

**2025-2026 Crete 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.

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.

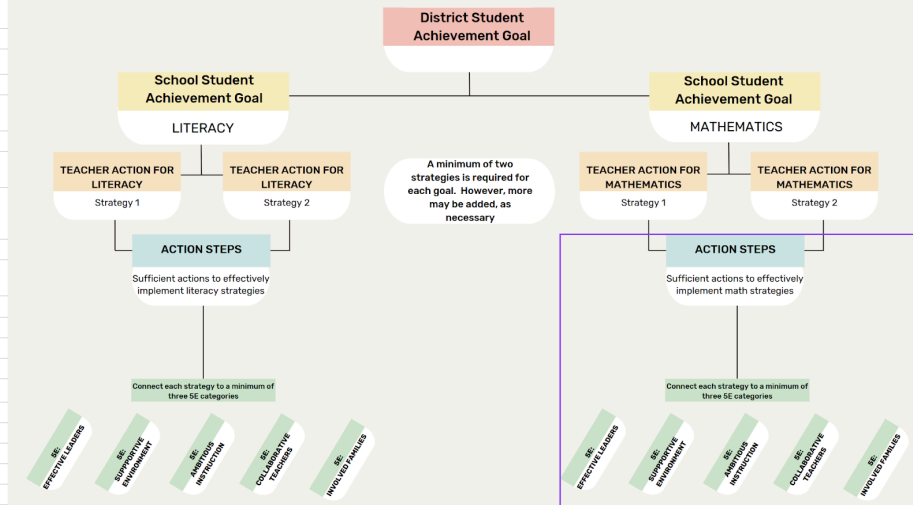
Data Sources

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

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SCHOOL IMPROVEMENT GRAPHIC



| 2025-2026 SCHOOL IMPROVEMENT TEAM INFORMATION | | | | |
|--|--|---|--|---|
| | | | | Table Of Contents |
| School Name | Crete Elementary | | | Overview and Directions |
| School Mission Statement | | | | School Information |
| CM201U Mission Statement | Engage and empower our students to positively impact their community and future. | | | 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 | | | | Resources Needed |
| 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 | | |
| May | June | July | | |
| 5/11/2026 5/18/2026 | TBD | TBD 7/x/2026 | | |
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| 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 | | |

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|-----------------|---------|-----------|--|--|
| Fiona Hill | Teacher | Grade 1 | | |
| Marina Fanelli | Teacher | EL | | |
| Kristy Delgado | Teacher | Resource | | |
| Veronica Uhrick | Teacher | 4th Grade | | |
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| 2025-2026 CRETE ELEMENTARY SCHOOL IMPROVEMENT PLAN | | | | | | | | | | Table Of Contents | | | | | | | | | |
| School SEL Goal | | | | | | | | | | Overview and Directions | | | | | | | | | |
| Students will develop and consistently apply strategies to recognize, understand and manage their emotions in a healthy and constructive way, leading to improved self-control, reduced conflict, and a more positive learning environment. | | | | | | | | | | School Information | | | | | | | | | |
| What is the student centered problem you will address in this SIP? Use data to support your decision. | | | | | | | | | | Literacy Action Plan Strategy 1 | | | | | | | | | |
| To increase students ability to recognize their emotions and utilize strategies to self-regulate and solve problems with peers and adults in a safe and healthy manner. | | | | | | | | | | Literacy Action Plan Strategy 2 | | | | | | | | | |
| What is the root cause of the student centered problem? Link your root cause analysis here. | | | | | | | | | | Math Action Plan Strategy 1 | | | | | | | | | |
| 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. | | | | | | | | | | Math Action Plan Strategy 2 | | | | | | | | | |
| SEL Strategy #1 | | | | | | | | | | Resources/needed | | | | | | | | | |
| Strategy Statement | | | | | | | | | | Theory Of Action | | | | | | | | | |
| 100% of teachers will use Second Step lessons and implement SEL circles to support emotional regulation and social problem solving | | | | | | | | | | | | | | | | | | | |
| What is your Theory of Action? | | | | | | | | | | | | | | | | | | | |
| 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.... | | | | | | | | | | | | | | | | | | | |
| students improve their ability to solve problems with peers and regulate their emotions | | | | | | | | | | | | | | | | | | | |
| Which leads to.... | | | | | | | | | | | | | | | | | | | |
| students being able to generalize SEL skills beyond lessons to real situations and have the tools, language and support needed to respond to heightened emotions related to academics and social interactions | | | | | | | | | | | | | | | | | | | |
| Implementation Plan | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | SIP Team Progress Monitoring | | | | | | | | | |
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| 2025-2026 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 2025-2026 school year, there will be a 10% increase of students who meet or exceed their RTI growth projections as compared to the 2024-2025 spring growth data in Math and increase the percentage of students who are proficient (green or blue) by 20% on the Spring Administration. | | | | | | | | | |
| 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. | | | | | | | | | |
| By focusing on this problem, we aim to increase students' ability to solve grade level problems accurately. What is the root cause of the student centered problem? Link your root cause analysis here. | | | | | | | | | |
| 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. | | | | | | | | | |
| Math Strategy #1 | | | | | | | | | |
| Strategy Statement | | | | | | | | | |
| 100% of teachers will use explicit teaching in tier 1, and will 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: numbers and operations and 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. | | | | | | | | | |

| Implementation Plan | | | | | | | | | | SIP Team Progress Monitoring | | | | | | | | | | | |
|---------------------|--|--|--|--|--|--|--|--|--|------------------------------|---------|----------|----------|---------|----------|-------|-------|-----|------|--|--|
| | | | | | | | | | | September | October | November | December | January | February | March | April | May | June | | |
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| Resources Needed | | | | | | | Table Of Contents |
|------------------|--------------------------------|--------------|------|------------|----------------|--|---|
| Strategy | Description of Resource Needed | Existing/New | Cost | Total Cost | Funding Source | Completed Requisition Form | |
| | | | | | | | Overview and Directions |
| | | | | | | | School Information |
| | | | | | | | Literacy Action Plan Strategy 1 |
| | | | | | | | Literacy Action Plan Strategy 2 |
| | | | | | | | Math Action Plan Strategy 1 |
| | | | | | | | Math Action Plan Strategy 2 |
| | | | | | | | Resources Needed |
| | | | | | | | Theory Of Action |

| Theory Of Action | | | | | | | |
|--|---|--|--|--|--|--|---|
| | | | | | | | Table Of Contents |
| Indicators of a Quality SIP: Theory of Action | | | | | | | Overview and Directions |
| Theory of Action is grounded in research or evidence based practices. | | | | | | | School Information |
| Theory of Action is an impactful strategy that counters the associated root cause. | | | | | | | Literacy Action Plan Strategy 1 |
| 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. | | | | | | | Literacy Action Plan Strategy 2 |
| 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)" | | | | | | | Math Action Plan Strategy 1 |
| All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action. | | | | | | | Math Action Plan Strategy 2 |
| | | | | | | | ResourcesNeeded |
| <i>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.</i> | | | | | | | Theory Of Action |
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| Sample Theory Of Action | | | | | | | |
| Student Centered | 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 result in | students developing a deeper conceptual understanding of place value. | | | | | | |
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| Student Centered | 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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|--------------------------|---|--|--|--|--|--|
| Then we see | teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text | | | | | |
| Which will result | students successfully interacting with grade level text. | | | | | |
| | | | | | | |
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| Student Centered | | | | | | |
| If we | | | | | | |
| Then we see | | | | | | |
| Which will result | | | | | | |

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