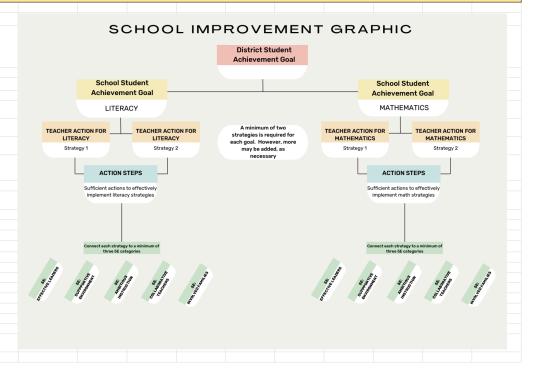
2025-2026 CRETE MONEE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN

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 1	This Templa	te	De	ata Sources	
Review all available data			IAR/SAT	Attendance	
Complete the Data Analysis I Most Essential Area(s) of Nee		tify 1 or two	MAP	Behavior	
Conduct a Root Cause Analy	sis for your MEA	N or MEANS	Summative Assessments	Social Emotional	
Review current practices and to address 1 or 2 MEANS	l strategies curr	ently in place			
Review best practice researc strategies to effectively addr continue working on your 24-	ess the MEAN or				
Develop a Theory Of Action u	ising your resec	ırch.			
Develop your action plan to be implementation of your strat					
Table Of Contents					
Overview and Directions					
School Information					
Theory Of Action Practice					
Literacy Action Plan Strategy 1					
Literacy Action Plan Strategy 2					
Math Action Plan Strategy 1					
Math Action Plan Strategy 2					
ResourcesNeeded					
High School Literacy Action Plan Strategy 1					
Theory Of Action					



5011001 11	2025-2026 MPROVEMENT TEAM	INFORMATION
3CHOOL I	WIFROVEIVIEN I TEAIVI	INFORMATION
School Name	Crete-Monee High Schoo	
	Crete-Monee High School	
School Mission Statement	Engago and area according	s at indepte to modify all the mark that
CM201U Mission Statement	community and future.	r students to positively impact their
OMESTO MISSION STATEMENT	community and ratare.	
SIP Meeting Time	3:00 PM - 4:30 PM	
on meeting rime	0.001 M 4.001 M	
SIP Meeting Dates		
SIF Meeting Dates		
August	September	October
	9/08/2025	10/06/2025
8/18/2025	9/22/2025	10/00/2025
November	December	January
11/03/2025	12/01/2025	1/12/2026
11/17/2025	12/15/2025	1/26/2026
February	March	April
2/09/2026	3/09/2026	4/13/2026
2/23/2026 2/23/2026	3/23/2026	4/13/2026
May	June	July
,	00	
5/11/2026		
3,11,2323		
	Team Members	
Name	Position	Grade Level/Content Area (as applicable)
Kara O'Sullivan	Teacher	Science
Matthew Balouris	Teacher	Science
Kristen Valiska	Teacher	SPED
RIc Nielsen	Teacher	ELA
Barbara Belin	Teacher	Mathematics
Heather Godbout	Instructional Coach	Instructional Coach Reading
Ivy Wicher	Teacher	SPED
•	Teacher	Science (Bridges)
Karen Roorda	Teacher	MS (Bridges)
	Teacher	, , ,
	Teacher	
Niktoya Ferrell Lamont Holifield	Teacher Principal	
Chemaine Carr	Principal Associate Principal	
Niktoya Ferrell Lamont Holifield Chemaine Carr Amy Adamow	Principal Associate Principal Assistant Principal	
Niktoya Ferrell Lamont Holifield Chemaine Carr Amy Adamow William Fitzgerald	Principal Associate Principal Assistant Principal Division Leader	
Niktoya Ferrell Lamont Holifield Chemaine Carr Amy Adamow	Principal Associate Principal Assistant Principal	

				Cornell Notes														
	2025-2026 CRETE MONEE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN																	
	District Achievement Goal			Table Of Contents														
100% of students can	actively interact with and comprehend grade-level text and/or at least 75% of students demonstrate mastery on Common Formative	,																
Assessments (CFAs).	School Student Achievement Goal	-		Overview and Directions School Information														
	SCHOOL Student Achievement Cour			Theory Of Action Practice														
What student	centered problems have been surfaced after completing your data analysis? Use data to support your assertions.			Literacy Action Plan Strategy 1														
According to our CFA and RI 4 have the low of students mastery R 10th - 25%, 11th - 3%	date, som of the ELA priority danderds are all TSN mastery a higher. Of the priority danderds selected for our CFA, R11, R12, enter mastery levels. These salauties (selected R11 Class) selections, R12 Submerslang and R41 Vascalautyry in Cottent. The part of L2 by grade level is: 9th. 20%, 10%, 10%, 10%, 11%, 12%, -1%, in Selection R12 start part of L2 by grade level is: 9th. 20%, 10%, 10%, 10%, 11%, 12%, -1%, in Selection R14, 10%, 10%, 10%, 10%, 10%, 10%, 10%, 10%																	
	What is the student centered problem you will address in this SIP? Use data to support your decision.			Literacy Action Plan Strategy 2 Math Action Plan Strategy 1														
Students are strugglin Determine a theme or refined by specific deta RI.2 - 9th - 20%, 10th RST.2- 9th - 15%, 10th RH. 2 - 9th - 47%, 11th	ng determining the central idea from text and summarizing. This is evident by the CFA data below. RI 2 specifically datase: catalogue and an objective summary of the text. 15 %, 1911—157, 1911—1			Math Action Plan Strategy 2														
	wind is the root close or the student centered property in your root close or days is need. with determining theme or central idea have difficulty with vocabulary, breaking down challenging text, underdeveloped note-taking modeling of analysis.			High School Literacy Action Plan Strategy 1														
skiis, and insulicient	Literacy Strategy #1			Theory Of Action														
100% of teachers at C	Strategy Statement **TMMS will use Cornell notes as their primary source of pote taking which forture active learning and structured thinking leading to																	
better comprehension, regular basis. 100% o determining theme or	CMHS will use Cornell notes as their primary source of note basing which fosters active learning and structured thinking leading to interface, and application of information. The will also require students to usummarize and put concepts in their own words on a first final final primarize and put concepts in their own words on a first final final primarize and put concepts and the students and the students are students and central fieta, breaking down challenging lest, and identifying the meaning of words in context.																	
	What is your Theory of Action?																	
If we implement a schoolwic	ide initiative to explicitly teach, model, and consistently reinforce the use of Cornell Notes across all core academic areas,																	
Then we will see increased student eng- enhanced retention an	aggement during instruction, stronger organization of academic content, improved active listening and questioning skills, and nd comprehension of subject matter,																	
Which leads to																		
overall culture of acad	nt achievement, stronger academic conflidence, improved performance on classroom assessments and standardized tests, and an demic excellence at Crete-Monee High School.																	
			lmp	lementation Plan														
												am Progre						
		Duo	Subaroun		Resources		Link to collected	September	October	November	December	January	February	March	April	May	June	
	SY26 Implementation Quarterly Goals & Action Steps Who?	Date	Subgroup Consideration:	Metrics	Needed	Notes	data/evidence											
Quarter 1 Goal	All teachers will learn what Cornell notes are, and how to take high quality Cornell notes.																	
Action Step 1	Cteff Defeational Development with Cornell deliverable to show that steff																	
Action Step I	Staff Professional Development with Cornell deliverable, to show that staff understand how to effectively use Comell notes in class. Extended professional development to further knowledge and how to use Comell notes across all																	
Action Step 2	Explicit Cornell Notes teaching and use at Deparment Meetings, School Improvement Meeting, and PLCs.				See Resources Needed Tab													
Action Step 3	Student Friendly anchor charts, visual, graphic organizers displayed in all classes of Cornell Notes.				Needed 1412													
Action Step 4	Pilot Cornell Notes in selected classes and have explemilar teachers model to staff how to utlize it.																	
Action Step 5																		
Quarter 2 Goal	Encourage parents to use Cornell Notes by introducing it via Open House, Parent Night and Parent Teacher Conferences.																	
	Encourage parents to use Cornell Notes by introducing it via Open House, Parent Night and Parent Teacher Corderences. All teachers will directly teach students how to take Cornell notes using																	
	All teachers will directly teach students how to take Cornell notes using differientated instruction.																	
Action Step 1 Action Step 2	All teachers will directly teach students how to take Cornell notes using differientated instruction. Teachers will scrifted (Cornell Notes Indian skills to meet the needs of the diverse et																	
Action Step 2	All teachers will directly teach students how to take Cornell notes using differientated instruction. Teachers will scotlid Cornell Notes taking skills to meet the needs of the diverse as Student Selection. Ackliny-lives students reflect on their experience using Cornell Notes, identifying how the method has helped them improve organization, understanding, and referstlend in following the contraction of the students of the st																	
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Action Step 2 Action Step 3 Action Step 4 Action Step 4 Action Step 5 Quarter 3 Good Action Step 1 Action Step 2 Action Step 2 Action Step 3 Action Step 4 Action Step 4 Action Step 4 Action Step 4 Action Step 5 Action Step 5 Action Step 6 Action Step 6 Action Step 7 Action Step 7 Action Step 8 Action Step 9 Action Step 3 Action Step 5 Action Step 5 Action Step 6 Action Step 6 Action Step 7 Action Step 7 Action Step 8 Actio	All teachers will directly teach students how to take Cernell notes using differientated instruction. All teachers will activate the students are students as the students and the students are students as the students and the students are students as the students are students as the students are students as the students are students are students as the students are students are students as the students are students are students are students as the students are students are students as the students are students as the students are students are students as the students should be taken as the students are students about the students should be taken as the students should be taken as the students should be taken as the students are students as the students should be taken as the students are students and what adjustments are all to moment be well the strategy is being adopted and what adjustments are all to be made. **Additional to the students have been used to the students in refining their students, students are students. As the students are studen																	

5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Ambitious Instruction						
Action Steps	unee	Ellective Ledders	Collaborative reactiers	runnies	supportive Environments	Amonious instruction						
Cuarter Coal 1, Action 2			Collaborative teachers can use PLC work times to a create consistent expectations corross extracted to a create consistent expectation corross extracted to a create consistent expectation corross extracted to a create consistent expectation and control expectation of the control expectation	support students using come! under come come come come come come come come	on how to structure and use Connell Notice: this involves enturing that Moders: the involves enturing that Moders: the involves enturing that the purpose of each section (Cus, Note-toking, and Summan) and how the classing and Summan) and how Moders that the control of the Connell of the Con							
Pilot Cornell Notes in selected classes (Q1, Action Step 4)		Support by providing necessary resources and professional development for pilot teachers.	Encourage peer observations where teachers can learn from pilot teachers' implemnetation of Cornell Notes. Foster an environment where teachers can discuss charillenges and			leigh teaches; integrate Cornell Notes into figorous lesson plans that notwinger students of most thinking lesson plans that notwinger students of most thinking and understanding finauer that the strategy is used ocross disciplines to maintain high expectations for student engagement and learning.						
Student reflection on Cornell Notes (Q2, Action Step 2)		Create opportunities for staff to discuss student reflections and use them to inform instructional practices. Provide framworks for how to integrate reflection into classroom practices consistently.	guiding student reflections effectively. Encourage teams to analyze and discuss the feedback from reflections to enhance teaching strategies			Guide teachers in developing assignments that require students to apply their effections to higher-order thinking losts. Promote an approach where student reflections lead to action, helping to reinforce ambitious le						
Mid-Quarter Progress Check: Survey studen and Staff (Q2, Action Step 5)	in the second	Ensure that the feedback collected from surveys is acted upon swiftly, demonstrating a	can share feedback results and brainstorm strategies to address concerns raised by students and staff. Encourage collaborative problem-solving amoun teachers to refine Cornell Notes implemntation			Ensure that the feedback process focuses on mointaining high standards and that improvements align with ambidious instructional goods. Use surveys results to highlight aced where instructional practice are used to the control of practice and process to the control of practice and process to adopt and innovate.						
Peer review and study groups for Cornell Notes (Q3, Action Step 4)						Teachers deeply focus on and measure students' conceptual understanding of mathematical concepts.						

					Annotations														
	2025-2026 CRETE MONEE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN																		
	District Achievement Goal				Table Of Contents														
100% of students car Formative Assessme	n actively interact with and comprehend grade-level text and/or at least 75% of students demons ents (CFAs).	strate mastery on Common			Overview and Directions														
	School Student Achievement Goal				School Information Theory Of Action Practice														
What student ce	ntered problems have been surfaced after completing your data analysis? Us	se data to support you	r																
	assertions.				Literacy Action Plan Strategy 1														
What is t	the student centered problem you will address in this SIP? Use data to support	t your decision			Literacy Action Plan Strategy 2 Math Action Plan Strategy 1														
copying from slides, a	onee High School are struggling to retain and organize key content across subject areas, resulti- biblis, and difficulty preparing for assessments. Many students rely on passive learning strategies rather than actively engaging with the material through purposeful note-taking. This has contribus eased academic confidence, and underperformance on both formalive and summative assessm	s, such as nighting or uted to gaps in			Math Action Plan Strategy 2														
Who	at is the root cause of the student centered problem? Link your root cause and	alysis here.			ResourcesNeeded														
The root cause is tha	at students have not been explicitly taught effective note-taking strategies and critical thinking ski	tills needed to actively			High School Literacy Action Plan														
default to passive or	anize information during instruction. Without consistent modeling, practice, and reinforcement as unstructured note-taking methods that hinder comprehension and long-term retention of academ	mic content.			Strategy 1														
	Literacy Strategy #2 Strategy Statement				Theory Of Action														
By May 2026, 100% least twice weekly	Strategy Statement of Crete-Monee High School teachers in core subject areas will implement a commo as evidenced by lesson plans, student work samples, and classroom observations, ir ent, reading comprehension, and critical thinking across content areas.	on annotation strategy at	1																
tudent engagem	ent, reading comprehension, and critical thinking across content areas. What is your Theory of Action?																		
	what is your Theory of Action?																		
If we provide explicit instru	iction, guided practice, and consistent expectations for students to annotate texts across all sub-	eject areas—using strategies																	
uch as identifying m	action, guided practice, and consistent expectations for students to annotate texts across all sub- pain ideas, making connections, asking questions, and summarizing key points.																		
Then we will see	ore deeply with content, developing critical thinking skills, improving reading comprehension, an	nd demonstration a helico																	
understanding of con	nplex material in all disciplines,																		
ncreased academic	performance, greater student ownership of learning, more meaningful class discussions, and im s, and assessments throughout Crete-Monee High School.	nproved outcomes on writing	1																
giiinents, project	а, или максантелів ин оцунков стетентине підп эспові.																		
				Impl	ementation Pla	n													
									September	October	November	SIP T	eam Progre	ess Monitor February	ing March	April	May	June	
	SY26 Implementation Quarterly Goals & Action Steps	Who?	Due	Subgroup Considerations	Metrics	Resources Needed	Notes	Link to collected data/evidence								.,			
Quarter I Goal	5126 Implementation Quarterly Godis & Action Steps	Whor	Date	Considerations	Metrics	Needed	Notes	data/evidence											
Action Step 1	Develop and distribute annotation symbols, codes, and templates that students can use when annotating texts.																		
Action Step 2	can use when annotating texts. Conduct a PD session focused on Annotation and Close Reading strategies	Admin & Coaches	9/25																
	Conduct a PD session focused on Annotation and Close Reading strategies across content area texts. Role out the Annotation/Close Reading strategy in all subjects and classes.	Teachers & Coaches	9/25																
Action Step 3	Send out a newsletter to students' parents explaining the Annotation/Close Reading strategy, providing tips on how they can support their child's learning at					See Resources													
Action Step 4	nome. Arrange peer observation sessions where teachers can observe colleagues using					Needed Tab													
	Annotation/Close Reading strategies in their classrooms. Share best practices and challenges in department meetings to enhance implementation.	Teachers & Coaches														['			
Action Step 5	All teachers incorporate Annotation/Close Reading strategies into their lessons,	redeficis d codefics																	
	setting clear expectations for students to annotate assigned readings regularly across subjects. Student samples should be perodically kept to analyze in the future.															['			
Duarter 2 Goal																			
Action Step 1	All teachers continue to incorporate Annotation/Close Reading strategies into their lessons,															ĺ '			
Action Step 2	their lessons, setting clear expectations for students to annotate assigned readings regularly across subjects.	Admin & Coaches	Jan. '25																
Action Step 3	Teachers periodically collect and review student annotations to check for understanding in PLC meetings.																		
ne don atép a	Administer a short survey or reflection activity for students to assess their comfort level with Annotation/Close Reading. Use their feedback to adjust instruction and provide additional support for struggling students/teachers.	ì																	
Action Step 4	Based on data, revise annotation symbols, codes, and templates based on reflection from students and teachers																		
Action Step 5	Conduct a PD session focused on the struggles stated in the survey about																		
	Annotation and Close Reading strategies across content area texts. Multiple PDs can be offered to address different levels of need/subjects																		
Quarter 3 Goal																			
Action Step 1	Teachers conduct focused lessons on specific annotation skills, such as identificing thetarical strategies, analysing tope and theme or making inferences.																		
Action Step 2	identifying rhetorical strategies, analyzing tone and theme, or making inferences. These lessons should be aligned with content-area objectives. Incorporate student annotations into class discussions, quizzes, or written																		
Action Step 2	Incorporate student annotations into class discussions, quizzes, or written assignments. Introduce collaborative annotation activities where students work in pairs or smal	d																	
Action Step 3	groups to annotate a complex text.																		
cuon step 4	Offer a follow-up PD session for teachers on refining their close reading and annotation strategies, focusing on advanced techniques and differentiation for students or varying skill levels.																		
Action Step 5	School leadership conducts informal walkthroughs to observe classroom implementation of Annotation/Close Reading.																		
ouarter 4 Goal	, and the same of																		
Action Step 1	Collect and analyze student work (e.g., annotated texts, essays using annotated evidence) to assess the impact of the Annotation/Close Reading strategy on																		
Action Step 2																			
	Have students reflect on how Annotation/Close Reading has helped them understand texts better. Gather teacher reflections on how the strategy has impacted classroom instruction and student engagement.																		
Action Step 3	Hold a parent workshop or send home resources showing how annotation and close reading have been integrated into the curriculum.																		
Action Step 4	Based on evaluation and feedback, adjust the rollout plan for the following school year. Create a plan to onboard new students and teachers to ensure the sustainability of the Annotation/Close Reading strategy school-wide.	d																	
Action Step 5	Send a newsletter displaying the progress towards our school improvement																		
	goals- especially relating to annotation. The newsletter can display exemplary student work, student testimonials, and teacher testimonals about the impletmentation of the plan/skills																		
	Connections to	5 Essentials																	

					Vocabulary														
	2025-2026 CRETI	MONEE HIGH SCHOOL																	
		PROVEMENT PLAN																	
		nievement Goal			Table Of Contents														
10% of students on Common Forn	can perform at grade-level expecto native Assessments (CFAs).	tions and/or at least 75% of students den	nonstrate mastery		Overview and Directions														
T COMMITTON TON		Achievement Goal			School Information														
	School Studen	Achievement Cour			Theory Of Action Practice														
That student cor	stored problems have been surface	d after completing your data analysis? U	so data to support																
vilat stadent cei	your	assertions.	se data to support		Literacy Action Plan Strategy 1														
	,																		
Whatia	the etudent contered problem you will	address in this SIP? Use data to support your	docision		Literacy Action Plan Strategy 2 Math Action Plan Strategy 1														
WHALIS	the student centered problem you will	address in this air rose data to support your	decision.		Maul Maul Plat Stategy 1														
					Math Action Plan Strategy 2														
Wh	at is the root cause of the student cent	ered problem? Link your root cause analysis h	here.		ResourcesNeeded														
					High School Literacy Action Plan														
					Strategy 1														
		trategy #1			Theory Of Action														
	Strate	gy Statement																	
ly May 2026, 100% o reas—using strategi	of Crete-Monee High School teachers will im es such as word walls, direct instruction, an	plement weekly academic vocabulary instruction in student application activities—as evidenced by le-	their subject sson plans, classroom																
alkthroughs, and stu	ident work, to support improved comprehen	ion and academic language usage across content	areas.																
	What is your	Theory of Action?																	
we																			
we tentionally and core	sistently teach academic vocabulary across	Il subject areas—using strategies such as direct in	struction.																
tudent-friendly defini	tions, contextual usage, and reinforcement I	Il subject areas—using strategies such as direct in brough speaking and writing,																	
Then we will see																			
xudents using acade comprehension of sub	mic language more confidently and accurate bject matter and improved communication of	ly in both written and verbal responses, leading to complex ideas,	deeper																
Vhich leads to																			
creased academic a	achievement, stronger performance on asse	sments, and greater college and career readiness	among all students at																
mana ingli du																			
					mplementation Pl	an													
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				Due Subgroup		Resources		Link to collected	September	October	November	December	January	February	March	April	May	June	+
		Quarterly Goals & Action Steps	Who?	Date Consideration	Metrics	Needed	Notes	data/evidence											
uarter 1 Goal		nmon Tier 2 academic vocabulary for their																	
	content area.																		
Action Step 1			Heather								-								
			Godbout/Jeff Noble						l										
Action Step 2	Professional Development on Tier 2 v																		
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		vill come up with basic list of Tier 2 words.	Noble, Godbout, Teacher Leaders			See Resources Needed Tab													
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							Discussion															
	2025-2026 CRET	E MONEE HIGH SCHOO PROVEMENT PLAN	OL																			
	District Ac	hievement Goal					Table Of Contents															
100% of students o on Common Form	can perform at grade-level expect native Assessments (CFAs).	ations and/or at least 75%	of students de	monstrate master	У		Overview and Directions															
	School Studer	nt Achievement Goal	n 4 000				School Information															
while the number of stu will increase.	VEA MAP achievement scores, the percent tudents scoring in the average (the yellow)	age of students scoring in (the re 41th-60th percentile and high ave	erage 61st - 80th p	percentile (the green)	e		Theory Of Action Practice															
What student cent	ntered problems have been surface	ed after completing your d	ata analysis? U	Jse data to suppor	rt																	
According to MAP 24%	you % of students are in the Low Range (red), 2	r assertions. 26% of students are in the LoAvg	Range (orange), 2	28% of students are			Literacy Action Plan Strategy 1															
students mastered at 8 and inequalities in one	you % of students are in the Low Range (red), 2 students are Hijh Avg (green) and 12% of 1 85% or greater REI.B.3 and in Algebra II 2 e variable, including equations with coefficia	students are High (blue). On the 8% of students for the same stand ents represented by letters.	dard. REI.B.3: So	olve linear equations			Literacy Action Plan Strategy 2															
What is t	the student centered problem you will	address in this SIP? Use data	to support your	r decision.			Math Action Plan Strategy 1															
order questions on ass	effectively communicate their mathematical sessments. at is the root cause of the student cen						Math Action Plan Strategy 2 ResourcesNeeded															
there is a lack of explic discourage risk taking.	discussion skills as instruction often empha cit instruction in discussion strategies. Tead l-	thers inexperience with facilitating	g discussions and	classrooms that			High School Literacy Action Plan Strategy 1															
	Math S	trategy #2					Theory Of Action															
By May 2026, 100% of	Strate of Crete-Monee High School teachers will in	egy Statement acorporate research-based discus	ssion strategies—s	such as Socratic																		
Seminars, Think-Pair-S classroom observation	of Crete-Monee High School teachers will in Share, Accountable Talk, and academic din ns, and student reflections, to increase students	scourse protocols—at least twice dent engagement, critical thinking	monthly, as evider , and communicat	nced by lesson plans, tion skills across all																		
	ies for students to engage in discourse acro tered discussion techniques.																					
Instruction will priorit	itered discussion techniques. itize student explanation of reasoning g of complex concepts.	explanation of thinking and o	academic vocat	bulary to enhance																		
understanding		Theory of Action?																				
If we																						
explicitly teach and cor Accountable Talk, and	onsistently implement research-based discu d structured academic discourse—in all sub	ussion strategies—such as Socrat ject areas,	tic Seminars, Thin	k-Pair-Share,																		
Then we will see	ticipation, deeper understanding of content sussions,																					
during classroom discu Which leads to	ussions,	. , ,																				
						Imp	lementation Pl	an														
														I.	SIP Ted	am Progres	s Monitor	ring				
					Due	Subgroup		Resources			Link to collected	September	October	November D	ecember	January	February	March	April	Мау	June	
Quarter 1 Goal	SY26 Implementation	Quarterly Goals & Actio	n Steps	Who?	Date	Considerations	Metrics	Needed	No	otes	data/evidence											
Action Step 1	Compiled a list of research based dir	scussion strategies with resour	rces.																			
Action Step 2	Staff presentation on the research as and presentation of Pick 10 Challeng	round the effective size of disc	ussion protocols					See Resources														
Action Step 3	Model a strategy at a department that Talk or Think Pair Share)	at the dept. selected (For exam	nple: Turn and					Needed Tab														
Action Step 4	Various staff have modeled discussion	on protocol at other meetings,	i.e. Chalk Talk.																			
Action Step 5	Instructional coaching is available fo	r teachers who want to try som	nething new.																		= 3	
Quarter 2 Goal																						
Action Step 1	Pulse check: Where are you with dis comfort? What do you need?																					
Action Step 2		cussion strategies? What is yo	our level of																			
Action Step 3 Action Step 4	Opportunities to observe: A buddy in strategy is used in one department of	another department to discus																				
	strategy is used in one department of Check - Bulletin Board for people wh	another department to discus																				
Action Step 5	strategy is used in one department of	another department to discus																				
Action Step 5 Quarter 3 Goal	strategy is used in one department of Check - Bulletin Board for people wh	another department to discus																				
	strategy is used in one department of Check - Bulletin Board for people with Track through walkthroughs	another department to discus wer another. so are doing it.	s how a specific	se																		
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IC - showing evidence of discourse planning and student work analysis	
tudent Work Samples -	
eacher reflections on discussion techniques?	

	Theory Of Action	
		Table Of Contents
ndicators of	a Quality SIP: Theory of Action	Overview and Directions
Theory of Action	n is grounded in research or evidence based practices.	School Information
Theory of Action	n is an impactful strategy that counters the associated root cause.	Theory Of Action Practice
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 1
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)"	Literacy Action Plan Strategy 2
	rces necessary for implementation (people, time, money, materials) to write a feasible Theory of Action.	Math Action Plan Strategy 1
		Math Action Plan Strategy 2
with the cons	effect. It connects the actions of teacher equences of their actions-the learning and of their students.	ResourcesNeeded High School Literacy Action Plan
		Strategy 1
		Theory Of Action
	Sample Theory Of Action	
Student Cent	Students do not have a conceptual understanding of place value.	
If we	consistently use hands-on manipulatives, following the learning model of Dale's Cone of Experience	
Then we see	teachers intentionally using hand on materials on a daily basis	
Which will res	students developing a deeper conceptual understanding of place value.	
	Students struggle with reading grade level text because they don't have strategies for	
Student Cent	e learning unknown vocabulary.	
V	identify key vocabulary words needed to understand grade level content, then consistently use them while intentionally building background knowledge prior to	
If we	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	(

		R	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
							Theory Of Action Practice
							Literacy Action Plan Strategy 1
							Literacy Action Plan Strategy 2
							Math Action Plan Strategy 1
							Math Action Plan Strategy 2
							ResourcesNeeded
							High School Literacy Action Plan Strategy
							Theory Of Action

	21.11.11																
100% of students can	District Achievement Goal perform at grade-level expectations and/or at least 75% of students demonstrate mastery on Comm	non Formative		Margo-815.501.5838	margo.sickele@cecweb	org											
Assessments (CFAs).																	
By EOY the percentar	School Student Achievement Goal one of students scoring in the lowest 20th percentile will be reduced by R% and the percentage of stu-	dents scoring above															
the 61st percentile on	ge of students scoring in the lowest 20th percentile will be reduced by 6% and the percentage of stu the MAP Assessment will increase by 6%.																
What student ce	entered problems have been surfaced after completing your data analysis? Us your assertions,	e data to support	1														
All estensor of stud		mode digit															
arithmetic (3.NBT.A: score decreased by understanding have Winter in the 2022-2 proficient, aggregate	dents attuggled in using state value understanding and properties of operations to perform Like place value understanding and properties of operations to perform multi-digit arithme 4 points from Fall to Winter (2nd Gradel) and by 3 points (3nd gradel). Student scores in place 4 points from Fall to Winter (2nd Gradel) and by 3 points (3nd gradel). Student scores in place 50 School Near, 20% proficient to 34%, Fall to Winter in the 2022-45 School Vera; 20%, profit 50 School Near, 20% proficient to 34%, Fall to Winter in the 2022-45 School Vera; 20%, profit	multi-digit tic). The Median RI ice value cient to 34%, Fall to licient to 31%	T .														
	s the student centered problem you will address in this SIP? Use data to support your d	ecision.															
ALL category of student arithmetic (3.NBT.A: score decreased by understanding have Winter in the 2022-2 proficient, aggregate	dents struggled in using place value understanding and properties of operations to perform. Use prace value understanding and properties of operations to perform multi-digit attitume 4 points from Fall to Winter (2nd Craste) and by 3 points (3rd grade). Student scores in place of perform multi-digit attitume 4 points from Fall to Winter (2nd Craste) and by 3 points (3rd grade). Student scores in place 3 School views (2R) proficient to 34%, Fall to Winter in the 2023-24 School Vear: 28% profice school wide data.	multi-digit tic). The Median RI ice value cient to 34%, Fall to licient to 31%	IT D														
	at is the root cause of the student centered problem? Link your root cause analysis I																
Teachers are not con understanding.	nsistently using hands on manipulative materials with students to suport their development	of conceptual															
	Math Strategy #1 Sample																
	Strategy Statement																
100% of math tec	achers will use hands on manipulative materials at least four times per we inceptual understanding of place value.	eek in order to															
Student Contact	What is your Theory of Action?																
Problem	Students do not have a conceptual understanding of place value, and properties of operations.																
If we consistently use har	nds-on manipulatives, following the learning model of Dale's Cone of																
Experience Then we see																	
teachers intentional	ally using hands on manipulative materials on a daily basis																
Which leads to students developing	g a deeper conceptual understanding of place value.																
	_				Impleme	entation Plan	1										
				Considerations for Children With	Considerations For	Other Subgroup		Resources		Link to collected					1 '		
	SY25 Implementation Quarterly Goals & Action Steps	Who?	Due Date	Disabilities (CWD)	English Learners (EL)	Considerations	Metrics	Needed	Notes	data/evidence							
Trimester I Goal	All teachers learn how to use a variety of math manipulative materials during whole group and small group instruction.	,															
Action Step 1					Work with EL support	Review extension											
Action Step I		Administrators, SIP team.			team to ensure	materials to ensure inventories include									1 '		
	Ensure all teachers have appropriate math manipulatives for their math program (inventory, review recommended lists, purchase, unpack, inventory, then store in	Instructional Coaches.		Work with SPED team to	team to ensure appropriate manipulatives are avaiolable for English	manipulatives for gifted, talented, and advanced	Important linta								1 '		
	classrooms.	Teachers	8/21/2024	met.	Learners Learners	learners.	purchase orders										
Action Step 2						Include learning to ensure gifted, talended									1 '		
		SIP Team,		Include learning to ensure CWD have	Include learning to ensure EL students have	and advanced learner students have	Agenda, PL								1 '		
	Provide professional learning to all math teachers during SIP day (August 30, 2024).	Instructional Coaches	8/31/2024	appropriate differentiated supports.	appropriate differentiated supports.	appropriate differentiated supports.	materials, attendance lists.	Soo Bosouroos									
Action Step 3				Teachers will provide specific	Teachers will use	Teachers will allow students to explore		See Resources Needed Tab							1 '		
	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	11/19/2024	specific accommodations for CWD.	Teachers will use EL/SIOP strategies with English Learners.	Teachers will allow students to explore manipulatives independently.	Data Collection spreadsheet										
Action Step 4				Observation tool will include specific focus for	Observation tool will include specific focus		Observation tool.									,	
Action Step 5	SLT will develop an observation tool and share with PLCs.	SLT	9/20/2024	CWD											Ι,	1 .	
				Observation tool will	Observation tool will		meeting agenda, attendance sheets.										
Action Step 6	Teachers will conduct peer observations, using observation tool, then will provide feedback during PIC meetings	Math Teachers	October 1-October 31	Observation tool will include specific focus for CWD	Observation tool will include specific focus for FI		meeting agenda, attendance sheets. Peer observation data spreadsheet, PLC agendas										
	Teachers will conduct peer observations, using observation tool, then will provide feedback during PLC meetings.				Observation tool will include specific focus for EL Observation tool will include specific focus for EL	Lesson plans will include	Peer observation data spreadsheet, PLC agendas							_			
	Instructional coach will work with PLCs to develop lesson plans that intentionally include math manipulatives during small group instruction, including formative	Math Teachers, Instructional			Lesson plans will	Lesson plans will include extension options for gifted, talented, and	Peer observation data spreadsheet, PLC agendas										
	feachers will conduct per observations, using observation tool, then will provide feedback during I/C meetings. Instructional coach will work with RCs to devotop lesson plans that intentionally include math manipulatives during small group instruction, including formative assessments.	Math Teachers, Instructional Coach	Nov. 1-Nov. 19, 2024	Lesson plans will include accommodation supports for CWD.	Lesson plans will provide language supports for EL	Lesson plans will include extension options for gifted, talented, and advanced learners.	Peer observation data spreadsheet, PLC agendas Lesson plans, formative data collection spreadsheet.										
Action Step 7	Instructional coach will work with PLCs to develop lesson plans that intentionally include math manipulatives during small group instruction, including formative assessments.	Math Teachers, Instructional Coach	Nov. 1-Nov. 19, 2024		Lesson plans will provide language supports for EL	Lesson plans will include extension options for gifted, talented, and advanced learners.	Peer observation data spreadsheet, PLC agendas Lesson plans, formative data collection spreadsheet.										
Action Step 7 Trimester 2 Goal	Instructional coach will work with PLCs to develop lesson plans that intentionally include moth manipulatives during small group instruction, including formative accessments. PLCs will review formative assessment data to determine effectiveness of instruction. All teachers use moth manipulatives at least 3 days are week with students during	Math Teachers, Instructional Coach	Nov. 1-Nov. 19, 2024	Lesson plans will include accommodation supports for CWD.	Lesson plans will provide language supports for EL	Lesson plans will include extension options for gifted, talented, and advanced learners.	Peer observation data spreadsheet, PLC agendas Lesson plans, formative data collection spreadsheet.										
	Instructional coach will work with PLCs to develop lesson plans that intentionally include math manipulatives during small group instruction, including formative assessments.	Math Teachers, Instructional Coach	Nov. 1-Nov. 19, 2024	Lesson plans will include accommodation supports for CWD.	Lesson plans will provide language supports for EL	Lesson plans will include extension options for gifted, talented, and advanced learners.	Peer observation data spreadsheet, PLC agendas Lesson plans, formative data collection spreadsheet.										
	Instructional coach will work with PLCs to develop lesson plans that intentionally include moth manipulatives during small group instruction, including formative accessments. PLCs will review formative assessment data to determine effectiveness of instruction. All teachers use moth manipulatives at least 3 days are week with students during	Math Teachers, Instructional Coach	Nov. 1-Nov. 19, 2024	Lesson plans will include accommodation supports for CWD. Discussions will include disaggregated data.	Lesson plans will provide language supports for EL Discussions will include disaggregated data.	Lesson plans will include extension options for gifted, talented, and advanced learners. Discussions will include disaggregated data.	Peer observation data spreadsheet, PLC agendas Lesson plans, formative data collection spreadsheet.										
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Trimester 2 Goal	Instructions accords will work with PLCs to density season plans that instructionally include most manipulatives during small group instruction, including formative assessment data to determine effectiveness of instruction. FLCs will review formative assessment data to determine effectiveness of instruction. All teachers we most manipulatives or least 3 days per week with students during small group instruction. FLCs develops mail group instruction plans that include the use of math manipulatives.	Math Teachers, Instructional Coach PLCs, Instructional Coaches PLCs PLCs PLCs	Nov. 1-Nov. 19, 2024 al Nov. 1-Nov. 19, 2024	Lesson plans will include accommodation supports for CWD.	Lesson plans will provide language supports for EL Discussions will include disaggregated data.	Lesson plans will include extension options for gifted, tolerhed, and advanced learners. Discussions will include disaggregated data. Lesson plans will include extension options for gifted, tolerhed, and advanced learners.	Peer observation data spreadsheet, PLC agendas Lesson plans, formative data collection spreadsheet. Formative Data Review, PLC discussion notes. PLC agendas PLC agendas Formative student										
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5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environmen	s Ambitious Instruction
Action Steps						
	, F	Actively participate in professional learning	Use PLC time to work together to learn to effectively use manipulatives.		Ensure math manipulatives inventoried, ordered, and plain classrooms	teed Teachers collaborativel plan math instruction builds higher level, critical thinking skills, mo connections when using manipulatives.
	F	data.	Observe peers and provide meaningful constructive feedback to ensure continued growth and learning for all.		Ensure all students know the valued and that adults belie them.	are Questions are planned prior to instruction, or e in majority are DOK level 2, 3, and 4; teachers students to think deeply when responding t level thinking questions.
		Observe math instruction and provide constructive eedback.			Provide multiple opportunitie students to show their learni	g Students are expected to explain how they math problems.
		Consistently share expectations for manipulative usage, and there date with all staff.				Teachers intentionally relate math concept authentic, real life uses and experiences.
						Teachers deeply focus on and measure stu conceptual understanding of mathematics concepts.