

## 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 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.

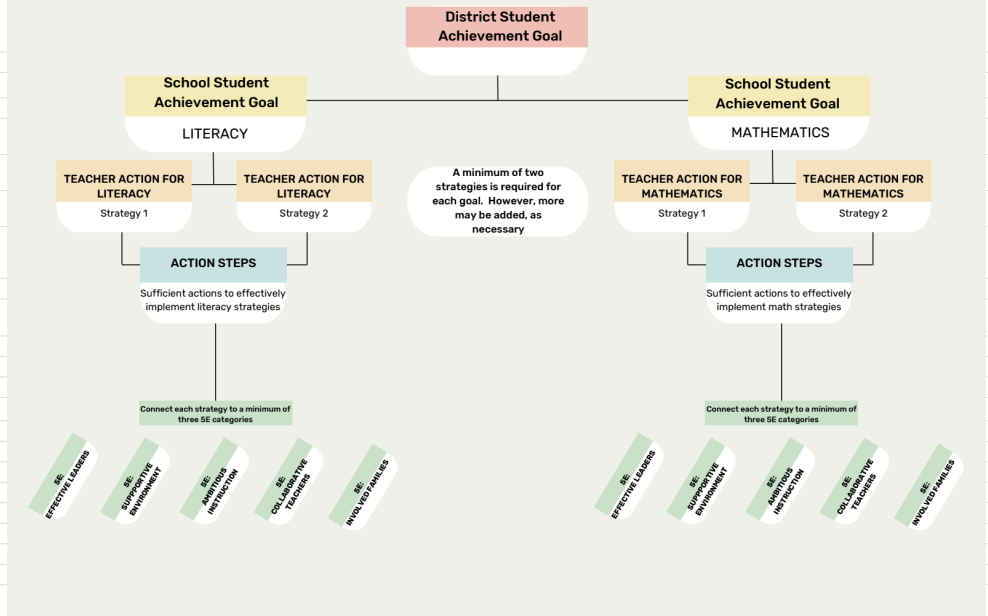
#### Data Sources

IAR/SAT	Attendance
MAP	Behavior
Summative Assessments	Social Emotional

#### 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](#)  
[Resources Needed](#)  
[High School Literacy Action Plan Strategy 1](#)  
[Theory Of Action](#)

### SCHOOL IMPROVEMENT GRAPHIC



2025-2026 SCHOOL IMPROVEMENT TEAM INFORMATION		
School Name	Crete-Monee High School	
School Mission Statement		
CM201U Mission Statement	Engage and empower our students to positively impact their community and future.	
SIP Meeting Time	3:00 PM – 4:30 PM	
SIP Meeting Dates		
August	September	October
8/18/2025	9/08/2025 9/22/2025	10/06/2025 10/20/2025
November	December	January
11/03/2025 11/17/2025	12/01/2025 12/15/2025	1/12/2026 1/26/2026
February	March	April
2/09/2026 2/23/2026	3/09/2026 3/23/2026	4/13/2026 4/27/2026
May	June	July
5/11/2026		
Team Members		
Name	Position	Grade Level/Content Area (as applicable)
Kara O'Sullivan	Teacher	Science
Matthew Balouris	Teacher	Science
Kristen Valiska	Teacher	SPED
Rlc Nielsen	Teacher	ELA
Barbara Belin	Teacher	Mathematics
Heather Godbout	Instructional Coach	Instructional Coach Reading
Ivy Wicher	Teacher	SPED
Karen Roorda	Teacher	Science (Bridges)
Niktoya Ferrell	Teacher	MS (Bridges)
	Teacher	
Lamont Holifield	Principal	
Chemaine Carr	Associate Principal	
Amy Adamow	Assistant Principal	
William Fitzgerald	Division Leader	
Michelle Cresto	Division Leader	
Alicia Gilani	Dean	
Rosa Drumgole	Dean	

## 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](#)

[Resources Needed](#)

[High School Literacy Action Plan Strategy 1](#)

[Theory Of Action](#)


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SE Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Ambitious Instruction
Action Steps		Leaders can set the importance of a clear framework for learning, ensuring that all team members understand how to effectively capture and synthesize information. Encourage structured thinking and organization of information.	Families can support students using Cornell Notes by understanding the system through school-provided resources, such as Parent University, Open Houses, etc. Collaborating with teachers ensures cohesive support, while creating a structured study environment promotes consistent note-taking habits, engaging in meaningful conversations about what students are learning further reinforces critical thinking and synthesis. Through these actions, families become active partners in promoting rigorous learning and helping students apply ambitious instruction strategies both in and out of the classroom.	Leaders should provide clear guidance on how to structure and use Cornell Notes. This involves ensuring that students or team members understand the purpose of each section (Cue, Note-taking, and Summary) and how they can be used to capture key information and synthesize it effectively. Model the process by using Cornell Notes in meetings, discussions, or classroom settings to show how information can be organized and recalled later.	Provide clear guidance on how to structure and use Cornell Notes by setting expectations for the quality and depth of note-taking. Leaders can model the process by demonstrating how Cornell Notes can be used for higher-order thinking, showing how to move from simply recording facts to developing questions that challenge assumptions and lead to deeper inquiry.	
Quarter Goal 1: Action Step 2						
Pilot Cornell Notes in selected classes (Q1, Action Step 4)		Support by providing necessary resources and professional development for pilot teachers. Facilitate sharing of successful strategies and outcomes from pilot classrooms during staff meetings.	Encourage peer observations where teachers can learn from pilot teachers' implementation of Cornell Notes. Foster an environment where teachers can discuss challenges and successes, promoting a culture of mutual support. Organize cross-department reflection sessions where teachers can share insights and methods for guiding student reflections effectively. Encourage teams to analyze and discuss the feedback from reflections to enhance teaching strategies.	Help teachers integrate Cornell Notes into rigorous lesson plans that challenge students' critical thinking and understanding. Ensure that the strategy is used across 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 frameworks for how to integrate reflection into classroom practices consistently.	Facilitate discussion sessions where teachers can share feedback results and brainstorm strategies to address concerns raised by students and staff. Encourage collaborative problem-solving among teachers to refine Cornell Notes implementation based on survey insights.	Guide teachers in developing assignments that require students to apply their reflections to higher-order thinking tasks. Promote an approach where student reflections lead to action, helping to reinforce ambitious learning goals.		
Mid-Quarter Progress Check: Survey student and Staff (Q2, Action Step 5)		Ensure that the feedback collected from surveys is acted upon swiftly, demonstrating a commitment to responsive leadership. Use data from the survey to identify trends and areas needing improvement, thus fostering a culture of continuous improvement.		Ensure that the feedback process focuses on maintaining high standards and that improvements align with ambitious instructional goals. Use survey results to highlight areas where instructional practices can be elevated, pushing teachers to adapt 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.		

2025- 2026 CRETE MONEE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN District Achievement Goal				Annotations																									
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).				Table Of Contents																									
School Student Achievement Goal				<a href="#">Overview and Directions</a>																									
What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.				<a href="#">School Information</a>																									
What is the student centered problem you will address in this SIP? Use data to support your decision.				<a href="#">Theory Of Action Practice</a>																									
Students at Crete-Monee High School are struggling to retain and organize key content across subject areas, resulting in low-quality notes, inconsistent study habits, and difficulty preparing for assessments. Many students rely on passive learning strategies, such as highlighting or copying from slides, rather than actively engaging with the material through purposeful note-taking. This has contributed to gaps in comprehension, decreased academic confidence, and underperformance on both formative and summative assessments.				<a href="#">Literacy Action Plan Strategy 1</a>																									
What is the root cause of the student centered problem? Link your root cause analysis here.				<a href="#">Literacy Action Plan Strategy 2</a>																									
The root cause is that students have not been explicitly taught effective note-taking strategies and critical thinking skills needed to actively engage with and organize information during instruction. Without consistent modeling, practice, and reinforcement across all subjects, students default to passive or unstructured note-taking methods that hinder comprehension and long-term retention of academic content.				<a href="#">Math Action Plan Strategy 1</a>																									
Literacy Strategy #2				<a href="#">Math Action Plan Strategy 2</a>																									
Strategy Statement				<a href="#">Resources/Needed</a>																									
By May 2026, 100% of Crete-Monee High School teachers in core subject areas will implement a common annotation strategy at least twice weekly, as evidenced by lesson plans, student work samples, and classroom observations, in order to improve student engagement, reading comprehension, and critical thinking across content areas.				<a href="#">High School Literacy Action Plan Strategy 1</a>																									
What is your Theory of Action?				<a href="#">Theory Of Action</a>																									
If we...																													
provide explicit instruction, guided practice, and consistent expectations for students to annotate texts across all subject areas—using strategies such as identifying main ideas, making connections, asking questions, and summarizing key points.																													
Then we will see...																													
students engaging more deeply with content, developing critical thinking skills, improving reading comprehension, and demonstrating a better understanding of complex material in all disciplines.																													
Which leads to...																													
increased academic performance, greater student ownership of learning, more meaningful class discussions, and improved outcomes on writing assignments, projects, and assessments throughout Crete-Monee High School.																													
Implementation Plan																													
																SIP Team Progress Monitoring													
																September	October	November	December	January	February	March	April	May	June				
Quarter 1 Goal	SY26 Implementation Quarterly Goals & Action Steps			Who?	Due Date	Subgroup Considerations	Metrics	Resources Needed	Notes	Link to collected data/evidence																			
Action Step 1	Develop and distribute annotation symbols, codes, and templates that students can use when annotating texts.			Admin & Coaches	9/25																								
Action Step 2	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 home.			Coaches				See Resources Needed Tab																					
Action Step 4	Arrange peer observation sessions where teachers can observe colleagues using 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, setting clear expectations for students to annotate assigned readings regularly across subjects. Student samples should be periodically kept to analyze in the future.																												
Quarter 2 Goal																													
Action Step 1	All teachers continue to incorporate Annotation/Close Reading strategies into their lessons, setting clear expectations for students to annotate assigned readings regularly across subjects.			Admin & Coaches	Jan. '25																								
Action Step 2	Teachers periodically collect and review student annotations to check for understanding in PLC meetings.																												
Action Step 3	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.																												
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 identifying rhetorical strategies, analyzing tone and theme, or making inferences. These lessons should be aligned with content-area objectives.																												
Action Step 2	Incorporate student annotations into class discussions, quizzes, or written assignments.																												
Action Step 3	Introduce collaborative annotation activities where students work in pairs or small groups to annotate a complex text.																												
Action 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 at varying skill levels.																												
Action Step 5	School leadership conducts informal walkthroughs to observe classroom implementation of Annotation/Close Reading.																												
Quarter 4 Goal																													
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 student learning and comprehension.																												
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.																												
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 testimonials about the implementation of the plan/skills																												
Connections to 5 Essentials																													

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2025–2026 CRETE MONEE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN										Vocabulary										
District Achievement Goal										Table Of Contents										
100% of students can perform at grade-level expectations and/or at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).										<a href="#">Overview and Directions</a>										
School Student Achievement Goal										<a href="#">School Information</a>										
What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.										<a href="#">Theory Of Action Practice</a>										
What is the student centered problem you will address in this SIP? Use data to support your decision.										<a href="#">Literacy Action Plan Strategy 1</a>										
What is the root cause of the student centered problem? Link your root cause analysis here.										<a href="#">Literacy Action Plan Strategy 2</a>										
										<a href="#">Math Action Plan Strategy 1</a>										
										<a href="#">Math Action Plan Strategy 2</a>										
										<a href="#">Resources/Needed</a>										
										<a href="#">High School Literacy Action Plan Strategy 1</a>										
										<a href="#">Theory Of Action</a>										
Math Strategy #1																				
Strategy Statement																				
By May 2026, 100% of Crete-Monee High School teachers will implement weekly academic vocabulary instruction in their subject areas—using strategies such as word walls, direct instruction, and student application activities—as evidenced by lesson plans, classroom walkthroughs, and student work, to support improved comprehension and academic language usage across content areas.																				
What is your Theory of Action?																				
If we...																				
intentionally and consistently teach academic vocabulary across all subject areas—using strategies such as direct instruction, student-friendly definitions, contextual usage, and reinforcement through speaking and writing.																				
Then we will see...																				
students using academic language more confidently and accurately in both written and verbal responses, leading to deeper comprehension of subject matter and improved communication of complex ideas.																				
Which leads to...																				
increased academic achievement, stronger performance on assessments, and greater college and career readiness among all students at Crete-Monee High School.																				
Implementation Plan																				
										SIP Team Progress Monitoring										
											September	October	November	December	January	February	March	April	May	June
Quarter 1 Goal	All teachers will develop a list of common Tier 2 academic vocabulary for their content area.				Who?	Due Date	Subgroup Considerations	Metrics	Resources Needed	Notes	Link to collected data/evidence									
Action Step 1					Heather Godbout/Jeff Noble				See Resources Needed Tab											
Action Step 2	Professional Development on Tier 2 vocabulary words.																			
Action Step 3	Jeff, Heather and Teachers Leaders will come up with basic list of Tier 2 words.																			
Action Step 4	The master list will be presented to the departments for revision/additions based on Teachers will identify academic language necessary to be successful on standard																			
Action Step 5	Review retired ACT exams for common academic vocabulary.																			
Quarter 2 Goal	All teachers will identify high-leverage strategies for teaching Tier II vocabulary																			
Action Step 1	Professional Development for teachers on high-leverage strategies for teaching oc																			
Action Step 2	Each department chooses two of the high-leverage strategies to pilot																			
Action Step 3	All teachers will analyze student work for evidence of student proficiency using the																			
Action Step 4																				
Action Step 5																				
Quarter 3 Goal	All teachers will implement the explicit instruction of Tier II vocabulary within their content area using two or more of the high-leverage strategies																			
Action Step 1	All teachers will include the Tier II terms on their word walls and/or display them in the room																			
Action Step 2	All teachers will analyze student work for evidence of student proficiency using the terms for their department																			
Action Step 3	All teachers will explicitly teach Tier II vocabulary in all of their classes																			
Action Step 4																				
Action Step 5																				
Quarter 4 Goal	Continue implementation of explicit instruction and evaluate the impact of the high-leverage strategies on student achievement thus far.																			
Action Step 1	Teacher Leaders/DLs will gather feedback on the list of academic vocabulary and the success of strategies																			
Action Step 2	assess student usage of acadmic vocabulary in speaking and writing.																			
Action Step 3	Continue developing your academic vocabulary lists and course specific vocabulary.																			
Action Step 4																				
Action Step 5																				
Connections to 5 Essentials																				
5E Supporting Strategies	Select at least three	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Ambitious Instruction														
Action Steps																				





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

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

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

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