2025-2026 Coretta Scott King Magnet in University Park
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
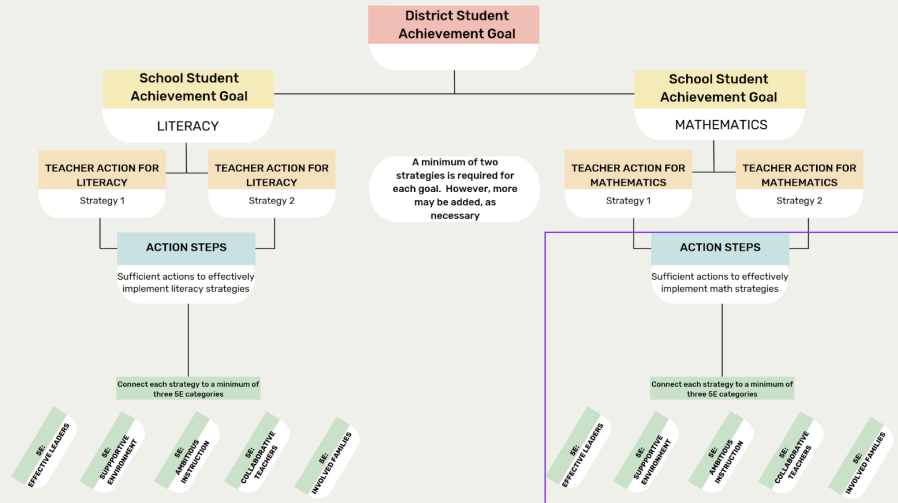
2025–2026
SCHOOL IMPROVEMENT TEAM INFORMATION

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	October
8/x/2025 8/19/2025	9/9/2025 9/23/2025	10/7/2025 10/21/2025
November	**December**	**January**
11/4/2025 11/18/2025	12/2/2025 12/16/2025	1/13/2026 1/20/2026
February	**March**	**April**
2/3/2026 2/17/2026	3/3/2026 3/17/2026	4/7/2026 4/21/2026
May	**June**	**July**
5/5/2026 5/19/2026	6/x/2026 6/x/2026	7/x/2026 7/x/2026

Team Members

Name	Position	Grade Level/Content Area (as applicable)
Raven Roberts		
Mary Rodrigues		
Laura Birk		

Carla Wojtczak				
Kerrie Husarik				
Jocelyn Farris				
Brandon Birmingham				
Bonita Arceneaux-Anderson				

2025–2026 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 2025-2026 School Year, the percentage of students scoring above the 61st percentile will increase by 3%, bringing CSK's overall achievement in those quintiles to 55 % of our students placing in green or blue on the NWEA Growth Reading assessment; determined on the Spring Single-Term Achievement NWEA Report.

What student centered problems have been surfaced after completing your data analysis? Use data 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 IB/IPI walkthrough data during the 25-26 school year, 7.2 % of students were recorded as disengaged.

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

38% of students did not meet or exceed their expected growth on the literacy MAP assessment during the 25-26 school year. According to our IB/IPI walkthrough data during the 25-26 school year, 7.2 % of students were recorded as disengaged. 51% of students achieved at the 61st 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.

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

Literacy Strategy #1

Strategy Statement

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

What is your Theory of Action?

If we....

become more knowledgeable on student engagement levels and inquiry practices,

Then we see...

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

Which leads to...

higher student achievement in all academic areas

Implementation Plan

SIP Team Progress Monitoring

SY26 Implementation Quarterly Goals & Action Steps	Who?	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 data/evidence	September	October	November	December	January	February	March	April	May	June
Trimester 1 Goal — All teachers will learn and implement the IB IPI tool, and by the end of the first trimester, 100% of teachers will learn and implement the engagement strategy of peer verbal interactions in order to increase student verbal learning conversations (Level 5's on our IB IPI tool).	All teachers								Our focus on learning, implementing and collecting data through our IB IPI has caused the focus on svudent verbal learning conversations to need to be pushed to a goal for later in the year.											
Action Step 1 The Leadership Team will meet to develop a professional learning plan for the IB IPI tool, aligning the plan with the school's IB philosophy, inquiry–based learning practices, and PYP learner profile attributes.	PYPSLT			Include strategies for modifying peer interaction activities to meet diverse needs; provide PD resources in multiple formats (visual, audio, written) to ensure accessibility for all teachers.	Integrate discussion of language scaffolds during planning; address how to adapt IPI engagement strategies for varying English proficiency levels.	Consider how strategies may need to be adapted for gifted learners, newcomers, or students with trauma-related needs; ensure planning includes culturally responsive practices.														
Action Step 2 The PYP School Leadership Team (PYPSLT) will facilitate professional development on the IB IPI tool, modeling how to collect and analyze data and how it connects to student engagement.	PYPSLT and All Certified Staff	9/26		During PD, highlight examples of how to support CWD in achieving higher engagement levels; model accommodations such as visual prompts, sentence starters, and structured participation roles.	Provide explicit modeling of sentence frames, visual aids, and vocabulary supports for peer verbal interactions; connect strategies to WIDA language development standards.	Include examples for high-achieving students to deepen inquiry; integrate supports for students experiencing poverty to ensure equitable access to participation.		See Resources Needed Tab	🔲 IPI PD 🔲 IPI PD												
Action Step 3 All teachers will participate in a schoolwide round of IB IPI classroom walkthroughs to calibrate observations and deepen understanding of engagement levels.	PYPSLT	Sept 23–27; Nov; Jan; March		Ensure walkthrough tools capture data on engagement of CWD; reflect on accessibility of activities observed and note any barriers to participation.	Collect data on how EL students engage in peer verbal interactions; observe if language scaffolds are present and effective.	Disaggregate walkthrough data to identify patterns for subgroups such as gifted learners, economically disadvantaged students, or recent arrivals.														
Action Step 4 School leaders and instructional coaches will model strategies to increase peer verbal interactions (e.g., structured academic conversations, Socratic seminars, inquiry circles).	PYPSLT	Oct, Dec, Feb, March		Model interaction strategies that allow for multiple modes of participation (oral, written, visual); use assistive technology where applicable.	Include structured opportunities for EL students to practice academic language in low-risk settings; use pairing strategies that support language development.	Provide opportunities for all subgroups to take leadership roles in peer discussions; design interaction formats that reflect varied cultural norms for communication.														
Trimester 2 Goal — All teachers will continue to learn, implement, and reflect on the IB IPI tool, and by the end of the second trimester, 100% of teachers will learn and implement engagement strategies to promote higher order thinking skills (level 5's and 6's on our IB IPI tool).																				
Action Step 1 All staff will engage in structured rigor and reliability calibration sessions to strengthen consistency and accuracy in scoring the IB IPI tool, with a focus on identifying higher-order thinking engagement indicators.	PYPSLT leading; all certified staff participating	January		Ensure calibration sessions include examples that demonstrate engagement strategies for students with varying learning needs; address how modifications and accommodations impact IPI scoring.	Provide examples of scoring that reflect differentiated language scaffolds for EL students; ensure calibration discussions consider how language proficiency influences observed engagement.	Include scenarios in calibration that consider gifted learners, students from low-income backgrounds, and those with limited school readiness to ensure scoring practices reflect diverse contexts.														
Action Step 2 Staff will participate in a schoolwide round of IB IPI walkthroughs, focusing observations on evidence of higher-order thinking and student cognitive engagement.	All Certified Staff	December		Use observation protocols that capture accessibility of higher-order thinking tasks for CWD; note the use of assistive technology or alternative formats for participation.	During observations, monitor whether EL students have equitable access to higher-order thinking opportunities through scaffolds such as visual supports, pre-teaching of vocabulary, or structured discussion prompts.	Disaggregate walkthrough data to examine engagement patterns among subgroups such as gifted students, newcomers, and economically disadvantaged students.		See Resources Needed Tab													
Action Step 3 The PYP School Leadership Team (PYPSLT) will collaborate with staff to review IB IPI walkthrough data, identify trends, and determine targeted professional learning needs following each walkthrough cycle.	PYPSLT	Oct, Dec, March		Review disaggregated IPI data to identify engagement trends and barriers for CWD; use findings to target supports that improve access to higher-order thinking.	Examine data for EL engagement at higher IPI levels; identify gaps and plan PD that addresses language and cognitive demands simultaneously.	Include subgroup-specific data analysis to ensure professional learning plans address equity across student groups, including gifted, homeless, and transient students.														
Action Step 4 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 IB IPI data.	PYPSLT	January/February		Design PD that includes examples of adapting higher-order thinking strategies for students with disabilities, incorporating multi-modal instruction and assistive tools.	Integrate training on scaffolding higher-order thinking for EL students, including sentence stems, structured academic discussions, and vocabulary supports.	Address differentiation for gifted students, culturally responsive practices for diverse learners, and strategies for supporting students experiencing poverty or trauma.														
Action Step 5																				
Trimester 3 Goal — All teachers will learn and implement the IB IPI tool, and by the end of the third trimester, 100% of teachers will learn and implement the engagement strategy of peer verbal interactions and higher order thinking skills in order to increase 5's and 6's on our IB IPI tool.																				
Action Step 1 School Leadership Team members will design and deliver professional development sessions focused on strategies to increase student engagement through peer verbal interactions and higher–order thinking, modeling strategies in ways that align with IB inquiry practices.	PYPSLT Team	April		Include examples of adapting peer verbal interaction and higher-order thinking strategies for varied abilities; model use of assistive technology, visual supports, and alternative participation formats.	Demonstrate scaffolds such as structured sentence stems, visuals, and key vocabulary supports to ensure ELs can fully participate in verbal interactions and higher-order tasks.	Integrate culturally responsive strategies for diverse learners; provide differentiation examples for gifted students and those with limited school readiness.														

Action Step 2	Teachers will engage in structured sharing sessions (e.g., PLCs, collaborative planning meetings) to exchange successful strategies for peer verbal interactions and higher-order thinking implementation, reflecting on impact and adaptations.	All Certified Staff	May	Encourage teachers to share examples of how they have successfully included CWD in peer verbal interactions and higher-order tasks; ensure sharing includes modifications and accommodations.
Action Step 3	Staff and school leaders will collaboratively analyze IB IPI data from the school year to evaluate growth in engagement levels, identify the influence of implemented strategies, and determine whether to continue, modify, or refine the goal for the following school year.	PYPSLT Team	May	Disaggregate IPI data to evaluate engagement patterns for CWD; identify whether accommodations and supports have positively impacted engagement levels.
Action Step 4				
Action Step 5				

Action Step 2 additional columns: Promote sharing of strategies that integrate language supports, including grouping patterns that support language development while fostering higher-order thinking. | Include strategies that support equitable participation for students from low-income backgrounds, gifted learners, and culturally diverse students.

Action Step 3 additional columns: Review EL-specific engagement data to determine if language scaffolds were effective in fostering higher-order thinking and verbal interaction. | Examine subgroup engagement patterns (gifted, economically disadvantaged, transient students) to identify equity gaps and inform future goals.

See Resources Needed Tab

Connections to 5 Essentials

5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments		Ambitious Instruction
Action Steps							
			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.

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Literacy Strategy #2

Strategy Statement

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What is your Theory of Action?

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become more knowledgeable on student engagement levels and inquiry practices,

Then we see...
planning adjusted to ensure engagement, higher level thinking, and inquiry

Which leads to...
higher student achievement in all academic areas

Implementation Plan

											SIP Team Progress Monitoring									
											September	October	November	December	January	February	March	April	May	June
	SY26 Implementation Quarterly Goals & Action Steps	Who?	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 data/evidence									
Trimester 1 Goal	All teachers will implement effective questioning strategies through the use of question boards and IB key concepts.																			
Action Step 1	Staff will reflect on their current use and frequency of questioning types, including those aligned to IB key concepts, and discuss observations during PLCs.	CSK certified staff	October 16		Provide reflection prompts that include differentiation and accommodations; encourage discussion of strategies for students with varied processing speeds or communication needs.	Include reflection on strategies to scaffold questions for ELs; discuss how to use visuals, sentence stems, and modeling to support language comprehension.	Encourage teachers to consider cultural background, prior knowledge, and readiness levels when reflecting on questioning.		See Resources Needed Tab											
Action Step 2	Teachers will informally track and measure their use of open-ended and probing questions to promote higher-order thinking.	PYPSLT and CSK certified staff	October 23		Track use of questions adapted for students with learning differences; use assistive tech or visual cues when necessary.	Track use of scaffolded open-ended questions and prompts that support EL language development.	Ensure tracking includes students from low-income backgrounds or those with interrupted formal education.													
Action Step 3	Teachers will use the inquiry strategy of a question board sorted by IB key concepts to increase student questioning.	PYPSLT and CSK certified staff	October and November		Adapt question boards with visuals, symbols, and multiple means of participation for students with disabilities.	Provide sentence frames and translated supports for question board participation; pair ELs with language buddies for collaborative questioning.	Ensure all students, including gifted learners, can contribute questions at a level that challenges them.													
Action Step 4	Conduct an IB IPI walkthrough with the entire staff to re-examine questioning practices and gather data on their use.	PYPSLT and CSK certified staff	November		Observe how CWD are engaged in questioning; note accommodations in use.	Observe if ELs are supported with scaffolds during questioning interactions.	Note subgroup participation rates to identify equity gaps.													
Action Step 5																				
Trimester 2 Goal	Teachers will form study groups to focus instruction on increasing higher-order teacher and student questioning. (Due to challenges of learning, implementing, and collecting data through IB IPI, we are modifying our trimester 2 goal and continuing to work towards our trimester 1 goal.)																			
Action Step 1	PYPSLT will identify inquiry practices (as described in The Power of Inquiry by Kath Murdoch) that emerge as areas for growth from IB IPI walkthrough data.	PYPSLT	Dec. 2025		Highlight practices that can be adapted for multiple ability levels and access points.	Highlight practices that build both conceptual understanding and academic language skills.	Select practices that resonate across cultural and socioeconomic backgrounds.		See Resources Needed Tab											
Action Step 2	Survey staff to allow for differentiation and determine areas of focus that interest individuals for study groups.	CSK certified staff	Dec 2025		Include prompts to reflect on strategies that support CWD.	Include prompts about EL scaffolding needs.	Include prompts that address needs of gifted, transient, or low-income students.													
Action Step 3	Study groups will meet regularly to determine instructional practices that will increase use of inquiry and questioning.	PYPSLT and CSK certified staff	Jan. 2026		Ensure study groups address modifications/adaptations for CWD in questioning.	Ensure study groups explore language supports for ELs.	Encourage inclusion of equity-focused strategies relevant to various subgroups.													
Action Step 4																				
Action Step 5																				
Trimester 3 Goal	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 IPI tool compared to trimester 1 baseline data.																			
Action Step 1	Teachers will work with instructional coaches and SLT members to analyze IPI data, review questioning techniques, and refine the use of IB key concepts and inquiry-based questioning to increase higher-order thinking.	PYPSLT and CSK certified staff	April-May		Coaching should model adapted questioning techniques, use visuals, and flexible participation formats for CWD.	Coaching should model scaffolds for ELs, such as simplified language, gradual release, and academic vocabulary support.	Coaching should address differentiation for diverse learners including gifted, low-income, and culturally diverse students.		See Resources Needed Tab											
Action Step 2	During PLCs and staff meetings, teachers will share examples of effective questioning strategies that have successfully engaged students in peer verbal interactions and higher-order thinking, with opportunities to model and practice these strategies together.	PYPSLT and CSK certified staff	April-May		Teachers share examples of how CWD were successfully included in questioning and higher-order discussions.	Teachers share EL-specific strategies such as pairing, structured talk protocols, and vocabulary supports.	Share strategies that consider diverse cultural perspectives and learning needs.													
Action Step 3	Leadership team and teachers will conduct a final round of IB IPI walkthroughs, review changes in engagement levels, and reflect on how questioning strategies have impacted student learning to determine next year's instructional priorities.	PYPSLT and CSK certified staff	April-May		Disaggregate IPI data to check engagement growth for CWD.	Disaggregate IPI data to check engagement growth for ELs.	Disaggregate IPI data for all subgroups to inform future instructional planning.													
Action Step 4																				
Action Step 5																				

Connections to 5 Essentials

5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments		Ambitious Instruction
Action Steps							
			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.

District Achievement Goal

Ensure Instructional Quality & Effectiveness-Leverage best evidenced-based instructional practices

School Student Achievement Goal

By spring of 2026, 46% of students will achieve at the 61st percentile or higher according to MAP math grade level norms.

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

41% of students achieved at the 61st percentile or higher according to MAP math grade level norms on the 2025-26 Fall MAP math assessment. 33% of students did not meet or exceed their expected growth on the spring 2024-25 math MAP assessment during the

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

33% of students did not meet or exceed their expected growth on the math MAP assessment during the 24-25 school year. According to our IB/IPI walkthrough data during the 24-25 school year, 7.2 % of students were recorded as disengaged. 41% of students achieved at the 61st percentile or higher according to MAP math grade level norms on the Fall 2025-26 MAP math assessment.

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

Students are struggling to remain engaged in a variety of educational activities.

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Math Strategy #1

Strategy Statement

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

What is your Theory of Action?

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

Then we see...
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Which leads to...
higher student achievement in all academic content areas.

Implementation Plan

SIP Team Progress Monitoring

SY26 Implementation Quarterly Goals & Action Steps	Who?	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 data/evidence	September	October	November	December	January	February	March	April	May	June
Trimester 1 Goal All teachers will learn and implement the IB IPI tool, and by the end of the first trimester, 100% of teachers will learn and implement the engagement strategy of peer verbal interactions in math in order to increase student verbal mathematical conversations (Level 5's on our IB IPI tool).																				
Action Step 1 Leadership team will meet to determine a plan of professional development for the IPI tool focused on math engagement.	PYPSLT	9/26		Include examples of adapted engagement strategies for CWD.	Include EL-focused math engagement techniques.	Include strategies for engaging gifted and low-income students.														
Action Step 2 PYPSLT will provide professional development in IB/IPI with a math focus.	PYPSLT and All Certified Staff	Sept.		Model ways to make math engagement accessible with visuals/manipulatives.	Model EL scaffolds for math discussions and vocabulary.	Highlight culturally relevant math problem contexts.		See Resources Needed Tab												
Action Step 3 Staff will complete a round of IB IPI walkthroughs with an emphasis on math engagement.	PYPSLT and All Certified Staff	Sept 23-27; Nov; Jan; March		Note CWD participation levels in math engagement.	Note EL participation in math discussions.	Disaggregate engagement by subgroup.														
Action Step 4 School leaders will work with classroom teachers to provide professional development on identified math verbal interaction strategies.	PYPSLT	Oct, Dec, Feb, March		Adapt peer talk protocols for accessibility (e.g., sentence starters, supports).	Provide sentence frames and vocabulary supports for ELs.	Ensure discussion topics are culturally and contextually relevant.														
Action Step 5																				
Trimester 2 Goal All teachers will continue to learn, implement, and reflect on the IB IPI tool, and by the end of the second trimester, 100% of teachers will learn and implement math engagement strategies to promote higher-order thinking skills (Level 5's and 6's on our IB IPI tool).																				
Action Step 1 Staff will participate in rigor and reliability conversations around scoring of IB IPI math engagement.	All Certified Staff	January		Use examples that include CWD-friendly engagement strategies.	Use examples with EL scaffolds.	Include examples for diverse cultural perspectives.														
Action Step 2 Staff will complete a round of IB IPI walkthroughs focused on math engagement.	Grade Level Teams	Nov-Mar		Track CWD engagement growth.	Track EL engagement growth.	Track subgroup engagement growth.		See Resources Needed Tab												
Action Step 3 PYPSLT will work collaboratively to analyze IB IPI math data with staff to determine PD needs after each round of walkthroughs.	PYPSLT	Dec, Feb		Identify PD needs for supporting CWD in math.	Identify PD needs for supporting ELs in math.	Identify PD needs for gifted and low-income learners.														
Action Step 4 SLT members will present PD sessions based on identified math learning engagement strategies.	PYPSLT	Nov-Mar		Include modified strategies for accessibility.	Include EL language supports.	Include culturally relevant math engagement examples.														
Action Step 5																				
Trimester 3 Goal All teachers will learn and implement the IB IPI tool, and by the end of the third trimester, 100% of teachers will learn and implement the engagement strategy of peer verbal interactions and higher-order thinking skills in math in order to increase Level 5's and 6's on our IB IPI tool.																				
Action Step 1 SLT members will present PD sessions on how to increase math engagement using strategies for peer verbal interactions or higher-order thinking skills.	PYPSLT	April-May		Provide CWD-specific supports like manipulatives and visual scaffolds.	Provide EL-specific supports for math academic language.	Highlight strategies relevant to diverse student backgrounds.														
Action Step 2 Staff will share math verbal interaction and/or higher-order thinking strategies used in classrooms with one another.	All Certified Staff	April-May		Share examples of CWD success in math engagement.	Share EL-focused examples with structured talk and vocabulary.	Share examples from diverse cultural contexts.		See Resources Needed Tab												
Action Step 3 Analyze IPI math data from the school year to determine if there is growth in engagement due to the increase of student verbal interactions/higher-order thinking strategies and decide whether to carry the goal over to next school year.	Principal, Assistant Principal, Instructional Coach, IB Coordinator	May		Disaggregate for CWD growth.	Disaggregate for EL growth.	Disaggregate for all subgroups to inform planning.														
Action Step 4																				
Action Step 5																				

Connections to 5 Essentials

5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments		Ambitious Instruction
Action Steps			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.

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Trimester 1 Goal All teachers will implement effective questioning strategies in math through the use of problem-solving prompts and IB key concepts.																				
Action Step 1 Staff will reflect on their current use and frequency of questioning types in math, including those aligned to IB key concepts, and discuss observations during PLCs.	Grade Level Teams and interventionists	September, October, November		Provide prompts/examples for adapted questioning techniques; include supports for processing time and visual cues.	Include prompts on strategies for building math vocabulary and scaffolding questions.	Encourage reflection on equity of questioning for gifted, low-income, and culturally diverse students.														
Action Step 2 Teachers will informally track and measure their use of open-ended and probing math questions to promote higher-order thinking.	Grade Level Teams and interventionists	September, October, November		Track how often CWD students are engaged through questioning; adapt for assistive technology use.	Track how often ELs are engaged through questioning, noting language scaffolds.	Monitor question distribution to ensure all subgroups are included in higher-order math discussions.		**See Resources Needed Tab**												
Action Step 3 Teachers will use the inquiry strategy of a problem-solving question board sorted by IB key concepts to increase student questioning in math.	Grade Level Teams and interventionists	September, October, November		Modify board visuals and language for accessibility; include manipulatives.	Include bilingual or simplified math vocabulary prompts.	Ensure cultural relevance of problem contexts and scenarios.														
Action Step 4 Conduct an IB IPI walkthrough with the entire staff to re-examine math questioning practices and gather data on their use.	Grade Level Teams, Instructional Coach, Interventionists	September		Disaggregate walkthrough data to see CWD participation rates.	Disaggregate to track EL participation in math questioning.	Disaggregate for gifted, transient, and low-income student participation.														
Action Step 5																				
Trimester 2 Goal Teachers will form study groups to focus instruction on increasing higher-order teacher and student questioning in math. (Due to the need for continued practice, implementation, and data collection through IB IPI, we will continue building on Trimester 1 efforts.)																				
Action Step 1 PYPSLT will identify math inquiry practices (as described in The Power of Inquiry by Kath Murdoch) that emerge as areas for growth from IB IPI walkthrough data.	PYPSLT	Dec, Feb		Select practices adaptable for multiple abilities and modalities.	Select practices that support both concept development and language acquisition.	Select practices relevant to diverse cultural backgrounds.														
Action Step 2 Survey staff to determine math areas of focus that interest individuals for study groups, allowing for differentiated learning.	Classroom Teachers	November, December, January, February		Include prompts about adaptations for CWD in math questioning.	Include prompts about EL scaffolding in math instruction.	Include prompts addressing equity and access for gifted and low-income students.		**See Resources Needed Tab**												
Action Step 3 Study groups will meet regularly to determine math instructional practices that will increase use of inquiry and questioning.	Classroom Teachers	November, December, January, February		Include discussion of math questioning modifications/adaptations for CWD.	Include discussion of EL supports such as visual aids and structured talk.	Include discussion of equitable practices across subgroups.														
Action Step 4																				
Action Step 5																				
Trimester 3 Goal All teachers will refine and sustain the use of effective questioning strategies in math, integrating IB key concepts and inquiry practices to consistently engage students in higher-order thinking and mathematical discourse. By the end of the trimester, 100% of classrooms will demonstrate an increase in Level 5 and 6 engagement on the IB IPI tool compared to Trimester 1 baseline data.																				
Action Step 1 Teachers will work with instructional coaches and SLT members to analyze IPI data, review math questioning techniques, and refine the use of IB key concepts and inquiry-based questioning to increase higher-order thinking.	PYPSLT and All Certified Staff	November, December, January, February		Model adapted math questioning strategies using visuals and manipulatives.	Model scaffolds like gradual release and math-specific vocabulary building.	Address differentiation for gifted, low-income, and culturally diverse learners.														
Action Step 2 During PLCs and staff meetings, teachers will share examples of effective math questioning strategies that have successfully engaged students in peer verbal interactions and higher-order thinking, with opportunities to model and practice these strategies together.	Classroom Teachers	November, December, January, February		Share successes including CWD participation in math discussions.	Share EL-specific math engagement strategies like paired problem-solving.	Share culturally relevant questioning strategies.		**See Resources Needed Tab**												
Action Step 3 Leadership team and teachers will conduct a final round of IB IPI walkthroughs, review changes in engagement levels, and reflect on how math questioning strategies have impacted student learning to determine next year's instructional priorities.	IB Coordinator, Grade Level Teams, Instructional Coach, Interventionists, LDR	March/April		Disaggregate data to check engagement growth for CWD.	Disaggregate data for EL engagement growth.	Disaggregate for all subgroups to inform future planning.														
Action Step 4																				
Action Step 5																				

Connections to 5 Essentials

5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments		Ambitious Instruction
Action Steps			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.

Resources 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

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 Cente	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 res	students developing a deeper conceptual understanding of place value.
Student Cente	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

Then we see	teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text					
Which will resu	students successfully interacting with grade level text.					
Student Cente						
If we						
Then we see						
Which will resu						

District Achievement Goal		Margo- 815.501.5838	margo.sickele@cecweb.org
TBD based upon new District Strategic Plan			

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 61st percentile on the MAP Assessment will increase by 6%.

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

ALL category of students struggled in understanding place value and properties of operations to perform multi-digit arithmetic (3.NBT.A: Use place value understanding and properties of operations to perform multi-digit arithmetic). The Median RIT 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 2023-24 School Year: 28% proficient to 31% proficient, aggregate school wide data.

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

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 RIT 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 2023-24 School Year: 28% proficient to 31% 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 suport 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?

Student Centered Problem	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 Dale's Cone of Experience	
Then we see...	
teachers intentionally using hands on manipulative materials on a daily basis	
Which leads to....	
students developing a deeper conceptual understanding of place value.	

Implementation Plan

SY25 Implementation Quarterly Goals & Action Steps	Who?	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 data/evidence	August	September	October	November	December	January	February	March	April	May	June
Trimester 1 Goal — All teachers learn how to use a variety of math manipulative materials during whole group and small group instruction.																					
Action Step 1 — Ensure all teachers have appropriate math manipulatives for their math program (inventory, review recommended lists, purchase, unpack, inventory, then store in classrooms.	Administrators, SIP team, Instructional Coaches, Teachers	8/21/2024		Work with SPED team to ensure all IEP needs are met.	Work with EL support team to ensure appropriate manipulatives are avaiolable for English Learners	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners.	Inventory lists, purchase orders	See Resources Needed Tab													
Action Step 2 — Provide professional learning to all math teachers during SIP day (August 30, 2024).	SIP Team, Instructional Coaches	8/31/2024		Include learning to ensure CWD have appropriate differentiated supports.	Include learning to ensure EL students have appropriate differentiated supports.	Include learning to ensure gifted, talended and advanced learner students have appropriate differentiated supports.	Agenda, PL materials, attendance lists.														
Action Step 3 — All teachers will practice using manipulatives during small group differentiated instruction for the remainder of trimester 1 for all learning goals and outcomes.	Math Teachers	11/19/2024		Teachers will provide specific accommodations for CWD.	Teachers will use EL/SIOP strategies with English Learners.	Teachers will allow students to explore manipulatives independently.	Data Collection spreadsheet														
Action Step 4 — SLT will develop an observation tool and share with PLCs.	SLT	9/20/2024		Observation tool will include specific focus for CWD	Observation tool will include specific focus for EL		Observation tool, meeting agenda, attendance sheets.														
Action Step 5 — Teachers will conduct peer observations, using observation tool, then will provide feedback during PLC meetings.	Math Teachers	October 1–October 31		Observation tool will include specific focus for CWD	Observation tool will include specific focus for EL		Peer observation data spreadsheet, PLC agendas														
Action Step 6 — Instructional coach will work with PLCs to develop lesson plans that intentionally include math manipulatives during small group instruction, including formative assessments.	Math Teachers, Instructional Coach	Nov. 1–Nov. 19, 2024		Lesson plans will include accommodation supports for CWD.	Lesson plans will provide language supports for EL	Lesson plans will include extension options for gifted, talented, and advanced learners.	Lesson plans, formative data collection spreadsheet.														
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 disaggregated data.	Discussions will include disaggregated data.	Discussions will include disaggregated data.	Formative Data Review, PLC discussion notes.														
Trimester 2 Goal — All teachers use math manipulatives at least 3 days per week with students during small group instruction.																					
Action Step 1 — PLCs develop small group instruction plans that include the use of math manipulatives	PLCs	11/20/2024		Lesson plans will include accommodation supports for CWD.	Lesson plans will provide language supports for EL	Lesson plans will include extension options for gifted, talented, and advanced learners.	PLC agendas	See Resources Needed Tab													
Action Step 2 — Teachers deliver instruction and collect formative student learning data.	Math teachers	12/6/2024					Formative student data														
Action Step 3 — PLCs conduct peer observation data during small group instruction.	PLCs	12/13/2024		Observation tool will include specific focus for CWD	Observation tool will include specific focus for EL		Peeer observation data.														
Action Step 4 — PLCs analyze and modify instruction based on implementation and student formative data.	PLCs	12/20/2024					PLC agendas, lesson plans.														
Action Step 5 — Teachers administer summative assessments and analyze student performance data.	PLCs	1/31/2025					Student summative data, PLC agendas														
Action Step 5 — Repeat Cycle (Steps 1–5)	PLCs	3/7/2025					PLC agendas, peer observation data,														
Trimester 3 Goal — All teachers use math manipulatives at least 4 days per week with students during whole group and small group instruction.																					
Action Step 1 — PLCs develop whole group instruction plans that include the use of math manipulatives	PLCs	3/21/2025		Lesson plans will include accommodation supports for CWD.	Lesson plans will provide language supports for EL	Lesson plans will include extension options for gifted, talented, and advanced learners.	PLC agendas	See Resources Needed Tab													
Action Step 2 — Teachers deliver instruction and collect formative student learning data.	Math Teachers	4/11/2025					Formative student data														
Action Step 3 — PLCs conduct peer observation data during whole group instruction.	PLCs	4/18/2025		Observation tool will include specific focus for CWD	Observation tool will include specific focus for EL		Peeer observation data.														
Action Step 4 — PLCs analyze and modify instruction based on implementation and student formative data.	PLCs	4/25/2025					PLC agendas, lesson plans.														
Action Step 5 — Teachers administer summative assessments and analyze student performance data.	PLCs	4/30/2025					Student summative data, PLC agendas														
Action Step 6 — Repeat Cycle (Steps 1–5)	PLCs	5/23/2025					PLC agendas, peer observation data,														

Connections to 5 Essentials

5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Ambitious Instruction
Action Steps						
		Actively participate in professional learning	Use PLC time to work together to learn to effectively use manipulatives.		Ensure math manipulatives are inventoried, ordered, and placed in classrooms	Teachers collaboratively plan math instruction that builds higher level, critical thinking skills, making connections when using manipulatives.
		Attend PLCs to help problem solve and review data.	Observe peers and provide meaningful constructive feedback to ensure continued growth and learning for all.		Ensure all students know they are valued and that adults believe in them.	Questions are planned prior to instruction, and the majority are DOK level 2, 3, and 4; teachers probe students to think deeply when responding to higher level thinking questions.

		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.																	