			2025-2	026 Crete-Monee Early Learning Center SCHOOL IMPROVEMENT PLAN		
	Purpose					
the school with ex	ment plan IS the wo plicit goals and stro cademic learning is	itegies develop		SCHOOL IME	PROVEMEN District Student	IT GRAPHIC
					Achievement Goal	
How To Use Th	nis Template	De	ıta Sources			
Review all available data		IAR/SAT/PSAT	Attendance	School Student		School Student
Complete the Data Analysis Pro Most Essential Area(s) of Need	otocol to identify 1 or two (MEAN)	MAP	Behavior	Achievement Goal LITERACY	·	Achievement Goal MATHEMATICS
Conduct a Root Cause Analysis	s for your MEAN or MEANS	ESGI	5 Essentials	EITENACT		TIATIE
Review current practices and s to address 1 or 2 MEANS	strategies currently in place	Summative Assessments	Social Emotional	TEACHER ACTION FOR LITERACY	A minimum of two strategies is required for	TEACHER ACTION FOR TEACHER ACTION FOR MATHEMATICS
Review best practice research strategies to effectively addres continue working on your 24-2	ss the MEAN or MEANS OR,			Strategy 1 Strategy 2	each goal. However, more may be added, as necessary	Strategy 1 Strategy 2
Develop a Theory Of Action usi	ing your research.			ACTION STEPS —		ACTION STEPS —
Develop your action plan to bu implementation of your strateg				Sufficient actions to effectively implement literacy strategies		Sufficient actions to effectively implement math strategies
Establish connections to the 5	Essentials.					
Table Of Contents				Connect each strategy to a minimum of three SE categories		Connect each strategy to a minimum of three 5E categories
Overview and Directions						
School Information						
Literacy Action Plan Strategy 1						
Literacy Action Plan Strategy 2						
Math Action Plan Strategy 1						
Math Action Plan Strategy 2						
ResourcesNeeded						
Theory Of Action						

SCHOOL IM	2025-2026 IPROVEMENT TEAM INF	FORMATION		
				Table Of Contents
School Name	Crete-Monee Early Learning C	Center	Ov	erview and Directions
School Mission Statement	The Early Learning Center will positive educational experien purposeful, engaging, inclusiv safe through communication and the community.	ce for young children that is	Scl	hool Information
CM201U Mission Statement	Engage and empower our stu community and future.	dents to positively impact their	Lite	eracy Action Plan Strategy 1
			Lite	eracy Action Plan Strategy 2
SIP Meeting Time	2:45-4:45		Ma	th Action Plan Strategy 1
			Ma	th Action Plan Strategy 2
SIP Meeting Dates			Re	<u>sourcesNeeded</u>
August	September	October	The	eory Of Action
8/13/2025	9/11/2025 9/25/2025	10/16/2025		
November	December	January		
11/6/2025	12/11/2025	1/8/2026 1/22/2026		
February	March	April		
2/12/2026 2/26/2026	3/12/2026 3/262026	4/9/26		
Мау	June	July		
5/14/2026	6/4/2026 and 6/11/26 (Virtual)			
	Team Members			
Name	Position	Grade Level/Content Area (as applicable)		
Kelly Chesta	Principal			
Tracy Rocchietti	Associate Principal			
Laura Hoecker	Teacher	Blended EC		

Jamie Hayden	Teacher	Blended EC	
Lisa Hadley	Teacher	ELL	
Maggie Thompson	Teacher	EC SMILLE	
Michelle Twardy	Teacher	Blended EC	
Alicia Abrego	Teacher	Instructional EC	
Paloma Rodriguez	Teacher	Transitional Bilingual Education Teacher	
Theresa Page	Teacher	Instructional EC	

	2021	5-2026 Crete-Mc	nee Early Learning	Center																				
	202.	SCHOOL IM	PROVEMENT PLAN	Conto																				
			y Achievement Go						Table Of Contents															
100% of students can a	ctively interact	with and comprehend gray	le-level text and/or at least 75		strate mastery on																			
Common Formative As	sessments (CF		t Achievement Go	al					Overview and Directions															
		JUIOUI JUUGI	t Acinevellient Co	ui					School Information Literacy Action Plan Strategy 1															
What student cent	ered probler	ns have been surface	ed after completing your	r data analysis? Li	se data to support	1																		
		you	assertions.						Literacy Action Plan Strategy 2															
We are seeing that stu- engage in age appropri	dents are having ate conversation	g difficulty engaging in con ins according to Teaching	versations. At the end of last s Sold Strategies.	school year, only 67.4	7% of students could				Math Action Plan Strategy 1															
What is t	ne student ce	ntered problem you wil	address in this SIP? Use do	ata to support your	decision.				Math Action Plan Strategy 2															
									ResourcesNeeded															
Who	t is the root or	ge in conversations with a cuse of the student cen	tered problem? Link your ro	oot cause analysis h	here.				Theory Of Action															
Students have not had	enough opports		rsations with adults and peers																					
		Literacy	Strategy #1																					
		Strate	gy Statement																					
100% of teachers will p	ractice using co	ommunication to help stude	ents meet their needs.																					
		Mile and le seesse	Theory of Action	-9																				
Charlesto and has done	4666 m. da	municating effectively.		ır																				
If we	dilliculty corr	inuncating electively.																						
teach students to us	e verbal, picto	oral, signs , or AAC devic	es to communicate their v	vants and needs.																				
Then we see	inne effection	ly to make requests to	neet their wants and need	le .																				
Which leads to			nest oreit works and need																					
	d independen	ce in communicating.																						
									Implement	ation Plan														
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							Revised	Considerations for				_							I					
	sv	6 Implementation	Quarterly Goals & Act	tion Steps	Who?	Original Due Date	(if needed)	Disabilities (CWD)	Considerations For English Learners (EL)	Otner Subgroup Considerations	Metrics	Resources Needed	Notes	Link to collected data/evidence										
Trimester I Goal	All teachers	will effectively teach str	idents how to use their ore	ferred mode of				(2.10)	J (LL)					212, 21121100							=	\rightarrow		
	communica	tion to request desired	tems.																					
Action Step 1								Teachers will provide																
-					Educational Team Classroom	,		specific accommodations for	Work with EL support team to ensure appropriate manipulatives are available for English Learners	Review with teachers modes of	Observations, ESGI.													
	Make sure a	ll teacher are familiar w	ith a variety of modes of c	ommunication.	team, SIT team			CWD	are available for English Learners	communication	TSG													
Action Step 2								Teachers will provide	Work with EL support team to ensure appropriate manipulatives are available for English Learners	Review materials that teachers have to														
	Make sure a	I teachers have access	to any materials needed t	o halo etudante	Educational Team, Classroom team, SIT team			specific accommodations for	Work with EL support team to	determine if anything		See Resources												
	communica	te (e.g pictures, signs , e	etc)		team, SIT team			CWD.	are available for English Learners	purchased.	Agenda, lesson plans	Needed Tab												
Action Step 3								Teachers will provide		Review materials that teachers have to														
	Teachers wil	Lebara ideas and strate	gies to help their students	effectively	Educational Team, Classroom			specific accommodations for	Work with EL support team to ensure appropriate manipulatives are available for English Learners	determine if anything														
	communica	te their wants and need	s.	,	team, SIT team			CWD.	are available for English Learners	purchased.	Agenda, lesson plans													
Action Step 4 Action Step 5															-					- 15				
Action step 9																								
Trimester 2 Goal	Teachers wi	Il share strategies with	parents on how to help th	eir students to use																				
	commucac	ion to request desired i	iems.																					
Action Step 1					Educational Team, Classroom			Teachers will provide																
	Teachers wil	I send home a list of ide	as or materials to help pa	rents teach their	team, SIT team,	'		specific accommodations for	Work with EL support team to ensure appropriate manipulatives are available for English Learners	and materials to send	Data and Feedback													
Action Step 2	students to	communicate their war	ts and needs at home.		parents Educational			CWD. Teachers will provide													_	_		
	Tb		gies they are sending hor		Team, Classroom team, SIT team,	1		specific accommodations for	Work with EL support team to ensure appropriate manipulatives are available for English Learners	Review the list made		See Resources Needed Tab												
	during teach	er share meetings.	gles triey are serially from	ne wan parents	parents			CWD.	are available for English Learners	home to parents	Data and Feeback	Needed 14D												
Action Step 3 Action Step 4																								
Action Step 5																								
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Trimester 3 Goal					Educational			Teachers will provide		Review materials to make sure students						T	٦					Т		1 7
					Team, Classroom team, SIT team,	1		specific accommodations for	Work with EL support team to ensure appropriate manipulatives	have all items									1					
	All teachers	will continue to work on	having students request a	desired items.	parents			CWD.	ensure appropriate manipulatives are available for English Learners	communicate	Data and Feeback													
Action Step 1																								
Action Step 2												0 D												
Action Step 3												See Resources Needed Tab												
Action Step 4 Action Step 5																								
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			Con	nections	to 5 Essen	tials_																		
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5E Supporting Strategies	least three	Effective Leaders	Collaborative Teacher	Involved s Families	Supportive Env	rizonmento		,	us Instruction															
Action Steps	5.700	ocuve readers	Collaborative reacher	- runnings	supportive Env	onments		Amoltio	as man detion															
			Using teacher share tim	e e																				
			to work together to learn to effectively use	1																				
	Ac	tively participating in	Using teacher share tim to work together to learn to effectively use manipulatives to ensure students receiving these learning opportunities. Teacher share Dates:	Send items at																				
	pr	ofessional learning.	learning opportunities.	skills at home.																				
			9/8/25.10/6/25.11/5/25.																					
			3/3/36, 4/13/26, 5/13/26																					
	01	oserving literacy	Peer observation to	Provide activities																				
	in	struction and	feedback. Both Teacher	rs nights to model																				
	fe	instructing instruction edback.	and paraprofessionals participate in twice a	and demonstrate																				
			12/1/25, 1/12/26, 2/9/26, 3/3/36, 4/13/26, 5/13/26 Peer observation to conduct meaningful feedback. Both Teacher and paraprofessionals participate in twice a year. Data Review with entire staff. Staff activity to	teaching of skills																				
			<u>Data Review</u> with entire staff. Staff activity to																					
			generate ideas for improvement																					

nor step 1 Teachers will shows bless about operations they add that students and any operations during teacher shows the questions they add that students on the problems of t		20	025-2026 Crete-Mc	nee Early Learning	Center																				
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Major Section Sectio			District Literac	y Achievement Go	al																				
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In the part of the control of the co		Teachers	will ask students at least 2	questions throughout the	day.	team, SIT team,			Teachers will provide specific accommodations for CWD.	ensure appropriate manipulatives are available for English Learners	List of possible question	ns Agenda, lesson plans	Needed Tab									1			
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feedback fee			and constructing instruction	conduct meaningful	demonstrate																				
			feedback.	feedback.	teaching of skills.																				

2025-2026 Crete-Monee Early Learning Center																		
SCHOOL IMPROVEMENT PLAN District Math Achievement Goal		Table Of Contents																
100% of students can perform at grade-level expectations and/or at least 75% of students de	emonstrate mastery																	
on Common Formative Assessments (CFAs). School Student Achievement Goal		Overview and Directions School Information																
		Literacy Action Plan Strategy 1																
What student centered problems have been surfaced after completing your data analysis? your assertions.		Literacy Action Plan Strategy 2																
By EOY, ELC students will increase their numeracy skills by counting objects to 10 or higher. Last school year, the 64% accuracy in numeracy skills by counting objects to 10 64% accuracy in numeracy skills by counting objects to 10 64% accuracy in numeracy skills by counting objects to 10		Math Action Plan Strategy 1 Math Action Plan Strategy 2																
We would like to increase student growth in numeracy skills		ResourcesNeeded																
What is the root cause of the student centered problem? Link your root cause analysis	here.	Theory Of Action																
Students are struggling to rote count above 10 which is hindering their ability to count objects. Math Strategy #1																		
Strategy Statement																		
100% of teachers will engage in activities that promote rote counting with students.																		
What is your Theory of Action?																		
If we have all students using math learning activities.																		
Then we see more students increase their ability to rate count to 10																		
Which leads to the school as a whole will have a higher success rate.																		
the school as a whole will have a higher success rate.			Implementa	tion Plan														
												SIP To	am Progre	ss Monitor	ing			
		Revised Considerations for							September	October	November	December	January	February	March	April	May	June
SY26 Implementation Quarterly Goals & Action Steps	Who? Due Date	Due Date Children With (if needed) Disabilities (CWD)	Considerations For English Learners (EL)	Other Subgroup Considerations	Metrics	Resources Needed	Notes	Link to collected data/evidence										.
Trimester 1 Goal ELC students will rote count to 3	All ELC Students & Staff																	
Action Step 1	Educational	Teachers will provide specific accommodations for CWD.	Work with EL support team to	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives	Observations, ESGL													
All classes will do daily attendance invoving the students and rote counting Action Step 2	Team, Classroom team, SIT team		are available for English Learners Work with FL sunnort team to	independently. Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow	TSG													
Teachers will create a google doc to share rote counting ideas Action Step 3	Educational Team, Classroom team, SIT team	Teachers will provide specific accommodations for CWD.	ensure appropriate manipulatives are available for English Learners	students to explore manipulatives independently. Review extension materials to ensure inventories include manipulatives for	Observations, ESGI, TSG	See Resources Needed Tab												
Teachers will utilize manipulatives to increase counting in the classroom	Educational Team, Classroom team, SIT team	Teachers will provide specific accommodations for CWD.	Work with EL support team to ensure appropriate manipulatives are available for English Learners	gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives	Observations, ESGI,													
Action Step 4	Educational	accommodations for CWD. Teachers will provide specific accommodations for CWD.	Work with EL support team to	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore	Observations, ESGL													
will utilize learning games to increase counting skills Action Step 5	Team, Classroom team, SIT team	accommodations for CWD.	ensure appropriate manipulatives are available for English Learners	independently.	TSG TSG													
Action Step1 All classes will do daily attendance involving the students and rate counting	Educational Team, Classroom team, SIT team	Teachers will provide specific accommodations for CWD.	Work with EL support team to ensure appropriate manipulatives		Observations, ESGI, TSG													
Action Step 2	Educational Team, Classroom	Teachers will provide specific accommodations for CWD.		Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives	Observations, ESGL													
Teachers will continue to add to geogle doc with rote counting ideas. Action Step 3	Educational	accommodations for CWD. Teachers will provide specific accommodations for CWD.	are available for English Learners Work with EL support team to ensure appropriate manipulatives	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow	TSG Observations, ESGL, TSG	See Resources Needed Tab												
Teachers will utilize manipulatives to increase counting in the classroom Action Step 4	Team, Classroom team, SIT team	accommodations for CWD. Teachers will provide specific accommodations for CWD.	are available for English Learners Work with EL support team to ensure appropriate manipulatives	independently. Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives	TSG Observations, ESGI, TSG													
will utilize learning games to increase counting skills Action Step 5		accommodations for CWD.	are available for English Learners	independently.	ISG													
Trimester 3 Goal ELC students will rate count to 10																		
Action Step 1				Review extension materials														
	Educational Team, Classroom	Teachers will provide specific accommodations for CWD.	Work with EL support team to ensure appropriate manipulatives	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently.	Observations, ESGI,													
All classes will do daily attendance invoving the students and rote counting	team, SIT team	accommodations for CWD.	are available for English Learners	independently.	TSG													

Action Step 2	Teachers will continue to	add to google doc with rote o	unting ideas.	Educational Team, Classi team, SIT tec	oom n	Te	eachers will provide specific coommodations for CWD.	Work with EL support team to ensure appropriate manipulatives are available for English Learners	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently.	Observations, ESGI, TSG							
Action Step 3	Teachers will utilize mar	oulatives to increase counting	n the classroom	Educational Team, Classi team, SIT tec	oom n	Te	eachers will provide specific ccommodations for CWD.	Work with EL support team to ensure appropriate manipulatives are available for English Learners	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently.	Observations, ESGL TSG	See Resources Needed Tab						
	will utilize learning game	to increase counting skills		Educational Tearn, Class tearn, SIT tec	oom n	Te		Work with EL support team to ensure appropriate manipulatives are available for English Learners	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently.	Observations, ESGL TSG							
Action Step 5																	
			Connectio	ns to 5 Es	sentials												
	Select at		Connection	ns to 5 Es	sentials												
5E Supporting	Select at least		Involve														
5E Supporting Strategies	Select at least three Effective	eaders Collaborative 1	Involve		sentials Environments		Ambitious	Instruction									
5E Supporting Strategies Action Steps	Select at least three Effective		Involve schers Familie				Ambitious	Instruction									
5E Supporting Strategies	Select at least three Effective Actively partic professional le	Using teacher st to work together to effectively us manipulatives to pating in students receiving	re time oleann services these skills at hone to en	d Supportiv			Ambitious	i Instruction									
5E Supporting Strategies	least three Effective	Using teacher st to work tegether to effectively us manipulatives to students receivil learning opports.	re time o learn Insure	d supportive state of the state			Ambitious	Instruction									
5E Supporting Strategies	Actively partic professional is Observing me instruction on conducting in	Using teacher st to work together to effectively us manipulatives at manipulative at manipulat	re time clearn saure these provide act during famility to mand and demonstrate demonstrate control of the contr	d s Supportiv			Ambitious	Instruction									
5E Supporting Strategies	Actively partic professional is Observing me instruction on conducting in	Using teacher st to work together to effectively us manipulatives at manipulative at manipulat	Involve Familie to time to tim	d s Supportiv			Ambilious	Instruction									

	2025-2026 Crete-Monee Early Learning Center																	
	SCHOOL IMPROVEMENT PLAN District Math Achievement Goal				Table Of Contents													
100% of students co	on perform at grade-level expectations and/or at least 75% of students demonstra e Assessments (CFAs).	te mastery on																
Common Formativ	School Student Achievement Goal				Overview and Directions School Information													
					Literacy Action Plan Strategy 1													
What student cen	tered problems have been surfaced after completing your data analysis? Use data assertions.	to support your			Literacy Action Plan Strategy 2													
By EOY, ELC students accuracy in numeracy s	will increase their numeracy skills by counting objects to 10 or higher. Last school year, the ELC studer kills by counting objects to 10.	nts averaged 64%			Math Action Plan Strategy 1													
What	is the student centered problem you will address in this SIP? Use data to support your decis	sion.			Math Action Plan Strategy 2													
We would like to increase	se student growth in numeracy skills I/hat is the root cause of the student centered problem? Link your root cause analysis here.				ResourcesNeeded Theory Of Action													
					THEORY OF ACROST													
Students are struggling	to rote count above 10 which is hindering their ability to count objects.																	
	Math Strategy #2 Strategy Statement																	
100% of teachers will en	ngage in activities that promote one to one correspondence with students.																	
	What is your Theory of Action?																	
	, , , , , , , , , , , , , , , , , , , ,																	
If we utilize daily rote cour	nting activites with the children																	
Then we see	n's ability to count objects using one to one correspondence																	
Which leads to	will have a higher success rate.																	
surrour us a Wildi	- CONTRACTOR - CONTRACTOR CONTRAC				Implementat	ion Plan												
													SIP Team Pro	gress Monito	ring			
			Davisari	Considerations for							September October	November	December January	February	March	April	May	June
	SY26 Implementation Quarterly Goals & Action Steps	Who?	Original Due Date	Children With	Considerations For English Learners (EL)	Other Subgroup	Metrics	Resources Needed	Notes	Link to collected data/evidence								ı
Trimester 1 Goal	ELC Students will demonstrate one to one correspondence to 3	10:	Date (Il liesded)	Disabilities (CWD)	zingwon Leurners (EL)	Sosiderations	Metrics	Neeueu		adia/evidence								
Action Step 1						Review extension materials								_			$\overline{}$	
						Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives												
				Teachers will provide		advanced learners. Teachers will allow												,
	All classes will do daily attendance invoving the students and counting using one to one	Educational Team, Classroom	,	Teachers will provide specific accommodations for	Work with EL support team to ensure appropriate manipulatives are available for English Learners		Observations, ESGI,											ı
Action Step 2	correspondence	team, SIT team		CWD.	are available for English Learners	independently. Review extension materials	TSG							-			$\overline{}$	-
						noepencenty. Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow												
				Teachers will provide		advanced learners. Teachers will allow												
		Educational Team, Classroom	1	specific accommodations for	Work with EL support team to		Observations, ESGI, TSG											
Action Step 3	Teachers will create and collaborate a google doc with one to one correspondence couting activities	team, SIT team		CWD.	ensure appropriate manipulatives are available for English Learners	independently. Review extension materials	TSG	See Resources Needed Tab										
						independently. Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently. Benefew experies materials												
						gifted, talented, and advanced learners.												
		Educational Team, Classroom		Teachers will provide specific accommodations for	Work with EL support team to	students to explore	Observations PSGI											,
Action Step 4	Teacher will utilize manipulatives to increase one to one corespondence in the classroom	team, SIT team		CWD.	ensure appropriate manipulatives are available for English Learners	independently.	Observations, ESGI, TSG											
Action step 4						Review extension materials to ensure inventories include manipulatives for												
						gifted, talented, and advanced learners.												
	T	Educational		Teachers will provide specific accommodations for CWD.	Work with EL support team to	Teachers will allow students to explore	Observations PPC1											
Action Step 5	Teacher will utilize learning games to increase one to one corespondence in the classroom	Educational Team, Classroom team, SIT team		CWD.	Work with EL support team to ensure appropriate manipulatives are available for English Learners	to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently.	Observations, ESGI, TSG											
-														#				
	ELC Students will demonstrate one to one correspondence to 6																	
Action Step 1						Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow												
						include manipulatives for gifted, talented, and												,
		Educational		Teachers will provide specific	Work with EL support team to	Teachers will allow students to evolure												,
	All classes will continue to do daily attendance invoving the students and counting using one to one correspondence	Team, Classroom team, SIT team	1	specific accommodations for CWD.	ensure appropriate manipulatives		Observations, ESGI, TSG											اص
Action Step 2						Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives.												
						include manipulatives for gifted, talented, and												
		Educational		Teachers will provide specific accommodations for	Work with El connect too: **	Teachers will allow students to explore												,
	Teachers will continue to add to google doc with one to one correspondence counting activities.	Team, Classroom team, SIT team	1	accommodations for CWD.	eroure appropriate manipulatives	manpaauvea	Observations, Look,	See Persuser										
Action Step 3						Review extension materials to ensure inventories		See Resources Needed Tab										
						independently. Review extension materials to ensure liventories include manipulatives for giffed, talented, and advanced learners. Teachers will allow students to explore manipulatives independently. Beview extension materials.												,
		Educational		Teachers will provide specific accommodations for	Work with El connect too: **	Teachers will allow students to explore												,
	Teacher will continue to utilize manipulatives to increase one to one corespondence in the classroom	Team, Classroom team, SIT team	1	accommodations for CWD.	Work with EL support team to ensure appropriate manipulatives are available for English Learners	manipulatives independently.	Observations, ESGI, TSG											
Action Step 4						Review extension materials to ensure inventories												
						Review extension materials to ensure inventories include manipulatives for gifted, talented, and												
		Educational		Teachers will provide specific	W	Teachers will allow students to evolve												,
	Teacher will continue to utilize learning games to increase one to one corespondence in the classroom	Educational Team, Classroom team, SIT team	1	accommodations for CWD.	Work with EL support team to ensure appropriate manipulatives are available for English Learners	manipulatives independently.	Observations, ESGI, TSG											
Action Step 5					V													
Trimester 3 Goal	ELC Students will demonstrate one to one correspondence to 10																	
Action Step 1						Review extension materials												
						serview extension materials to ensure inventories include manipulatives for giffed, talented, and advanced learners. Teachers will allow students to explore												,
				Teachers will provide		advanced learners. Teachers will allow												,
	All classes will do daily attendance invoving the students and counting using one to one	Educational Team, Classroom	,	Teachers will provide specific accommodations for	Work with EL support team to ensure appropriate manipulatives	students to explore manipulatives	Observations, ESGI,											ıl
	correspondence	team, SIT team		CWD.	ersure appropriate manipulatives are available for English Learners	independently.	TSG											

Action Step 2	Teachers v	will continue to add to goo	gle doc with one to one co	respondence counting	Educational Team, Classroom team, SIT team		Teachers will provide specific accommodations for CWD.	Work with EL support team to ersure appropriate manipulatives are available for English Learners	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently.	Observations, ESGI, TSG								
Action Step 3	Teacher wi	ill continue to utilize manip som	ulatives to increase one to	one corespondence in	Educational Team, Classroom team, SIT team		Teachers will provide specific accommodations for CWD.	Work with EL support team to ersure appropriate manipulatives are available for English Learners	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently.	Observations, ESGI, TSG	See Resources Needed Tab							
Action Step 4	Teacher wi	ill continue to utilize learni som	ng games to increase one	to one corespondence in	Educational Team, Classroom team, SIT team		Teachers will provide specific accommodations for CWD.	Work with EL support team to ersure appropriate manipulatives are available for English Learners	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners. Teachers will allow students to explore manipulatives independently.	Observations, ESGI, TSG								
Action Step 5																		
			Co	nnections to	5 Essenti	als												
5E Supporting Strategies Action Steps	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Envi	ronments	Ambitie	ous Instruction										
		Actively participating in	Using teacher share time to work together to learn to effectively use manipulatives to ensure students receiving these learning opportunities.	Send items at home to enrich skills at home.														
		Observing math instruction and constructing instruction feedback.	Observing peers to conduct meaningful feedback.	Provide activities during family nights to model and demonstrate teaching of skills.														
	1	Someone from SIT team will take the lead to ensure this is covered at each teacher share meeting.	actually taking them															

		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	

	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	ting 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																						
By EOY, the percentage	School Student Achievement Goal of students scoring in the lowest 20th percentile will be reduced by 6% and the percentage of stu-	dents scoring above																					
By 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 understanding place value and properties of operations to perform multi-digit arithmetic (3.NBTA. Lub picco value understanding and properties of operations to perform until-digit arithmetic). The Median RTI score decreased by 4 points from Fall to Winter (2nd Grade) and by 3 points (5 dig grade). Student source in place value understanding have remained studently for the last 2 years. Fall to Winter in the 2022/23 School Versi —3% proficient to 34%, Fall to Winter in the																							
aggregate school wid	e data.																						
What is the	student centered problem you will address in this Action Plan. Use data to support yo	ur decision.																					
ALL category of stude operations to perform	ents struggled in using place value understanding (3.NBTA: Use place value understandin multi-digit arithmetic). The Median RIT score decreased by 4 points from Fall to Winter Fudent score in Japace value understanding have remained steady for the last 2 years 32% proficient to 34%, Fall to Winter in the 2022-23 School Year: 32% proficient to 34%.	ng and properties of 2nd Grade) and by 3																					
points (3rd grade). St 2022-23 School Year	udent scores in place value understanding have remained steady for the last 2 years. Fal: 32% proficient to 34%. Fall to Winter in the 2022-23 School Year: 32% proficient to 34%.	to Winter in the Fall to Winter in																					
the 2023-24 School 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	n 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			—
minusta roota	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.									!	['		ı—I		!	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	Nocaca Tab								!	['		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.				supports for CWD.	language supports for EL	advanced learners.	collection spreadsheet. Formative Data															
Action Step 7	PLCs will review formative assessment data to determine effectiveness of instruction.	PLCs, Instructional Coaches	Nov. 1-Nov. 19, 2024		Discussions will include disapprepated data.	Discussions will include disaggregated data.	Discussions will include disaggregated data.	Review, PLC discussion notes.										['	
Trimester 2 Goal					55 5	00 0	05 0																
Trimester 2 Godi	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.											احدا	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.															
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 constantina																
	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.															
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	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.								