			:	025-2026 Balmoral Elementary SCHOOL IMPROVEMENT PLAN	
	Purpose				
he school with ex	ment plan IS the wo plicit goals and stro cademic learning is	tegies develop		SCHOOL IMPROVE	dent
How To Use Th	nis Template	D.	ıta Sources	Achievement	- Court
Review all available data	iis rempiate	IAR/SAT/PSAT		School Student	School Student
Complete the Data Analysis Pro Most Essential Area(s) of Need		MAP	Behavior	Achievement Goal LITERACY	Achievement Goal MATHEMATICS
Conduct a Root Cause Analysis	s for your MEAN or MEANS	ESGI	5 Essentials	LITERACT	MATTEMATICS
eview current practices and s o address 1 or 2 MEANS	trategies currently in place	Summative Assessments	Social Emotional	TEACHER ACTION FOR LITERACY TEACHER ACTION FOR LITERACY Strategies is requi	red for MATHEMATICS TEACHER ACTION FOR MATHEMATICS
eview best practice research trategies to effectively addres ontinue working on your 24-29	ss the MEAN or MEANS OR,			Strategy 1 Strategy 2 each goal. However may be added, necessary	
evelop a Theory Of Action usi	ing your research.			ACTION STEPS	ACTION STEPS —
evelop your action plan to bu nplementation of your stratec				Sufficient actions to effectively implement literacy strategies	Sufficient actions to effectively implement math strategies
stablish connections to the 5 I	Essentials.				
Table Of Contents				Connect each strategy to a minimum of three SE categories	Connect each strategy to a minimum of three SE categories
verview and Directions					
chool Information					
iteracy Action Plan Strategy 1					
teracy Action Plan Strategy 2					
ath 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	Balmoral Elementary		Overview and Directions	School Leadership
School Mission Statement	engaged learners, to insp and to equip them to make	students to be critical thinkers and ire students to fulfill their potential, se meaningful contributions to be designed with lifelong learning in	School Information	Team
		ict 201-U's mission is to engage		
CM201U Mission Statement	and empower our student community and future.	ts to positively impact their	Literacy Action Plan Strategy 1	Balmoral Elementary
M2010 Mission Statement	community and ruture.			
CID Mosting Time	2:E0 - E:20 mm		Literacy Action Plan Strategy 2	A Place Designed with Lifelong learning in mind
IP Meeting Time	3:50 - 5:30 pm		Math Action Plan Strategy 1	in mind
ID Mosting Dates			Math Action Plan Strategy 2	
SIP Meeting Dates	Camtauchau	October	ResourcesNeeded Theory Of Assista	
August	September	October	Theory Of Action	
3/x/2025 3/19/2025	9/9/2025 9/23/2025	10/7/2025 10/21/2025		
lovember	December	January		
11/4/2025 11/18/2025	12/2/2025 12/16/2025	1/13/2026 1/20/2026		
ebruary	March	April		
2/3/2026 2/17/2026	3/3/2026 3/17/2026	4/7/2026 4/21/2026		
May	June	July		
		•		
/5/2026 /19/2026	6/x/2026 6/x/2026	7/x/2026 7/x/2026		
	Team Members			
Name	Position	Grade Level/Content Area (as applicable)		
Courtney Anderson	Teacher	2nd Grade		
eirdra Begesha	Interventionist	Reading Specialist		
hristine Corydon	Teacher	Special Education Resource		
ndrea Flanagan	Teacher	4th Grade		
lessica King	Teacher	3rd Grade		
elly Mahoney	Instructional Coach	Literacy Coach		
1ia Miller	Teacher	Kindergarten Teacher		
	Instructional Coach	Math Coach		
legan Schmidt	Assistant Principal			
	Assistant i micipai			
Adekunle Adegbemi	Principal			
Adekunle Adegbemi .isa Miller		Self Contained SPED - ISBE Designation Member		
Megan Schmidt Adekunle Adegbemi Lisa Miller Octavia Matthews Tina Van Wyhe	Principal			

	2025-2026 Balmoral Elementary SCHOOL IMPROVEMENT PLAN																				
	District Literacy Achievement Goal					Table Of Contents															
100% of students can	actively interact with and comprehend grade-level text and/or at least 75% of stude. Formative Assessments (CFAs).	nts demonstrate																			
	School Student Achievement Goal					School Information															
By the end of the 202 bringing Balmoral's or	5-2026 School Year, the percentage of students scoring above the 61st percentile will achievement in those quintiles to 64% of our students placing in green or blue or determined on the Spring Single-Term Achievement NWEA Report.	increase by 3%, the NWEA Growth																			
Reading assessment;	determined on the Spring Single-Term Achievement NWEA Report.					Literacy Action Plan Strategy 1															
What student cent	ered problems have been surfaced after completing your data analysis? Us your assertions.	se data to suppo	rt			Literacy Action Plan Strategy 2															
Data shows that while :	students can read grade-level text, many struggle with comprehension when participating in d	iscussions and				Math Action Plan Strategy 1															
	ne student centered problem you will address in this SIP? Use data to support your	decision.				Math Action Plan Strategy 2															
Students need more st	uctured opportunities for academic dialogue and collaborative learning to deepen comprehen	sion.				ResourcesNeeded															
Who	t is the root cause of the student centered problem? Link your root cause analysis h	iere.				Theory Of Action															
Instruction does not co deeper understanding.	sistently provide time or structures for students to engage in collaborative talk that promotes	critical thinking and																			
	teracy Strategy #1 (M.Miller, Anderson, VanWyh	e)																			
	Strategy Statement																				
By the end of the 202 thinking, collaborativ	6-2027 school year, 100% of teachers will consistently provide students with opportunit e problem-solving, and meaningful student talk through structured academic discussi	ies for higher-order ons and																			
thinking, communica	e problem-solving, and meaningful student talk through structured academic discussions. In this problem solving, and meaningful student talk through structured academic discussions. In this will be achieved through the development of a school-wide strategy that empt in skills, and collaborative learning experiences across at subjects. The good is to fast eye engage in teamwork and discussions to deepen their understanding and take own	nasizes critical er an environment																			
learning.	sty engage in reamwork and ascussions to deepen their understanding and take owl	nership of their																			
	What is your Theory of Action?																				
	provide all teachers with targeted professional development, collaborative planning coaching focused on structured academic discussions, higher-order questioning, an learning procellices,	time, and ongoing d collaborative	9																		
If we	learning practices,		-																		
_	teaches equipped to consistently implement strategies that promote critical thinking collaboration, and meaningful academic talk;	g, student																			
Which leads to	students engaging more deeply in their learning, develop strong communication an skills, and take greater ownership of their academic growth.	d problem-solving																			
												September	October	November	SIP T December	eam Progr	ess Monito February	ring March	April	May	June
						Implemente	ation Plan									Ĺ	,				
				Revised	Considerations for				_												\neg
	SY26 Implementation Quarterly Goals & Action Steps	Who?	Original Due Date	Due Date (if needed)	Children With Disabilities (CWD)	Considerations For English Learners (EL)	Other Subgroup Considerations	Metrics	Resources Needed	Notes	Link to collected data/evidence									i l	.
Trimester 1 Goal	By the end of the first trimester of the 2025-2026 school year, 100% of teachers will consistently model effective collaborative learning norms in literacy to promote																				$\overline{}$
Trimester 1 Goal	student talk, critical thinking, and student engagement in all classrooms.																				
					Ensure data reviews																
					include progress monitoring for students	Analyze language	Ensure data disaggregation includes	Student samples of												i l	.
Action Step 1	Staff will particpate in data days to discern learning goals and formulate learning norms to support student needs	All staff	9-5-25		with IFPs: identify		disaggregation includes race, gender, chronic absenteeism, and													í l	
	norms to support student neces				necessary accommodations for collaborative tasks.		behavior to identify	reflections.												í l	
					collaborative tasks.		subgroup needs.														
		Grade Level			Design tasks that allow for multiple modes of	EL staff will collaborate with	Design tasks to support	PLC agendas, collaborative												í l	
Action Step 2	Teachers will plan together as grade level teams during their PLC time to design collobrative learning opportunities based on data.	PLCs/Literacy	9-26-25		participation (e.g., visuals, gestures, etc). Include		equitable access for students with low	planning notes, small												i l	.
		Coach			special education educators in planning.	grouping.	attendance.	group design documentation.											I!	1——1	ı—I
							Rainforce classroom	Anchor charts or	See Resources Needed Tab												$\overline{}$
Action Step 3	Teachers will explicitly teach and model collaboration norms, roles, and dialogue	Classroom	9-26-25		will assist teachers with modeling to support	EL staff will collaborate with teacher with implimation to model collaborative norms and dialogue.	norms that support	posted norms, student												í l	
Action Step 3	structures	Teachers	9-26-25		modeling to support understanding of expectations and	model collaborative norms and dialogue.	participation across all	observation												i l	.
					participation for CWD.	_	subgroups.	checklists.													
					Teacher and special education teacher will	ELL staff will participate in classroom peer observation to	Use learning walks to													i l	
Action Step 4	Teachers will participate in at least one peer observation or learning walk focused on	All staff	9-26-25		ensure observation tools are inclusive of CWD	classroom peer observation to access to observe student collaborative conversations and use reflection protocols to support their growth in	monitor participation an	d observation rubrics,												í l	
	student engagement and collaborative talk during whole-group literacy instruction.				participation and collect	and use reflection protocols	among underrepresented	reflection forms.												í l	
					data on engagement of students with disabilities.	to support their growth in academic language.	or marginalized students														
Action Step 5																					
Trimmte A.C.	By the end of the second trimester of the 2025-2026 school year, 100% of teachers																				
Trimester 2 Goal	will engage in guided, intentional collaborative small groups in literacy to foster peer learning.																				اص
					Differentiate roles and		Use behavior and														
	Teachers will build on whole-group collaboration routines from Trimester 1 by				tasks so students with	Incorporate vocabulary	attendance data to	Lesson plans, small group materials.												i l	
Action Step 1	planning and leading small group literacy lessons that focus on collaborative learning tasks.	All staff	11-14-25		disabilities can access and demonstrate	pre-teaching and clear language objectives.	inform groupings; apply trauma-informed	group materials, anecdotal collaboration notes.												i l	
					understanding. Use IEP data to guide		practices. Ensure equitable	construiton notes.													
Action Step 2	Teachers will use PLC time and work with instructional coaches to review student assessment data and group students intentionally for collaborative small group	Grade Level PLCs/Literacy	12-12-25		placements and ensure	notes to mide grouping and	subgroup representation	PLC minutes, group rosters, student												i l	
	literacy work	Coach			both access and appropriate challenge.		in all high-level task groups.	data-analysis forms.													
		C1			Observation should document scaffolding		Check for engagement	Observation notes,	See Resources												
Action Step 3	Teachers will participate in peer observations or learning walks focused on how teachers guide and facilitate student collaboration during small group instruction.	Classroom Teachers	12-12-25		strategies supporting	about the engagement in	for underrepresented subgroups.	peer feedback forms, walk-through data.	Needed Tab										l!	i l	ı l
					students with disabilities. Include special education			-													
Action Step 4	Teachers will reflect on student progress and group dynamics, making adjustments to	All staff	12-12-25		teachers in planning		Track subgroup participation trends and													i l	
	small group plans based on student needs, coaching feedback, and data.				adjustments based on student needs.		adjust for identified gaps.	feedback.													
	Teachers will begin introducing strategies for students to gradually take on more				Assign structured leadership roles aligned to	Model and practice academic	Rotate leadership roles	Role documentation, student reflection													-
Action Step 5	leadership in collaborative small group work, preparing for increased independence in Trimester 3.		12-12-25		students' strengths and IEP goals.	language structures students can use when leading groups.	across all subgroups for equity and ownership.	journals, samples of											l!	1	ı — I
					IEP goals.			student-led tasks.													
Trimester 3 Goal	By the end of the third trimester of the 2025–2026 school year, 100% of students will independ and the property of the propert	1																			
Timeset 5 God	independently engage in collaborative learning groups during literacy to support inquiry, deepen comprehension, and participate in meaningful academic dialogue.																				
H					SPED staff will assist																
	Teachers will design and facilitate student-led collaborative literacy tasks at least				teacher with adapting	EL staff will assist the teacher with including sentence stems, visual supports, and vocabulary pre-teaching to support participation.	Ensure task access for students with binh	Weekly lesson plans,										1	'		, 1
Action Step 1	once per week, such as literature circles, inquiry projects, or peer-led discussions.	All staff	2-27-26		cues, graphic organizers,	stems, visual supports, and vocabulary pre-teaching to	mobility, behavior need	s, samples, group										1	1 1	(l	, 1
					and scaffolded roles for accessibility.	support participation.	or attendance issues.	conaboration logs.													

Action Step 2	Teachers roles, and and group	collaboration norms, and provi	tently reinfi ide regular	force group expectations, student feedback on student participation	Grade Level PLCs/Literacy Coach	3-20-25	SPED staff will assist v re-teaching roles and expectations with repetition, visuals, and simplified language as needed.	Provide repeated modeling and practice of academic language tied to	Monitor group interactions to ensure equitable role assignments and participation.	Anchor charts, group role checklists, feedback forms.								
Action Step 3	Teachers collaborat activities.	will use observation tools, rubri tion, academic dialogue, and co	ics, and stu emprehension	dent self-assessments to monitor on during student-led group	Classroom Teachers	3-20-25	Use accessible rubrics with visual supports; involve students in tracking their own progress.	EL staff will translate or adapt self-assessments for ELs based on language proficiency.	Disaggregate rubric and self-assessment data by subgroup to look for gaps in voice and engagement.		See Resources Needed Tab							
Action Step 4		will review student work sampl student growth and adjust futur			All staff	3-20-25	Include student work fi students with IEPs in review; seek input fron resource teacher.	on both content	engagement and performance across	PLC notes, student work samples, instructional planning documents.								
Action Step 5	academic	will provide students with regul conversations, and inquiry wor tion skills.	lar feedbac rk to help ti	ck on their group participation, them improve and grow in their		3-20-25	Teacher provide feedba in multiple formats (verbal, visual, written) tailored to individual student needs.		Ensure all students, especially those g historically underserved receive specific and encouraging feedback.	Feedback logs, student reflections, teacher conference notes.								
				Connections	to 5 Essen	tials												
5E Supporting Strategies	Select at least three	Collaborative Teachers		Supportive Environments	Ambitious Ins	struction												
Action Steps																		
Action Step 1		Grade-level teams will use weekly PLCs to co-plan literacy and math instruction based on student data.		Teachers will co-create classroom norms and collaboration expectations with students.	Teachers will design incorporate question student dialogue, an thinking.	ning strategies												
Action Step 2		SLT will conduct learning walks and provide actionable feedback on PLC engagement and instructional alignment.		Teachers will implement student-centered routines to ensure every student feels safe, valued, and supported.	Small group instruct and math will be driv ongoing formative a and PLC analysis.	ven by ssessments												
Action Step 3		Teachers will engage in peer observations and cross-grade reflections to improve instructional practices.		Teachers will use restorative conversations and goal setting to reinforce positive peer collaboration.	Students will engage academic dialogue t comprehension and their learning.	to deepen												

	2025-2026 Balmoral Elementary																				
	SCHOOL IMPROVEMENT PLAN District Literacy Achievement Goal																				
100% of students co	n actively interact with and comprehend grade-level text and/or at least 75% of studer in Formative Assessments (CFAs).	its demonstrate			Table Of Contents																
	School Student Achievement Goal				Overview and Directions																
By the end of the 20 bringing Balmoral's	(25-2026 School Year, the percentage of students scaring above the 61st percentile will over a chievement in those quitiles to 64% of our students placing in green or blue on the determined on the Spring Single-Term Achievement NWEA Report.	increase by 3%, the NWEA Growth	h		School Information																
	tered problems have been surfaced after completing your data analysis? Us																				
Data shows that while	your assertions. your assertions. students can read grade-level text, many struggle with comprehension when participating in dis	scussions and			Literacy Action Plan Strategy 1 Literacy Action Plan Strategy 2																
What is	the student centered problem you will address in this SIP? Use data to support your c	lecision.			Math Action Plan Strategy 1																
Students need more :	structured opportunities for academic dialogue and collaborative learning to deepen comprehens at is the root cause of the student centered problem? Link your root cause analysis h	sion.			Math Action Plan Strategy 2 ResourcesNeeded																
	onsistently provide time or structures for students to engage in collaborative talk that promotes of																				
deeper understanding	Literacy Strategy #2 (Begesha & Mahoney)				Theory Of Action																
	Stratomy Statement																				
By the end of the 20 thinking, critical pro	126-2027 school year, 100% of teachers will consistently provide students with apportunit blem-solving, and meaningful student talk through the use of intentional and riggrous qui a continued through the development of a school wide state or that emphasizer critical and the second of the seco	ies for higher-order vestioning (thinking	r																		
communication skill environment where	Dis-2027, I chook yet 105% of the will contain they provide its indients with appointment believed through the indient plant of the provided in the provided	is to foster an ke ownership of																			
their learning throug																					
	What is your Theory of Action?																				
	develop and implement a school-wide strategy that equips teachers with the skills are to design and deliver intentional, rigorous questioning across all subjects—through pri	nd support needed ofessional	d																		
If we	to design and deliver intentional, rigorous questioning across all subjects—through pro- development, collaborative planning, and coaching																				
Then we see	teachers consistently create apportunities for students to engage in higher-order thin problem-solving, and meaningful academic discourse;	king, critical																			
Which leads to	students deepening their understanding, developing strong communication and real taking greater ownership of their learning through inquiry and reflection.	soning skills, and																			
Willeli leddy to	tung gedici ommaspormas editing integris qui y and disection.																				
						Implementat	ion Plan								OID T						
												September	October	November	December 1	eam Progre	February	ring March	April	May	June
			Original	Revised Due Date (if needed)	Considerations for Children With Disabilities (CWD)	Considerations For	Other Subgroup		Resources		Link to collected										
	SY26 Implementation Quarterly Goals & Action Steps By the end of the first trimester of the 2025-2026 school year, 100% of teachers will consistently model effective questioning techniques in literacy to promote curiosity,	Who?	Due Date	(if needed)	(CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence										
Trimester I Goal	consistently model effective questioning techniques in literacy to promote curiosity, critical thinking, and student engagement in all classrooms.																				
					Ensure DD includes strategies	h	Consider strategies for														
Action Step 1	Staff will participate in data days to analyze student comprehension and engagement trends in literacy, and identify where strategic questioning can support deeper	All Staff	9-5-25		Ensure PD includes strategies for scaffolding questions for students with IEPs and provides	language development,	engaging gifted students	PD attendance; session artifacts;													
Action Step 1	learning outcomes.	All Stati	9-3-23		examples for varied cognitive	visuals, and questioning stems adapted for ELs.	and those at risk of disengagement through challenging, open-ended	teacher reflection surveys.													
							questions.	PLC notes: annotated													
Action Step 2	Teachers will plan together during PLCs to design whole-group literacy lessons that integrate open-ended, text-dependent, and higher-order questions aligned to	Grade Level PLCs/Literacy	9-26-25		Instructional team will meet as an independent PLC to address the needs of students with disabilities to embed accessible language and supports	lessons use culturally and linguistically responsive	enrichment questioning strategies for advanced	lesson plans; walkthrough													
	grade-level standards.	Coach			disabilities to embed accessible language and supports	questioning techniques.	learners.	checklists.	See Resources Needed Tab												
	Teachers will ask clear, thoughtful questions during lessons and show students how	Classroom			language and supports SPED resource and assistant will model differentiated questioning and visual supports for students with learning	Teachers model language scaffolds and provide	Ensure modeling includes representation	Observation data; coaching feedback:													
Action Step 3	teachers will ask creat, inoughnut questions during resones and show students flow to answer them. They will also guide students in thinking deeper by building on their responses and encouraging classroom conversations.	Teachers	9-26-25		will model differentiated questioning and visual supports for students with learning needs.	translations when appropriate.	of diverse learners in student examples.	student work samples.													
	Teachers will participate in at least one peer observation or learning walk focused on				SPED resource and assistants																
Action Step 4	leachers will participate in at least one peer observation or learning walk focused on teacher use of questioning techniques and their impact on student engagement and critical thinking.	All Staff	9-26-25		will participate in walkthroughs and focus on observing how questioning is adapted for	Note the use of linguistic scaffolds and supports during	Observe how teachers challenge higher-level	Observation tools; peer debrief forms;													
Action Step 5	cirica minking.				students with IEPs.	iisa acaoa.	learners unough inquiry	. renection logs.													
Action Step 5																					
Trimester 2 Goal	By the end of the second trimester of the 2025–2026 school year, 100% of teachers will engage in guided, intentional questioning alongside students to promote shared																				
	inquiry, critical thinking, and meaningful academic dialogue in literacy.																				
	Teachers will build on their modeling work from Trimester 1 by intentionally				Design small groups to ensure access for CWD; provide	Use small group formats to	Group students intentionally to support	Small group plans;													
Action Step I	Teachers will build on their modeling work from Trimester 1 by intentionally planning guided questioning strategies during small group literacy lessons to support shared inquiry.	All Staff	11-14-25		adapted questioning tools or	environments and scaffolded	including advanced	notes; coaching													
					checklists.	interaction.	learners mentoring others.	reflections.													
Action Step 2	Teachers will work in PLCs to review student data and identify specific questioning	Grade Level	12-12-25		Include disaggregated data	Analyze EL data to guide selection of language	others. Attend to subgroup data trends (e.g., chronic absenteeism, mobility)	PLC data analysis													
section step 2	techniques that deepen comprehension and promote collaborative dialogue in small groups.	Coach Coach	12-12-23		review to identify supports needed for students with IEPs.	needs.	that may affect access to	adjusted groupings.													
	Teachers will guide students in co-creating questions during small group discussions,				Scuffold quarties	Teach academic low-	Encourage students from	Student-generated	See Resources												
Action Step 3	leachers will guide students in co-creating questions during small group discussions, modeling how to ask clarifying and extension questions that lead to deeper understanding.	Classroom Teachers	12-12-25		Scaffold question-creation with sentence starters or visuals for students needing support.	explicitly and use bilingual	underrepresented groups to take leadership roles	observation	Needed Tab												
Action Step 4	Teachers will participate in peer observations or learning walks focused on facilitating questioning within small group discussions, followed by reflection on	All Staff	12-12-25		Observe how children with disabilities are supported in participating in shared inquiry.	Document strategies used to promote EL engagement and	questioning practices support equity and	Observation logs; peer feedback forms;													1
	questioning techniques observed.				participating in shared inquiry.	access to discourse.	participation for all learners.	group debrief notes.													
	Teachers will reflect on student progress with questioning in small groups and adjust				Reflections include analysis of	Review how questioning	Adjustments should include enrichment for	Revised lesson plans; reflection prompts;													
Action Step 5	instructional plans based on student needs, with support from PLCs and instructional coaches.		12-12-25		Reflections include analysis of how questioning strategies impacted access for students with IFPs	promoted EL student confidence and language development.	high performers and added support for underserved populations	retlection prompts; student growth													1
					with IEPs.	uevelopment.	underserved populations	i. evidence.													
Trimester 3 Goal	By the end of the third trimester of the 2025–2026 school year, 100% of students will independently apoly intentional ouestioning strategies during literacy to support																				
	independently apply intentional questioning strategies during literacy to support inquiry, deepen comprehension, and engage in meaningful academic dialogue.																				
	Teachers will design literacy tasks that require students to independently generate				Tasks will be scaffolded using	Include bilingual dictionaries	Ensure tasks include	Student work													
Action Step 1	Teachers will design literacy tasks that require students to independently generate and apply open-ended and text-based questions during collaborative reading and writing activities.	All Staff	2-27-26		Tasks will be scaffolded using visual organizers, sentence stems, or leveled texts to	(can be from internet), vocabulary support, and	and offer multiple	samples, annotated task materials, small													
					stems, or leveled texts to support access for students with IEPs.	model question stems to build ELs' confidence and access.	visual) for student participation.	group data.													

Action Step 2	Teachers will provide direct instruction on student-led questioning protocols, including how to respectfully challenge ideas, seek clarification, and build acaden conversations.	Grade Level PLCs/Literacy Coach	3-20-25		frames and practice routines	Ensure all students have protocol anchor a voice in small group conversations; explicitly model inclusive conversation norms.								
Action Step 3	Teachers will use observation tools, rubrics, or self-assessments to monitor studen independent use of questioning during collaborative literacy activities.	ts' Classroom Teachers	3-20-25	Teacher will work with SPED staff to adapt rubrics or checklists to reflect individual student needs and IEP goals. Allow for multimodal demonstrations of questioning	supports on rubrics and self-assessments; offer conferencing opportunities i students' preferred language	Review data by subgroup to ensure cupits in participation and quality of student questioning. Rubric results, self-assessments, observation notes.	See Resources Needed Tab							
Action Step 4	Teachers will review student work and observation data in PLCs to reflect on the quality of student-generated questions and make instructional adjustments as need	led. All Staff	3-20-25	Include SPED staff in PLC reviews to analyze accessibilit and depth of questions from students with disabilities.	Collaborate with EL suppor staff to identify gaps in comprehension and languag that may impact question quality.	questioning across race, PLC notes, student	s.							
Action Step 5	Teachers will provide ongoing feedback to students on their questioning technique through individual conferences, group reflections, or peer feedback sessions to strengthen academic inquiry.	s	3-20-25	Feedback should be provided multiple modes (visuals, models, or peer modeling) to support understanding and growth.	Offer targeted language feedback that reinforces academic vocabulary and questioning syntax.	Encourage equitable peer feedback opportunities that foster inclusive dialogue and empower marginalized student reflections, peer feedback forms								
													ء حت	
	Connection													
5E Supporting Strategies	Select at Collaborative Teachers Supportive least three Environments	Ambitious	Instruction											
Action Steps														
Action Step 1	Grade-level teams will use weekly PLCs to co-plan literacy and math instruction based on student data.	Teachers will de incorporate ques strategies, studer critical thinking.	tioning at dialogue, and											
Action Step 2	SLT will conduct learning walks and provide suctionable feedback on PLC engagement and instructional alignment. supported.	Small group inst literacy and matl by ongoing form assessments and	will be driven ative											
Action Step 3	Teachers will engage in peer observations and restorative conversations cross-grade reflections to improve instructional practices.	Students will eng structured acade deepen compreh demonstrate thei	mic dialogue to ension and											

	2025-2026 Balmoral Elementary																				
	SCHOOL IMPROVEMENT PLAN District Math Achievement Goal				Table Of Contents																
100% of students of	an perform at grade-level expectations and/or at least 75% of students demon e Assessments (CFAs).	strate mastery on			Overview and Directions																
	School Student Achievement Godi				School Information																
	25-2026 School Year, the percentage of students scoring above the 61st percentile will inversely achievement in those quintiles to 64% of our students placing in green or blue on ment; determined on the Spring Single-Term Achievement NWEA Report.				Literacy Action Plan Strategy 1																
	tered problems have been surfaced after completing your data analysis? Us your assertions. students can read grade-level text, many struggle with comprehension when participating in dis		t		Literacy Action Plan Strategy 2																
collaborative tasks.	students can read grade-level text, many struggle with comprehension when participating in dis the student centered problem you will address in this SIP? Use data to support your d				Math Action Plan Strategy 1 Math Action Plan Strategy 2																
Students need more s Wh	tructured opportunities for academic dialogue and collaborative learning to deepen comprehens at its the root course of the student centered problem? Link your root course analysis h	sion. ere.			ResourcesNeeded Theory Of Action																
Instruction does not or deeper understanding	esistently provide time or structures for students to engage in collaborative talk that promotes of	critical thinking and																			
	Math Strategy #1 (Schmidt & Flanagan) Strategy Statement																				
By the end of the 20 thinking, collaborati collaborative learnin thinking, communic	\$6.500 school year, 100% of because the casadeality provide shadeals with appointment of the protein-solving out memorphic has been to the third protein shadeality. But shadeality the development of a cahool-wide shadealy that deep light with the shadeality that the protein shadeal	es for higher-order ons and asszes critical er an environment																			
where students acti- learning.		ership of their																			
	What is your Theory of Action?																				
If we	provide all teachers with targeted professional development, collaborative planning coaching focused on structured ocademic discussions, higher-order questioning, and learning practices,	time, and ongoing d collaborative																			
Then we see	teachers equipped to consistently implement strategies that promote critical thinking collaboration, and meaningful academic talk;	, student																			
	students engaging more deeply in their learning, develop strong communication and skills, and take greater ownership of their academic growth.																				
						Implementa	tion Plan														
												Sentember	October	November	SIP T	eam Progre	ss Monitor	ring March	April	Мау	June
			Original	Revised Due Date	Considerations for Children With Disabilities (CWD)	Considerations For English Learners (EL)	Other Subgroup		Resources		Link to collected	September	CCLOSE	KOVEIIIDEI	December	Junuary	rebidary	marcii	- April	may	
	SY26 Implementation Quarterly Goals & Action Steps By the end of the first trimester of the 2025–2026 school year, 100% of teachers will	Who?	Due Date	(if needed)	Disabilities (CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence								\longrightarrow	-	
Trimester I Goal	consistently model effective collaborative learning strategies in math to promote student talk, critical thinking, and student engagement in all classrooms.																				
Action Step 1	Staff will participate in data days to discern learning goals and formulate learning strategies to support student needs	All staff	9-5-25		Ensure data reviews include progress monitoring for students with IEPs; identify necessary accommodations for collaborative tasks.	Analyze language development data alongside academic data to inform norms that support EL	Ensure data disaggregation includes race, gender, chronic absentecism, and behavior to identify	Student samples of goal setting, norm creation, or data reflections.													
					Davien tasks that allow for																
Action Step 2	Teachers will plan together as grade level teams during their PLC time to design collobrative learning opportunities based on data.	Grade Level PLCs/Math Coach	9-26-25		multiple modes of participation (e.g., visuals, gestures, etc). Include special education educators in planning.				See Resources												
Action Step 3	Teachers will explicitly teach and model collaboration norms, roles, and dialogue stru	Classroom Teachers	9-26-25		Special education staff will assist teachers with modeling to support understanding of expectations and participation for CWD.	EL staff will collaborate with teacher with implimation to model collaborative norms and dialogue.	Reinforce classroom norms that support inclusion and equitable participation across all	Anchor charts or posted norms, student reflections, observation	Needed Tab												
Action Step 4	Teachers will participate in at least one peer observation or learning walk focused on the destruction and collaboration talk during whole ground largest interaction.	All staff	9-26-25		Teacher and special education teacher will ensure observation tools are inclusive of CWD participation and collect data on engagement of students with disabilities.	ELL staff will participate in classroom peer observation to access to observe student collaborative conversations	Use learning walks to monitor participation an engagement trends	Completed observation rubrics,													
	student engagement and collaborative talk during whole-group literacy instruction.				collect data on engagement of students with disabilities.	and use reflection protocols to support their growth in academic language.	among underrepresented or marginalized students	reflection forms.													
Action Step 5																				9	
Trimester 2 Goal	By the end of the second trimester of the 2025–2026 school year, 100% of teachers will engage in guided, intentional collaborative small groups in math to foster peer learning.																				
					DOT CO.		Use behavior and														
Action Step 1	Teachers will build on whole-group collaboration routines from Trimester 1 by planning and leading small group math lessons that focus on collaborative problem-solving and peer discussion.	All staff	11-14-25		Differentiate roles and tasks so students with disabilities can access and demonstrate understanding.	Incorporate vocabulary pre-teaching and clear language objectives.	attendance data to inform groupings; apply trauma-informed	Lesson plans, small group materials, anecdotal collaboration notes.													
Action Step 2	Teachers will work in PLCs and with instructional coaches to analyze math assessment data and group students intentionally for collaborative math tasks during	Grade Level	12-12-25		Use IEP data to guide		practices.														
	sman groups.	PLCs/Math Coach			challenge. Observation should document	scaffold supports.	Charl Community	Observation autor	See Resources											_	_
Action Step 3	Teachers will guide students during small group math lessons in using collaborative talk, justifying their reasoning, and solving problems together.	Classroom Teachers	12-12-25		scaffolding strategies supporting students with	Include EL engagement in observation protocols.	for underrepresented subgroups.	peer feedback forms, walk-through data.	Needed Tab												
Action Step 4	Teachers will participate in peer observations or learning walks focused on teacher facilitation of collaborative math work in small groups, followed by debrief and reflection.	All staff	12-12-25		Include special education teachers in planning adjustments based on student needs.	Adapt structures based on language development and proficiency needs.	Track subgroup participation trends and adjust for identified gaps.	Reflection logs, adjusted plans, coach feedback.													
Action Step 5	Teachers will reflect on student progress in collaborative math groups, adjusting groupings and instructional strategies based on data and coaching feedback.		12-12-25		Assign structured leadership roles aligned to students' strengths and IEP goals.	Model and practice academic		Role documentation,													
Trimester 3 Goal	By the end of the third trimester of the 2025-2026 school year, 100% of students will independently engage in collaborative learning groups during math to support inquiry, deepen comprehension, and participate in meaningful academic dialogue.																				
	inqui y desper competitionou, area parte quite in meanington neaderine tumogate.				SPED etaff will regist to the	EL staff will assist the to-sky															
Action Step 1	Teachers will design student-led math tasks at least once per week that require collaboration, peer discussion, and joint problem-solving without direct teacher guidance.	All staff	2-27-26		SPED staff will assist teacher with adapting tasks and provide visual cues, graphic organizers, and saffolded	stems, visual supports, and vocabulary pre-teaching to	Ensure task access for students with high mobility, behavior needs or attendance issues.	, samples, group													
	Teachers will explicitly teach and reinforce group roles, collaboration expectations,	Grade Level	2.20.77		SPED staff will assist with	Provide repeated modeling	Monitor group														
Action Step 2	Teachers will explicitly teach and reinforce group roles, collaboration expectations, and problem-solving norms for independent math group work, with opportunities for practice and review.	PLCs/Math Coach	h 3-20-25		re-teaching roles and expectations with repetition, visuals, and simplified language as needed.	language tied to collaboration.	interactions to ensure equitable role assignments and participation.	rote checklists, feedback forms.													

Action Step 3	Teachers will use rubrics, checklists, or observation tools to monitor student participation, collaboration, and problem-solving during independent math group activities.	Classroom Teachers	3-20-25	visual supports; involve	th EL staff will translate or adapt self-assessments for ELs based on language proficiency.	Disaggregate rubric and self-assessment data by subgroup to look for gaps in voice and engagement.		See Resources Needed Tab							
Action Step 4	Teachers will analyze student work, math discussion artifacts, and observation notes during PLCs to reflect on student progress in collaborative math discussions and inquiry.		3-20-25	Include student work fr students with IEPs in re seek input from resource teacher.		as Identify patterns in engagement and performance across	PLC notes, student work samples, instructional planning documents.								
Action Step 5	Teachers will provide feedback to students on their collaboration and problem-solving skills through conferences, peer reflections, or class discussions to continue improving independent group work.		3-20-25	Teacher provide feedbas multiple formats (verbas visual, written) tailored individual student needs	Use simplified language or	Ensure all students, especially those ing historically underserved receive specific and encouraging feedback.	Feedback logs, student reflections, teacher conference notes.								
	Connections	to E Food	ntiele												_
5E Supporting	Select at Collaborative Teachers Supportive	Ambitious Ins													
Strategies	least Environments three														
Action Steps															
Action Step 1	Grade-level teams will use weekly PLCs to co-plan literacy and math instruction based on student data.	Teachers will desig that incorporate qu strategies, student of critical thinking.	estioning												
Action Step 2	walks and provide student-centered routines actionable feedback on to ensure every student	Small group instru- literacy and math v by ongoing formati assessments and Pl	will be driven												
Action Step 3	peer observations and restorative conversations cross-grade reflections to and goal setting to	Students will engage structured academi deepen comprehen demonstrate their l	ic dialogue to ision and												

	2025-2026 Balmoral Elementary																				
	SCHOOL IMPROVEMENT PLAN District Math Achievement Goal					Table Of Contents															
100% of students co	an perform at grade-level expectations and/or at least 75% of students demon e Assessments (CFAs).	strate mastery on	1			Overview and Directions															
	School Student Achievement Goal	b. 98				School Information															
bringing Balmoral's o Mathematics assess	15-2026 School Year, the percentage of students scoring above the 61st percentile will verall achievement in those quintiles to 64% of our students placing in green or blue on nent; determined on the Spring Single-Term Achievement NWEA Report.	the NWEA Growth				Literacy Action Plan Strategy 1															
What student cen	ered problems have been surfaced after completing your data analysis? Us	e data to suppor	rt			Literacy Action Plan Strategy 2															
Data shows that while collaborative tasks.	students can read grade-level text, many struggle with comprehension when participating in dis	cussions and				Math Action Plan Strategy 1															
What is t	he student centered problem you will address in this SIP? Use data to support your o	lecision.				Math Action Plan Strategy 2															
	ructured opportunities for academic dialogue and collaborative learning to deepen comprehens at is the root cause of the student centered problem? Link your root cause analysis h					ResourcesNeeded Theory Of Action															
	nsistently provide time or structures for students to engage in collaborative talk that promotes of																				
deeper understanding.	Math Strategy #2 (Corydon, King, Matthews)																				
By the end of the 202	Strategy Statement 6-2027 school year, 100% of teachers will consistently provide students with apportunit	es for higher-order																			
thinking, critical prob strategies. This will be	the development of the control of th	estioning I thinking,																			
environment where s their learning through	and interest or open retrieval, indegrin-provouring questions across an soujects, the god tudents actively engage in academic discourse, explore multiple perspectives, and to inquiry and reflection.	ke ownership of																			
	What is your Theory of Action?																				
		d support peeded																			
If we	develop and implement a school-wide strategy that equips teachers with the skills are to design and deliver intentional, rigorous questioning across all subjects—through predevelopment, collaborative planning, and coaching	ofessional																			
_	teachers consistently create opportunities for students to engage in higher-order thin problem-solving, and meaningful academic discourse;																				
Which leads to	students deepening their understanding, developing strong communication and real taking greater ownership of their learning through inquiry and reflection.	uring skils, and																			
						Implementat	ion Plan														
												Santracka	Oct-b	November De	SIP Tec	m Progre	ss Monitori	ng	Anril	и	T 10-0-0
			Origina	Davised Due Date	Considerations for	Considerations For	Other Subarous		Resources		Link to collected	september	Outober	.eovember De	7941115-	sunudry	euruary	Murch	April	may	June
	SY26 Implementation Quarterly Goals & Action Steps By the end of the first trimester of the 2025–2026 school year, 100% of teachers will	Who?	Due Date	e (if needed)	Children With Disabilities (CWD)	Considerations For English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence										
Trimester I Goal	by the child of this frailiness of the 2022-2020 school year, 100% of features win consistently model effective questioning techniques in math to promote curiosity, critical thinking, and student engagement in all classrooms.																				
					Ensure PD includes		Consider strategies for														
	Teachers will participate in district or building-led professional development on effective questioning techniques for math, including open-ended, reasoning-based, and higher-order questions.		9.5.25		strategies for scaffolding questions for students with	Incorporate supports for language development, including sentence frames, visuals, and questioning	engaging gifted students and those at risk of	PD attendance; session artifacts:													
Action Step 1	and higher-order questions.	All staff	9-5-25		IEPs and provides examples for varied	visuals, and questioning	disengagement through challenging, open-ended	teacher reflection surveys.													
					cognitive levels.	stems adapted for ELS.	questions.														
	Teachers will collaborate during PLCs to plan math lessons that incorporate strategic	Conda I and			meet as an independent PLC to address the needs	Plan with EL staff to ensure lessons use culturally and	Integrate extension and	PLC notes; annotated													
Action Step 2	questioning techniques focused on problem-solving and mathematical reasoning.	Grade Level PLCs/Math Coacl	h 9-26-25				strategies for advanced learners.	walkthrough checklists.													
					accessible language and supports	linguistically responsive questioning techniques.															
	Teachers will model how to ask and answer effective math questions during	Classroom			SPED resource and assistant will model	Teachers model language	Ensure modeling	Observation data;													
Action Step 3	whole-group lessons, showing students how to explain their thinking and justify solutions.	Classroom Teachers	9-26-25		differentiated questioning and visual supports for students with learning	translations when	includes representation of diverse learners in student examples.	student work	See Resources												
					needs. SPED resource and	при органи.	student examples.	ampica.	Needed Tab												
Action Step 4	Teachers will participate in peer observations or learning walks focused on teacher		9,26,25		assistants will participate in walkthroughs and focus	Note the use of linguistic	Observe how teachers	Observation tools;													
Action Step 4	Teachers will participate in peer observations or learning walks focused on teacher use of questioning techniques during math lessons to spark student engagement and deeper thinking.	All staff	9-20-23		on observing how questioning is adapted for	Note the use of linguistic scaffolds and supports during instruction.	learners through inquiry.	reflection logs.													
					SPED resource teacher																
					will include reflection prompts about																
	Teachers will reflect on the use of questioning techniques and student engagement in				accessibility and equitable engagement for students	Reflections address how questioning helped support EL participation and language growth.	Include reflection on how student identities	Teacher reflection journals; PLC													
Action Step 5	math, preparing to transition toward guided questioning in Trimester 2.				SPED assistants will	EL participation and language growth.	and needs were addressed through	debriefs; lesson plan revisions.													
					classroom teachers to assist with reflection of																
					student progress																
Trimester 2 Goal	By the end of the second trimester of the 2025–2026 school year, 100% of teachers will engage in guided , intentional questioning alongside students to promote shared inquiry, critical thinking, and meaningful academic dialogue in math.																				
	inquiry, critical thinking, and meaningful academic dialogue in math.																				
	Teachers will build on their modeling work from Trimester 1 by planning and using				Design small groups to ensure access for CWD-	Use small group formats to support language-rich environments and scaffolded	Group students intentionally to support peer-to-peer discourse,	Small group plans;													
Action Step 1	guided questioning strategies during small group math activities that encourage shared problem-solving and inquiry.	All staff	11-14-25		questioning tools or	support language-rich environments and scaffolded interaction		notes; coaching													
					checklists.		learners mentoring others.														
Action Step 2	Teachers will work in PLCs and with instructional coaches to analyze student math	Grade Level	, 12-12-25		Include disaggregated data review to identify supports	Analyze EL data to guide selection of language scaffolds and vocabulary needs.	Attend to subgroup data trends (e.g., chronic	PLC data analysis													
Action Step 2	data and design small group tasks that integrate student-led questioning alongside teacher-facilitated dialogue.	PLCs/Math Coaci	h 12-12-25		needed for students with IEPs.																
	Teachers will ouide students in cournating questions during math discussions				Scaffold question-creation	Teach academic language		Student-generated	See Resources												
Action Step 3	Teachers will guide students in co-creating questions during math discussions, teaching students how to ask clarifying questions and use math vocabulary in their reasoning.	Classroom Teachers	12-12-25		with sentence starters or visuals for students	Teach academic language explicitly and use bilingual supports where possible.	to take leadership roles	observation checklists; sample	See Resources Needed Tab												
Action Step 4	Teachers will participate in peer observations or learning walks focused on how questioning is used to deepen student thinking during small group math tasks,	All staff	12-12-25		Observe how children with disabilities are	Document strategies used to promote EL engagement and access to discourse.	questioning practices support equity and	Observation logs; peer feedback forms;													
	followed by team debriefs.							group debrief notes.													
	Teachers will reflect on student progress in using questioning strategies during math				Reflections include analysis of how	Review how questioning	Adjustments should include enrichment for	Revised lesson plans;													
Action Step 5	Teachers will reflect on student progress in using questioning strategies during math groups and adjust instructional plans based on student needs, PLC discussions, and coaching support.		12-12-25		questioning strategies impacted access for students with IFPs	Review how questioning promoted EL student confidence and language development.	high performers and added support for	student growth evidence.													
	I and the second				students with IEPs.		underserved populations.											-			

	By the	end of the third	trimester of the 2025-	2026 school y	sar, 100% of studen	ts will													
Trimester 3 Goal			ntentional questioning																
	inquiry.	, deepen compr	hension, and engage is	n meaningful a	cademic dialogue.														
	-																		
Action Step 1	own qu		dependent math tasks to ollaborative math activ			eir All staff	2-27-26	Offer structured graphic organizers or prompts for students needing accommodations.		Tasks include multi-tiered options to support enrichment and differentiated pacing.	Student work samples; rubric-aligned artifacts; task analysis notes.								
Action Step 2	protoco	rs will explicitly lls, ensuring stu discussions in	teach and review exp dents can respectfully on the	ectations for st hallenge idea	udent-led questionii , clarify solutions, i	Grade Level	Coach 3-20-25	Protocols are adapted for students with disabilities (e.g., steps broken down, modeled repeatedly).	Language scaffolds and sentence frames are embedded into protocols.	Encourage identity-affirming practices like student choice and culturally relevant prompts.	Protocol rubries; classroom observation checklists; peer review samples.								
Action Step 3			vation tools, self-asser egies during independ			Classroom Teachers	3-20-25	Tools are adapted for students with fine motor or processing needs (e.g., verbal check-ins).	Include language-accessible rubrics or visuals for ELs.	Ensure tools allow for identification of subgroup engagement patterns.	Rubrics; student self-assessments; teacher observational notes.	See Resources Needed Tab							
Action Step 4	Teacher work di	rs will analyze uring PLCs to e	tudent-generated quest valuate student growth	ions, math dis in applying q	cussions, and studer restioning technique	nt es. All staff	3-20-25	PLCs disaggregate data to assess equity in independent student discourse.	EL participation is examined to determine effectiveness of scaffolds and questioning language.	Discussions include trends among subgroups including chronic absenteeism or academi underperformance.	questions; formative								
Action Step 5	individ	ual or group co	egular feedback to stu- iferences, peer feedbac rth in independent mat	k, and classro			3-20-25	Feedback is clear, structured, and accessible for students with disabilities.	Use student's home language when possible; scaffold feedback for comprehension.	strengths and next steps	Feedback logs; student reflections; evidence of growth over time.								
					Connecti	ons to 5 F	ssentials												
5E Supporting Strategies	Select of least three	at Collabora	tive Teachers	Er	iupportive vironments	Ambitio	ous Instruction												
Action Steps	unce																		
Action Step 1		Grade-level weekly PLO literacy and instruction I student data	math used on	classroc	will co-create m norms and ation expectations dents.	that incorpor	l design lessons rate questioning udent dialogue, and ing.												
Action Step 2		walks and p actionable f PLC engage instructiona	edback on ment and alignment.	student- to ensur	will implement centered routines every student ic, valued, and d.	literacy and by ongoing t	instruction in math will be driven formative and PLC analysis.												
Action Step 3		Teachers wi peer observe cross-grade improve ins practices.	tions and reflections to	restorati and goa	will use we conversations setting to e positive peer ation.	deepen comp	l engage in ademic dialogue to prehension and their learning.												

		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
Indicators 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.	Literacy Action Plan Strategy 1
identified in the	on explicitly aim to improve the experiences of student groups, 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 tudent 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 equences of their actions-the learning and of 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 elearning 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 prov appropriate b allow students grade level te	riding students v ackground knov s to effectively ir xt	vith the wledge to nteract with			
Which will res		essfully interact	ing with grade			
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																					
School Student Achievement Goal By ECY, the percentage of students scoring in the lowest 20th percentile will be reduced by 6% and the percentage of students scoring above																						
By EOV, 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 undestanding place value and properties of operations to perform multi-digit arithmetic (I.NBTLA Use piece values undestanding and properties of operations to perform until-digit arithmetic). The Median RRT score decreased by 4 points from Fall to Witnet (2nd Grade) and by 3 points (for grade). Student scores in place value undestanding have remained asteally for the salt 2 years, Fall to Witner in the 2022/23 School very 2.5% perclaimed 1.5%, Fall to Witner in the																						
		all to Winter in the proficient.																				
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 Y	ear: 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).	Codenes	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	Nov. 1-Nov. 19, 2024		Lesson plans will include accommodation	Lesson plans will provide language supports for EL	Lesson plans will includ extension options for aifted, talented, and	formative data collection								ı	i '		(l			ĺ
	CISSESSITIENTS.							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 possible problem solve and feeding 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.								