (e.g. supports for each question (e.g. support of the	advanced learners and scaffolded, supportive	PLC meeting notes, shared examples and work samples													
				sentence frames (e.g., 1	"combine" to support	questions for those														
				simplified language when needed. Incorporate	starters such as "I noticed" or "The pattern is" and provide															
				Universal Design for Learning (UDL) principles so	opportunities for partner discussions or think-pair-share															
				their mathematical thinking	and support to process and															
				verbally, with drawings, using physical models or in	"The pattern is" and provide opportunities for partner discussions or think-pair-share to give El students more time and support to process and respond to math questions confidently.															
Action Step 2				writing.	Integrate tiered moth		PLC meeting notes	See Resources												
Action step 2					Integrate tiered math vocabulary and language supports for each question (e.g. using both "add" and "combine" to support		PLC meeting notes, shared examples and work samples	Needed Tab												
					using both "add" and "combine" to support															
					combine" to support understanding). Use sentence starters such as "noticed." or "The pattern is" and provide opportunities for partner discussions or think-pair-share to give it. students more time and support to process and respond to math questions confidently.															
				Adapt questions using visual	opportunities for partner															
	During PLCs, special education teachers will plan and refine math lessons that include			supports, manipulatives, sentence frames, and	to give EL students more time and support to process and															
	During PLCs, special education teachers will plan and refine math lessons that include purposeful questions using simplified language and visual supports to promote critical thinking, while using accommodations and modifications for students with IEPs.	special education teachers		simplified language without reducing rigor	respond to math questions confidently.															
Action Step 3																	- 4			
Action Step 4 Action Step 5																				
Trimester 3 Goal	All teachers will use questioning to engage and challenge students to think critically.																			
Action Step 1				Encure moth questions	Integrate tigged math	Brouide higher-ord-	Classroom													
Aution Step I				differentiated using visuals (e.g. number lines.	Integrate tiered math vocabulary and language supports for each question (e.g. supports for each question (e.g. supports for budd' and "combilen" to support understanding). Use sentence starters such as "i notificed." or "The pattern is" and provide apportunities for partner discussions or think-pair-share discussions or think-pair-share to nike IF students more thingens.	extension questions for advanced learners and	walkthroughs or observations show													
				manipulatives, diagrams), sentence frames (e.g., 1	using both "add" and "combine" to support	scaffolded, supportive questions for those	evidence of intentional questioning.													
				solved this by"), and simplified language when	understanding). Use sentence starters such as "I noticed" or	needing extra help														
				needed. Incorporate Universal Design for	"The pattern is" and provide opportunities for partner															
				that students can explain	to give EL students more time															
				in multiple formats—such as yerbally, with drawings	to give EL students more time and support to process and respond to math questions confidently.															
				verbally, with drawings, using physical models, or in writing.	moy.															

follow-up support through i strategies.	nstructional co	e math lessons that include pur aching, peer feedback, and dis	ssroom walkthroughs focused	on questioning	special education teachers		Adapt questions using supports, manipulatives sentence frames, and simplified language wireducing rigor	to give EL students more time	PLC meeting notes, shared examples and work samples	See Resources Needed Tab						
During PLCs, special ed using simplified languag modifications for student	ucation teach e and visual is with IEP's.	ners will plan and refine mat supports to promote critical	h lessons that include purp thinking, while using accom	oseful questions imodations and												
Action Step 4																
Action Step 5																
			Co	nnection	s to 5 Essen	ials										
5E Supporting	Select at least three	Effective Leaders	Collaborative Teach	Involved ers Families	Supportive Envir	onments	A	nbitious Instruction								
Action Steps																

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

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

Then we see	teachers 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 Cente						
If we						
Then we see						
Which will res						

	District Achievement Goal				Margo-815.501.5838	margo.sickele@cecweb.org																	
TBD based upon new E	Nistrict Strategic Plan																						
By EOY, the percentage	School Student Achievement Goal of students scoring in the lowest 20th percentile will be reduced by 6% and the percentage of stu-	dents scoring above																					
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 61st percentile on the MAP Assessment will increase by 6%.																							
What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions,																							
ALL category of students stuggled in understanding place value and properties of operations to perform multi-digit arithmetic (3.NBTA_L Use place value understanding and properties of operations to perform until-digit arithmetic). The Median RTI score decreased by 4 points from Fall to Winter (2nd Grade) and by 3 points (3nd grade). Student scores in place value understanding have remained steady for the last 2 years. Fall to Winter in the 2022/23 School very 2-35 proficient to 34%, Fall to Winter in the																							
aggregate school wid	e data.																						
What is the	student centered problem you will address in this Action Plan. Use data to support yo	ur decision.																					
ALL category of stude operations to perform	ents struggled in using place value understanding (3.NBTA: Use place value understandin multi-digit arithmetic). The Median RIT score decreased by 4 points from Fall to Winter Fudent score in Japace value understanding have remained steady for the last 2 years 32% proficient to 34%, Fall to Winter in the 2022-23 School Year: 32% proficient to 34%.	ng and properties of 2nd Grade) and by 3																					
points (3rd grade). St 2022-23 School Year	udent scores in place value understanding have remained steady for the last 2 years. Fal 32% proficient to 34%. Fall to Winter in the 2022-23 School Year: 32% proficient to 34%.	to Winter in the Fall to Winter in																					
the 2023-24 School Year: 28% proficient to 31% proficient, aggregate school wide data.																							
Mhai	is the root cause of the student centered problem? Link your root cause analysis i																						
	is the root cause of the student centered problem? Link your root cause analysis is sistently using hands on manipulative materials with students to suport their development																						
understanding.																							
	Math Strategy #1 SAMPLE																						
100% of math tea	Strategy Statement chers will use hands on manipulative materials at least four times per we	ek in order to																					
build student con	ceptual understanding of place value.	OK III OIGGI TO																					
	What is your Theory of Action?																						
Student Centered	Students do not have a conceptual understanding of place value, and properties of operations.																						
If we																							
consistently use han Experience	ds-on manipulatives, following the learning model of Dale's Cone of																						
Then we see	y using hands on manipulative materials on a daily basis																						
Which leads to																							
	a deeper conceptual understanding of place value.																						
							lmp	lementatio	on Plan														
			Original	Revised Due Date	Considerations for Children With	Considerations For English Learners (EL)	Other Subgroup		Resources			Link to collected	August	September	October	November	December	January	February	March	April	May	June
Trimester 1 Goal	SY25 Implementation Quarterly Goals & Action Steps All teachers learn how to use a variety of math manipulative materials during whole group and small group instruction.	Who?	Due Date	(if needed)	Disabilities (CWD)	English Learners (EL)	Considerations	Metrics	Needed		Notes	data/evidence	<u> </u>					<u> </u>	\vdash	\vdash			—
minuster roots	group and small group instruction.																						
Action Step 1		Administrators					Review extension										$\overline{}$					_	
		Administrators, SIP team, Instructional				Work with EL support team to ensure appropriate manipulatives are avaiolable for English Learners	materials to ensure inventories include										ı	i '		(l			ĺ
	Ensure all teachers have appropriate math manipulatives for their math program (inventory, review recommended lists, purchase, unpack, inventory, then store in		8/21/2024		ensure all IEP needs are	manipulatives are avaiolable	talented, and advance	d Inventory lists, purchase orders								'	[!		
Action Step 2	ciassrooms.	reachers	8/21/2024														$\overline{}$			\rightarrow		-	
					Include learning to		ensure gifted, talended and advanced learner										ı	i '		(l			ĺ
	Provide professional learning to all math teachers during SIP day (August 30, 2024).	SIP Team, Instructional Coaches	8/31/2024		appropriate	Include learning to ensure EL students have appropriate differentiated supports.	students have appropriate	Agenda, PL materials, attendance lists.									!	[اـــــا		!	l
Action Step 3	Provide professional learning to all math teachers during SIP day (August 30, 2024).	Codones	8/31/2024		Teachers will provide	amerentiatea supports.	Teachers will allow	. attendance lists.	See Resources Needed Tab								$\overline{}$					_	
	All teachers will practice using manipulatives during small group differentiated instruction for the remainder of trimester I for all learning goals and outcomes.	Math Teachers			specific accommodations for CWD.	Teachers will use EL/SIOP strategies with English Learners.	students to explore manipulatives	Data Collection	ittodea rab								!	['		ı — l		!	l
Action Step 4	instruction for the remainder of trimester 1 for all learning goals and outcomes.	Math Teachers	11/19/2024					Data Collection spreadsheet Observation tool,															
	SLT will develop an observation tool and share with PLCs.	SLT	9/20/2024		include specific focus for CWD	Observation tool will include specific focus for EL		attendance sheets.															
Action Step 5	Teachers will conduct peer observations, using observation tool, then will provide							Peer observation												-			ĺ
Action Step 6	Teachers will conduct peer observations, using observation tool, then will provide feedback during PLC meetings.	Math Teachers				Observation tool will include specific focus for EL	Lesson plans will includ	data spreadsheet, PLC agendas le Lesson plans															
	Instructional coach will work with PLCs to develop lesson plans that intentionally include math manipulatives during small group instruction, including formative	Math Teachers, Instructional Coach	Nov. 1-Nov. 19.		Lesson plans will include accommodation	Lesson plans will provide	Lesson plans will includ extension options for aifted, talented, and	formative data collection									ı	i '		(l			ĺ
	CISSESSITIENTS.				supports for CWD.	Lesson plans will provide language supports for EL	advanced learners.	collection spreadsheet. Formative Data															
Action Step 7	PLCs will review formative assessment data to determine effectiveness of instruction.	PLCs, Instructional Coaches	Nov. 1-Nov. 19, 2024		Discussions will include disapprepated data.	Discussions will include disaggregated data.	Discussions will include disaggregated data.	Review, PLC discussion notes.										['	
Trimester 2 Goal					55 5	00 0	05 0																
Trimester 2 Goal	All teachers use math manipulatives at least 3 days per week with students during small group instruction.																						
Action Step 1							Lesson plans will includ extension options for	ie															
	PLCs develop small group instruction plans that include the use of math				Lesson plans will include accommodation	Lesson plans will provide language supports for EL	extension options for gifted, talented, and										!	['				!	1
Action Step 2	manipulatives		11/20/2024					PLC agendas Formative student data															
Action Step 3	Teachers deliver instruction and collect formative student learning data.	Math teachers	12/6/2024		Observation tool will				See Resources Needed Tab														
	PLCs conduct peer observation data during small group instruction.	PLCs	12/13/2024		include specific focus for CWD	Observation tool will include specific focus for EL		Peeer observation data.											اصا	احدا	احدا	'	
Action Step 4	PLCs conduct peer observation data during small group instruction. PLCs analyze and modify instruction based on implementation and student formative data.	PLCs	12/20/2024					PLC agendas, lesson plans.	1														
Action Step 5	Teachers administer summative assessments and analyze student performance		1/31/2025					Student summative data, PLC agendas															
Action Step 5	Same.							PLC agendas, peer observation data,															
	Repeat Cycle (Steps 1-5)		3/7/2025					Justin valion data,									-		3		3		
Trimester 3 Goal	All teachers use math manipulatives at least 4 days per week with students during whole group and small group instruction.																						
Action Step 1	-, , ,						I annual de la constantia																
	PLCs develop whole crown instruction plans that had use at a sense.				Lesson plans will include	Larron plans ill ist	Lesson plans will includ extension options for alited talented and										ļ	('		, 1	, ,	. !	ĺ
4-41 ev -	PLCs develop whole group instruction plans that include the use of math manipulatives	PLCs	3/21/2025		supports for CWD.	Lesson plans will provide language supports for EL	advanced learners.	PLC agendas															
Action Step 2	Teachers deliver instruction and collect formative student learning data.	Math Teachers	4/11/2025					Formative student data	See Resources														
Action Step 3			a francis		Observation tool will include specific focus for	Observation tool will include specific focus for EL		Peeer observation	See Resources Needed Tab								'	[اا	اا	!	l
Action Step 4	PLCs conduct peer observation data during whole group instruction. PLCs analyze and modify instruction based on implementation and student formative data.		4/18/2025		CWD	specific focus for EL		PLC agendas, lesson plans.	1														
Action Step 5	data. Teachers administer summative assessments and analyze student performance		4/25/2025					plans. Student summative data, PLC agendas															
4 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	data.		4/30/2025					data, PLC agendas															
	Repeat Cycle (Steps 1-5)	PLCs	5/23/2025					PLC agendas, peer observation data,															
	Connections	to 5 Essen	tials																				
5F Supporting	Soloct at																						
5E Supporting Strategies	least three Effective Leaders Collaborative Teachers Involved Families	Supportive En	vironments		Ambitious Instru	uction	1																
Action Steps	Use PLC time to work	Enguro m ath as	in dather																				
	Actively participate in together to learn to professional learning effectively use manipulatives.	inventoried, ordere	ed, and placed	Teachers colla	boratively plan math instru	action that builds higher level,																	
	manipulatives. Observe peers and			critical thinking	skills, making connections	action that builds higher level, s when using manipulatives.																	
	Attend PLCs to help problem solve and review constructive feedback to dota. Attend PLCs to help problem solve and review constructive feedback to dota. Attend PLCs to help problem solve and permissed growth and feeming for all.	Ensure all students valued and that as	s know they are dults believe in	Questions are p	olanned prior to instruction	, and the majority are DOK to think deeply when ons.																	
	data. ensure continued growth and learning for all.	them.		level 2, 3, and 4 responding to I	teachers probe students higher level thinking questi	to think deeply when ons.																	

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