

## 2025-2026 Balmoral 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.

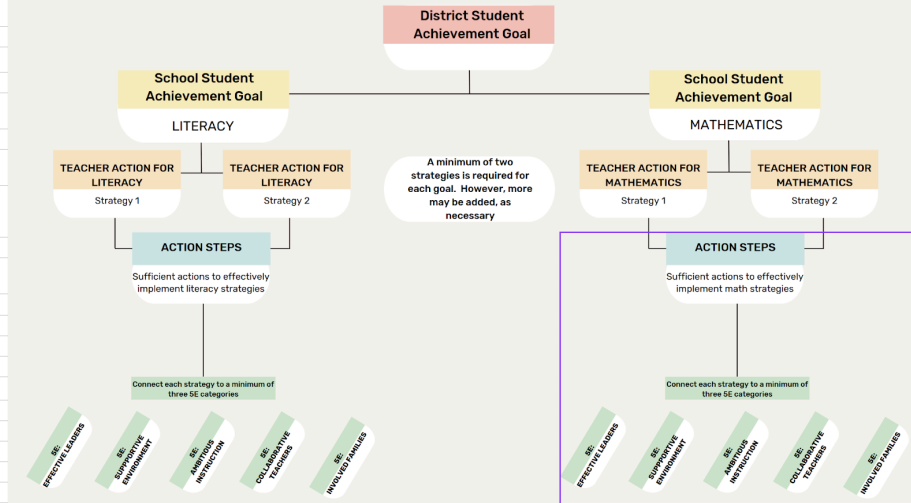
### Data Sources

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		
<b>School Name</b>	Balmoral Elementary	
<b>School Mission Statement</b>	Our mission is to educate students to be critical thinkers and engaged learners, to inspire students to fulfill their potential, and to equip them to make meaningful contributions to society. Balmoral is a place designed with lifelong learning in mind.	
<b>CM201U Mission Statement</b>	Crete-Monee School District 201-U's mission is to engage and empower our students to positively impact their community and future.	
<b>SIP Meeting Time</b>	3:50 - 5:30 pm	
<b>SIP Meeting Dates</b>		
<b>August</b>	<b>September</b>	<b>October</b>
8/x/2025 8/19/2025	9/9/2025 9/23/2025	10/7/2025 10/21/2025
<b>November</b>	<b>December</b>	<b>January</b>
11/4/2025 11/18/2025	12/2/2025 12/16/2025	1/13/2026 1/20/2026
<b>February</b>	<b>March</b>	<b>April</b>
2/3/2026 2/17/2026	3/3/2026 3/17/2026	4/7/2026 4/21/2026
<b>May</b>	<b>June</b>	<b>July</b>
5/5/2026 5/19/2026	6/x/2026 6/x/2026	7/x/2026 7/x/2026
<b>Team Members</b>		
<b>Name</b>	<b>Position</b>	<b>Grade Level/Content Area (as applicable)</b>
Courtney Anderson	Teacher	2nd Grade
Deirdra Begesha	Interventionist	Reading Specialist
Christine Corydon	Teacher	Special Education Resource
Andrea Flanagan	Teacher	4th Grade
Jessica King	Teacher	3rd Grade
Kelly Mahoney	Instructional Coach	Literacy Coach
Mia Miller	Teacher	Kindergarten Teacher
Megan Schmidt	Instructional Coach	Math Coach
Adekunle Adegbelemi	Assistant Principal	
Lisa Miller	Principal	
Octavia Matthews	Teacher	Self Contained SPED - ISBE Designation Member
Tina Van Wyhe	Teacher	1st Grade - ISBE Designation Member

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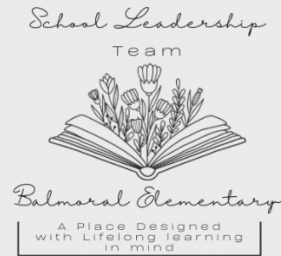
[Literacy Action Plan Strategy 2](#)

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Implementation Plan												SIP Team Progress Monitoring											
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Resources Needed							Table Of Contents
Strategy	Description of Resource Needed	Existing/New	Cost	Total Cost	Funding Source	<a href="#">Completed Requisition Form</a>	
							<a href="#">Overview and Directions</a>
							<a href="#">School Information</a>
							<a href="#">Literacy Action Plan Strategy 1</a>
							<a href="#">Literacy Action Plan Strategy 2</a>
							<a href="#">Math Action Plan Strategy 1</a>
							<a href="#">Math Action Plan Strategy 2</a>
							<a href="#">Resources Needed</a>
							<a href="#">Theory Of Action</a>

Theory Of Action							
							<b>Table Of Contents</b>
<b>Indicators of a Quality SIP: Theory of Action</b>							<a href="#">Overview and Directions</a>
Theory of Action is grounded in research or evidence based practices.							<a href="#">School Information</a>
Theory of Action is an impactful strategy that counters the associated root cause.							<a href="#">Literacy Action Plan Strategy 1</a>
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.							<a href="#">Literacy Action Plan Strategy 2</a>
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)"							<a href="#">Math Action Plan Strategy 1</a>
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.							<a href="#">Math Action Plan Strategy 2</a>
							<a href="#">ResourcesNeeded</a>
<b><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></b>							<a href="#">Theory Of Action</a>
<b>Sample Theory Of Action</b>							
<b>Student Centered</b>	Students do not have a conceptual understanding of place value.						
<b>If we</b>	consistently use hands-on manipulatives, following the learning model of Dale's Cone of Experience						
<b>Then we see</b>	teachers intentionally using hand on materials on a daily basis						
<b>Which will result in</b>	students developing a deeper conceptual understanding of place value.						
<b>Student Centered</b>	Students struggle with reading grade level text because they don't have strategies for learning unknown vocabulary.						
<b>If we</b>	identify key vocabulary words needed to understand grade level content, then consistently use them while intentionally building background knowledge prior to reading						

<b>Then we see</b>	teachers providing students with the appropriate background knowledge to allow students to effectively interact with grade level text					
<b>Which will result</b>	students successfully interacting with grade level text.					
<b>Student Centered</b>						
<b>If we</b>						
<b>Then we see</b>						
<b>Which will result</b>						



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