

**2025–2026 Crete–Monee Early Learning Center
SCHOOL IMPROVEMENT PLAN**

Purpose

A school improvement plan IS the work of the school. It provides the school with explicit goals and strategies developed to address consistent Tier 1 Academic learning issues.

How To Use This Template

Review all available data
Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN)
Conduct a Root Cause Analysis for your MEAN or MEANS
Review current practices and strategies currently in place to address 1 or 2 MEANS
Review best practice research to determine 2 **new** strategies to effectively address the MEAN or MEANS OR, continue working on your 24–25 strategy.
Develop a Theory Of Action using your research.
Develop your action plan to build toward full implementation of your strategy.
Establish connections to the 5 Essentials.

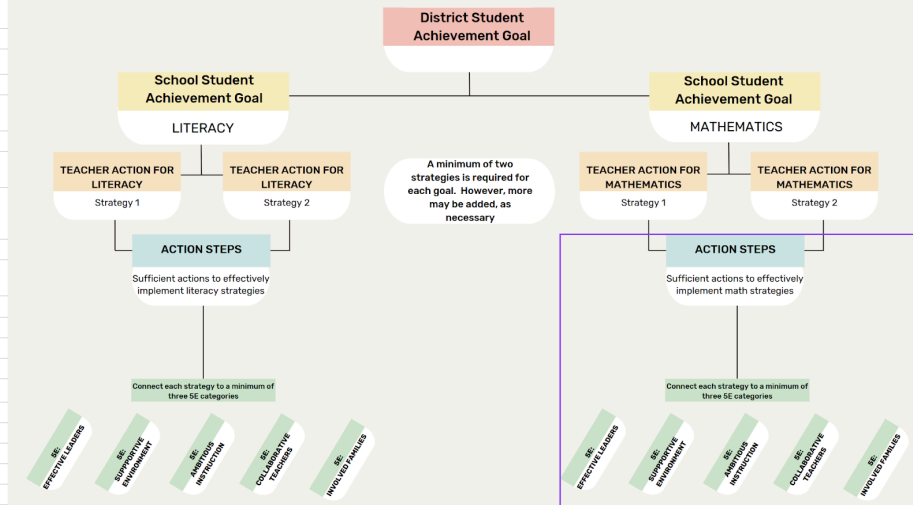
Data Sources

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

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SCHOOL IMPROVEMENT GRAPHIC



| 2025–2026 SCHOOL IMPROVEMENT TEAM INFORMATION | | | | |
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| School Name | Crete–Monee Early Learning Center | | | Overview and Directions |
| School Mission Statement | The Early Learning Center will create a foundation for a positive educational experience for young children that is purposeful, engaging, inclusive, equitable, nurturing, and safe through communication and collaboration with families and the community. | | | School Information |
| CM201U Mission Statement | Engage and empower our students to positively impact their community and future. | | | Literacy Action Plan Strategy 1 |
| | | | | Literacy Action Plan Strategy 2 |
| SIP Meeting Time | 2:45–4:45 | | | Math Action Plan Strategy 1 |
| | | | | Math Action Plan Strategy 2 |
| SIP Meeting Dates | | | | Resources Needed |
| August | September | October | | Theory 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 | | |
| May | 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 | | |

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|------------------|---------|---|--|--|
| 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 | | |
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| 2025-2026 Crete-Monee Early Learning Center SCHOOL IMPROVEMENT PLAN | | | | | | | | | | | | | | | | | | | |
| District Literacy Achievement Goal ELA Goal: 100% of students can actively <i>listen</i> with and comprehend grade-level text and/or at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs). | | | | | | | | | | | | | | | | | | | |
| School Student Achievement Goal | | | | | | | | | | 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 Resources/Needs Theory Of Action | | | | | | | | | |
| What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions. We are seeing that students are having difficulty engaging in conversations. At the end of last school year, only 67.47% of students could engage in age appropriate conversations according to Teaching Goal Strategies. What is the student centered problem you will address in this SIP? Use data to support your decision. Students aren't able to initiate or engage in conversations with adults and peers. What is the root cause of the student centered problem? Link your root cause analysis here. Students aren't able to initiate or engage in conversations with adults and peers. | | | | | | | | | | | | | | | | | | | |
| Literacy Strategy #2 Strategy Statement 100% of teachers will work on asking a variety of questions to improve conversational skills. | | | | | | | | | | | | | | | | | | | |
| What is your Theory of Action? Students are having difficulty answering questions. If we... initiate conversations with students by asking a variety of questions Then we see... students learn how to answer questions Which leads to... students being able to engage in conversations | | | | | | | | | | | | | | | | | | | |
| Implementation Plan | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | SIP Team Progress Monitoring | | | | | | | | | |
| | | | | | | | | | | September October November December January February March April May June | | | | | | | | | |
| SY26 Implementation Quarterly Goals & Action Steps All teachers will work on students answering simple questions. | | | | | | | | | | Who? Educational Team, Classroom team, SIT team, Educational Team, Classroom team, SIT team, | | | | | | | | | |
| Original Due Date | | | | | | | | | | Revised Due Date (if needed) | | | | | | | | | |
| Considerations for Children With Disabilities (CWD) | | | | | | | | | | Considerations For English Learners (EL) | | | | | | | | | |
| Other Subgroup Considerations | | | | | | | | | | Metrics | | | | | | | | | |
| Resources Needed | | | | | | | | | | Notes | | | | | | | | | |
| Link to collected data/evidence | | | | | | | | | | | | | | | | | | | |
| Trimester 1 Goal | | | | | | | | | | Action Step 1 Teachers will be given a list of example questions to ask and strategies to help them to answer. | | | | | | | | | |
| Action Step 2 Teachers will ask students at least 2 questions throughout the day. | | | | | | | | | | Action Step 3 Action Step 4 Action Step 5 | | | | | | | | | |
| Trimester 2 Goal | | | | | | | | | | Teachers will ensure that all students are working on answering single question | | | | | | | | | |
| Action Step 1 Teachers will share ideas about questions they ask their students and any adaptations they make to help students answer the questions during teacher share. | | | | | | | | | | Action Step 2 Teachers will send home simple questions that parents can ask their child. | | | | | | | | | |
| Action Step 3 Action Step 4 Action Step 5 | | | | | | | | | | | | | | | | | | | |
| Trimester 3 Goal | | | | | | | | | | All teachers will continue to work on asking their students simple questions. | | | | | | | | | |
| Action Step 1 Action Step 2 Action Step 3 Action Step 4 Action Step 5 | | | | | | | | | | See Resources Needed Tab | | | | | | | | | |
| Connections to 5 Essentials | | | | | | | | | | | | | | | | | | | |
| SE Supporting Strategies | | | | | | | | | | Select at least three | | | | | | | | | |
| Effective Leaders | | | | | | | | | | Collaborative Teachers | | | | | | | | | |
| Involved Families | | | | | | | | | | Supportive Environments | | | | | | | | | |
| Ambitious Instruction | | | | | | | | | | | | | | | | | | | |
| Action Steps | | | | | | | | | | | | | | | | | | | |
| Actively participating in professional learning. | | | | | | | | | | Using teacher share time to work together to learn to effectively use manipulatives to ensure students receiving these learning opportunities. | | | | | | | | | |
| Observing literacy instruction and constructing instruction feedback. | | | | | | | | | | Observing peers to conduct meaningful feedback. | | | | | | | | | |
| Send items at home to enrich skills at home. | | | | | | | | | | Provide activities during family nights to model and demonstrate teaching of skills. | | | | | | | | | |

| Connections to 5 Essentials | | | | | | | | | |
|-----------------------------|-----------------------|---|--|---|-------------------------|--|--|-----------------------|--|
| SE Supporting Strategies | Select at least three | Effective Leaders | Collaborative Teachers | Involved Families | Supportive Environments | | | Ambitious Instruction | |
| Action Steps | | | | | | | | | |
| | | Actively participating in professional learning. | 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 conducting instruction feedback. | Observing peers to conduct meaningful feedback. | Provide activities during family nights to model and demonstrate teaching of skills. | | | | | |
| | | | sharing the resources throughout the building. | Having materials available for families to take home (library of take home kits in parent room) | | | | | |

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| Resources Needed | | | | | | | Table Of Contents |
|------------------|--------------------------------|--------------|------|------------|----------------|--|---|
| Strategy | Description of Resource Needed | Existing/New | Cost | Total Cost | Funding Source | Completed Requisition Form | |
| | | | | | | | Overview and Directions |
| | | | | | | | School Information |
| | | | | | | | Literacy Action Plan Strategy 1 |
| | | | | | | | Literacy Action Plan Strategy 2 |
| | | | | | | | Math Action Plan Strategy 1 |
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| | | | | | | | Resources Needed |
| | | | | | | | Theory Of Action |

| Theory Of Action | | | | | | | |
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| Indicators of a Quality SIP: Theory of Action | | | | | | | Overview and Directions |
| Theory of Action is grounded in research or evidence based practices. | | | | | | | School Information |
| Theory of Action is an impactful strategy that counters the associated root cause. | | | | | | | Literacy Action Plan Strategy 1 |
| Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. | | | | | | | Literacy Action Plan Strategy 2 |
| Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" | | | | | | | Math Action Plan Strategy 1 |
| All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action. | | | | | | | Math Action Plan Strategy 2 |
| | | | | | | | ResourcesNeeded |
| <i>A Theory Of Action is a link between cause and effect: if we take a specific action, then we expect that action to have specific effect. It connects the actions of teacher with the consequences of their actions-the learning and achievement of their students.</i> | | | | | | | Theory Of Action |
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| Sample Theory Of Action | | | | | | | |
| Student Centered | Students do not have a conceptual understanding of place value. | | | | | | |
| If we | consistently use hands-on manipulatives, following the learning model of Dale's Cone of Experience | | | | | | |
| Then we see | teachers intentionally using hand on materials on a daily basis | | | | | | |
| Which will result in | students developing a deeper conceptual understanding of place value. | | | | | | |
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| Student Centered | Students struggle with reading grade level text because they don't have strategies for learning unknown vocabulary. | | | | | | |
| If we | identify key vocabulary words needed to understand grade level content, then consistently use them while intentionally building background knowledge prior to reading | | | | | | |

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

[illegible]