

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.

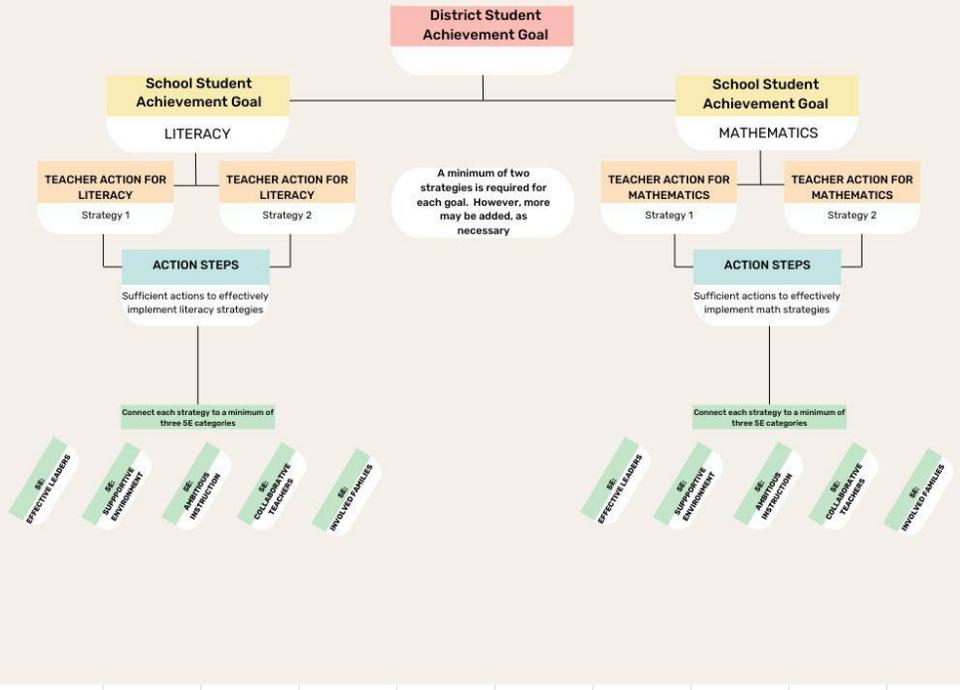
How To Use This Template
Review all available data
Complete the Data Analysis Protocol to identify 1 or two Most Essential Area(s) of Need (MEAN)
Conduct a Root Cause Analysis for your MEAN or MEANS
Review current practices and strategies currently in place to address 1 or 2 MEANS
Review best practice research to determine 2 new strategies to effectively address the MEAN or MEANS OR, continue working on your 23-24 strategy.
<i>Develop a Theory Of Action using your research.</i>
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

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 Needed](#)
- [Theory Of Action](#)

SCHOOL IMPROVEMENT GRAPHIC 2024-2025



District Achievement Goal		Table of Contents	
<p>At least 100% of students can achieve district set and completed grade level for each at least 75% of students demonstrate mastery of Common Core Standards (CCSS).</p>		<p>Overview and Overview</p> <p>School Information</p> <p>Literacy Action Plan Overview 1</p> <p>Literacy Action Plan Overview 2</p> <p>Math Action Plan Overview 1</p> <p>Math Action Plan Overview 2</p> <p>Research-based Theory of Action</p>	
School Student Achievement Goal			
<p>By the end of 2025-2026 school year, students in grades K-5 will increase their overall state score by 2% from fall of 2025 to spring of 2026.</p> <p>What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.</p> <p>What is the student centered problem you will address in this SPI use data to support your decision.</p> <p>What is the root cause of the student centered problem? Use your root cause analysis here.</p> <p>Students in grade kindergarten through 5th grade are consistently underperforming in ELA assessments.</p>			
Literacy Strategy #1			
Strategy Statement			
100% of teachers will use explicit teaching, goal setting, provide effective feedback, and incorporate questioning and differentiated teaching			
What is your Theory of Action?			
<p>If we...</p> <p>Consistently use explicit teaching, goal setting, provide effective feedback, incorporate questioning and differentiated teaching</p> <p>Then we see...</p> <p>An increase in NWEA scores K-5 and in scores 3-5</p> <p>Which leads to...</p> <p>Improvement in comprehension</p>			

Implementation Plan

											SPI Team Progress Monitoring											
											September	October	November	December	January	February	March	April	May	June		
Trimester 1 Goal	5Y2S Implementation Quarterly Goals & Action Steps	Who?	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											
	All teachers K-5 will implement goal setting, provide effective feedback, incorporate questioning and differentiated teaching.	Admin, S1 Team, Coaches, Teachers																				
Action Step 1	Professional learning will be provided for staff on evidence-based instructional practices, focusing on student goal setting and effective feedback. Implement student data binder for K-5. The S1 will equip teachers with a continuum of practice for goal setting and feedback, demonstrating how to use it to assess their application of these high-impact strategies.	Admin, S1 Team, Coaches	Sep-2025		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Student data binder, goal setting PD documents, Questioning Ings (teachers & students)			Select Status										
Action Step 2	Table staff will establish K-5 Professional Learning Communities (PLCs) to analyze and adjust instruction based on student formative data, aiming to enhance student growth in ELA benchmark assessments through differentiated teaching.	Admin, S1 Team, Coaches, Teachers	Sep-2025		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Staff Book, the Collaborative team Plan Book for ELA at each implementation location			Select Status										
Action Step 3	Provide ongoing professional development for K-5 teachers on the implementation of explicit teaching strategies in ELA, with the goal of improving ELA benchmark assessment scores.	Admin, S1 Team, Coaches, Teachers	Aug-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Review JO Documents			Select Status										
Action Step 4	Provide professional development for teachers on implementing MindPlay, an individualized computer-based program. Intensive Tier 2 students will receive additional literacy instruction from interventionists, with a school schedule that promotes continuous student engagement. The program aims to enhance phonemic awareness, comprehension, and fluency.	Admin, S1 Team, Coaches, Teachers	Sep-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Data from the continuum of practice	Chromabooks, PD documents, MindPlay Software, MindPlay Reports			Select Status										
Action Step 5	Professional development will be provided to support teacher implementation of daily writing journals K-5. Journals will focus on response to literature and writing conventions.	Admin, S1 Team, Coaches, Teachers	Sep-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Data from the continuum of practice	Student writing journals, PD Documents, Grade level scope and sequence													
Trimester 2 Goal	All teachers K-5 will implement goal setting, provide effective feedback, incorporate questioning and differentiated teaching.	Admin, S1 Team, Coaches, Teachers																				
Action Step 1	Professional learning will be provided for staff on evidence-based instructional practices, focusing on student goal setting and effective feedback. Implement student data binder for K-5. The S1 will equip teachers with a continuum of practice for goal setting and feedback, demonstrating how to use it to assess their application of these high-impact strategies.	Admin, S1 Team, Coaches	Nov-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Student data binder, goal setting PD documents, Questioning Ings (teachers & students)													
Action Step 2	Table staff will continue establishing K-5 Professional Learning Communities (PLCs) to analyze and adjust instruction based on student formative data, aiming to enhance student growth in ELA benchmark assessments through differentiated teaching.	Admin, S1 Team, Coaches, Teachers	Sep-2025		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Staff Book, the Collaborative team Plan Book for ELA at each implementation location													
Action Step 3	Provide ongoing professional development for K-5 teachers on the implementation of explicit teaching strategies in ELA, with the goal of improving ELA benchmark assessment scores.	Admin, S1 Team, Coaches, Teachers	Aug-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Review JO Documents													
Action Step 4	Provide continued professional development for teachers on implementing MindPlay, an individualized computer-based program. Intensive Tier 2 students will receive additional literacy instruction from interventionists, with a school schedule that promotes continuous student engagement. The program aims to enhance phonemic awareness, comprehension, and fluency.	Admin, S1 Team, Coaches, Teachers	Sep-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Data from the continuum of practice	Chromabooks, PD documents, MindPlay Software, MindPlay Reports													
Action Step 5	Ongoing Professional development will be provided to support teacher implementation of daily writing journals K-5. Journals will focus on response to literature and writing conventions.	Admin, S1 Team, Coaches, Teachers	Sep-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Data from the continuum of practice	Student writing journals, PD Documents, Grade level scope and sequence													
Trimester 3 Goal	All teachers K-5 will implement goal setting, provide effective feedback, incorporate questioning and differentiated teaching.	Admin, S1 Team, Coaches, Teachers																				
Action Step 1	Professional development will be provided to support teacher implementation of daily writing journals K-5. Journals will focus on response to literature and writing conventions.	Admin, S1 Team, Coaches	Nov-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Student data binder, goal setting PD documents, Questioning Ings (teachers & students)													
Action Step 2	Table staff will continue establishing K-5 Professional Learning Communities (PLCs) to analyze and adjust instruction based on student formative data, aiming to enhance student growth in ELA benchmark assessments through differentiated teaching.	Admin, S1 Team, Coaches, Teachers	Sep-2025		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Staff Book, the Collaborative team Plan Book for ELA at each implementation location													
Action Step 3	Provide ongoing professional development for K-5 teachers on the implementation of explicit teaching strategies in ELA, with the goal of improving ELA benchmark assessment scores.	Admin, S1 Team, Coaches, Teachers	Aug-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Meeting agendas, PD materials for staff	Review JO Documents													
Action Step 4	Provide continued professional development for teachers on implementing MindPlay, an individualized computer-based program. Intensive Tier 2 students will receive additional literacy instruction from interventionists, with a school schedule that promotes continuous student engagement. The program aims to enhance phonemic awareness, comprehension, and fluency.	Admin, S1 Team, Coaches, Teachers	Sep-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Data from the continuum of practice	Chromabooks, PD documents, MindPlay Software, MindPlay Reports													
Action Step 5	Ongoing Professional development will be provided to support teacher implementation of daily writing journals K-5. Journals will focus on response to literature and writing conventions.	Admin, S1 Team, Coaches, Teachers	Sep-May		Work with SPD team to ensure all EP needs are met.	S1 will provide translated materials as needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Data from the continuum of practice	Student writing journals, PD Documents, Grade level scope and sequence													

Connections to 6 Essentials						
EL Supporting Strategies	Behaviors	Effective Leaders	Collaborative Teachers	Involved Families	Suggestive Environments	Assistive Instruction
Action Steps						
Action Step 1	Principals actively participate in purposeful learning	Use PLC time to work together to learn to effectively use	The entire school staff will work together to learn to build strong relationships with intervention, ordered, and focus transfer.	Admin and S1 teams ensure	Students will interact with course material and one another to build and apply knowledge to discern the meaning of a passage.	
Action Step 2	Principals attend PLCs to help problem solve and review data	Observe peers and provide meaningful constructive feedback to ensure continued growth and learning for all.	Building staff will provide and receive feedback on expectations on a regular basis.		The students will work to improve a piece of writing on a class or with peers.	
Action Step 3	Principals will attend PLCs to help problem solve and address literacy goals	Considerately use formative data to plan differentiated instruction.	Staff of Toledo Elementary will engage in active supervision, encourage while in the hallway.		The students will discuss how culture, time, or place affect an author's writing.	

District Achievement Goal

Math Goal: 100% of students can perform all grade-level operations until at least 75% of students demonstrate mastery on Common Formative Assessments (CFAs).

School Student Achievement Goal

By the end of the 2023-2024 school year, students in grades K-5 will increase their overall MAP Math score by 2% from fall of 2023 to spring of 2024.

What student centered problems have been surfaced after completing your data analysis? Use data to support your assertions.

What is the student centered problem you will address in this SIP? Use data to support your decision.

What is the root cause of the student centered problem? Link your root cause analysis here.

Students in grades K-5 are consistently underperforming in math number and operations tasks, demonstrating difficulties in basic arithmetic operations such as addition, subtraction, multiplication, and division.

Math Strategy #1

Strategy Statement

100% of teachers will be explicit teaching, goal setting, provide effective feedback, and incorporate questioning and differentiated teaching.

What is your Theory of Action?

If we... consistently use explicit teaching, goal setting, provide effective feedback, incorporate questioning and differentiated teaching.

Then we see... an increase in NWEA scores K-5 and ILE scores 3-5.

Which leads to... students developing a deeper conceptual understanding of math computation skills and will demonstrate increased growth in basic arithmetic (addition, subtraction, multiplication and division).

Table Of Contents

[Overview and Directions](#)

[School Information](#)

[Math Action Plan Strategy 1](#)

[Math Action Plan Strategy 2](#)

[Math Action Plan Strategy 1](#)

[Math Action Plan Strategy 2](#)

[Theory of Action](#)

[Theory of Action](#)

Implementation Plan

											SIP Team Progress Monitoring										
											September	October	November	December	January	February	March	April	May	June	
Trimster 1 Goal	5/23 Implementation Quarterly Goals & Action Steps	Who?	Original Due Date	Revised Due Date (if needed)	Considerations for Children With Disabilities (Cwo)	Considerations For English Learners (EL)	Other Subgroup Considerations	Metrics	Resources Needed	Notes	Link to collected data/evidence										
	All teachers K-5 will implement goal setting, provide effective feedback, incorporate questioning and differentiated teaching. Professional learning will be provided for staff on evidence-based instructional practices, focusing on student goal setting and effective feedback. Implement student data binders for K-5. The SLT will equip teachers with a continuum of practice for goal setting and feedback, demonstrating how to use it to assess their application of these high-impact strategies.	Admin, SLT Team, Coaches, Teachers		Sep-2023	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Inventory lists, purchase orders	Student data binders, goal setting PD documents			Select Status	Select Status								
Action Step 1	Provide ongoing professional development for K-5 teachers on the implementation of explicit teaching strategies in math, with the goal of improving STA benchmark assessment scores.	Admin, SLT Team, Coaches, Teachers		Aug-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Staff Book: The Collaborative Team Plan Book for PLCs at Work, Implementation Documents			Select Status									
Action Step 2	Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												
Action Step 3	Continued Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												
Action Step 4	Continued Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												
	All teachers K-5 will implement goal setting, provide effective feedback, incorporate questioning and differentiated teaching. Continued professional learning will be provided for staff on evidence-based instructional practices, focusing on student goal setting and effective feedback. Implement student data binders for K-5. The SLT will equip teachers with a continuum of practice for goal setting and feedback, demonstrating how to use it to assess their application of these high-impact strategies.	Admin, SLT Team, Coaches, Teachers		Nov-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student data binders, goal setting PD documents												
Action Step 1	Provide ongoing professional development for K-5 teachers on the implementation of explicit teaching strategies in math, with the goal of improving STA benchmark assessment scores.	Admin, SLT Team, Coaches, Teachers		Aug-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Review PD Documents			Select Status									
Action Step 2	Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												
Action Step 3	Continued Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												
Action Step 4	Continued Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												
	All teachers K-5 will implement goal setting, provide effective feedback, incorporate questioning and differentiated teaching. Continued professional learning will be provided for staff on evidence-based instructional practices, focusing on student goal setting and effective feedback. Implement student data binders for K-5. The SLT will equip teachers with a continuum of practice for goal setting and feedback, demonstrating how to use it to assess their application of these high-impact strategies.	Admin, SLT Team, Coaches, Teachers		Nov-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student data binders, goal setting PD documents												
Action Step 1	Provide ongoing professional development for K-5 teachers on the implementation of explicit teaching strategies in math, with the goal of improving STA benchmark assessment scores.	Admin, SLT Team, Coaches, Teachers		Aug-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Review PD Documents			Select Status									
Action Step 2	Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												
Action Step 3	Continued Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												
Action Step 4	Continued Professional Development will be provided for K-5 teachers on the RACE strategy as it relates to mathematics. Teachers will implement implement daily math journals.	Admin, SLT Team, Coaches, Teachers		Sep-May	Work with SPED team to ensure all EP needs are met.	SLT will provide translated materials on needed.	Incorporate learning strategies to ensure that gifted, talented, and advanced students receive appropriate differentiated support.	Agenda's, PL materials, attendance lists	Student writing journals, PD Documents, Grade level scope and sequence												

Connections to 5 Essentials

EE Supporting Strategies	Level of need	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments	Anchor Instruction
Action Step 1	Principals closely participate in professional learning	Use PLC time to work together to learn to effectively use manipulatives.	The entire school staff will work to build strong relationships with Title I families. Toledo will create opportunities for parents to provide meaningful constructive feedback to ensure continued growth and learning for all.	Building staff will practice and review the following expectations on a regular basis.	Teachers intentionally relate math concepts to authentic, real life cases and experiences.	Students will interact with course materials and one another to build and apply knowledge in their math classes.
Action Step 2	Teachers will attend PLCs to help problem solve and address math goals	Consistently use formative data to plan differentiated instruction.	Staff of Toledo Elementary will engage in active supervision strategies while in the hallway.			

SCHOOL IMPROVEMENT TEAM INFORMATION				
				Table Of Contents
School Name	Talala Elementary School			Overview and Directions
School Mission Statement	You decide your future.			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	7:30 AM - 8:45 AM			Math Action Plan Strategy 1
				Math Action Plan Strategy 2
SIP Meeting Dates				ResourcesNeeded
August	September	October		Theory Of Action
	3, 10, 17, 24	8, 22		
November	December	January		
5, 19	3, 17	7, 21		
February	March	April		
4, 18	11	8, 22		
May	June	July		
6, 20	NA	NA		
Team Members				
Name	Position	Grade Level/Content Area (as applicable)		
Stacey Schwuchow	Principal			
Elizabeth Slough	Assistant Principal			
Amanda Harmon	Instructional Coach	K-5		
Ashley Gocal	Instructional Coach	K-5		
Breanna Sylvester	Teacher	Kindergarten		
Heather Miller	Interventionist	K-5		
Lori Cantor	Interventionist	K-5		
Christine Dell	Teacher	Grade 2		
Holly Olson	Teacher	Special Education K-5		
Sandra Braceful-Quarles	Teacher	Grade 4		
Krista Catt	Teacher	Grade 5		
Brenda Ayala	Teacher	K/1 Bilingual		

Resources Needed							
Strategy	Description of Resource Needed	Existing/New	Cost	Total Cost	Funding Source	Completed Requisition Form	Table Of Contents
Literacy Strategy 1	Student Data Binders	New	Ongoing/Yearly	80.00	Implementation \$		Overview and Directions
Literacy Strategy 1	Staff Book: The Collaborative Team Plan Book for PLC	New	One Time	503.16	Implementation \$		School Information
Literacy Strategy 1	MindPlay Software	New	Ongoing/Yearly	32,640.00	Implementation \$		Literacy Action Plan Strategy 1
Literacy Strategy 1	Student Writing Journals	New	Ongoing/Yearly	160.00	Implementation \$		Literacy Action Plan Strategy 2
Literacy Strategy 1	SLT PLC Implementation Books	New	One Time	810.00	Implementation \$		Math Action Plan Strategy 1
Math Strategy 1	Student Data Binders	New	Ongoing/Yearly	see above			Math Action Plan Strategy 2
Math Strategy 1	Staff Book: The Collaborative Team Plan Book for PLC	New	One Time	see above			Resources Needed
Math Strategy 1	Student Math Journals	New	Ongoing/Yearly	see above			Theory Of Action
Math Strategy 1	SLT PLC Implementation Books	New	One Time	see above			

Theory Of Action							
							Table Of Contents
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
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.							Theory Of Action
Sample Theory Of Action							
	Student Center	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	students developing a deeper conceptual understanding of place value.					
	Student Center	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					
	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 Center						
	If we						
	Then we see						
	Which will result						

District Achievement Goal	
100% based upon new District Strategic Plan	
School Student Achievement Goal	
By 2025, the percentage of students scoring in the lowest 20th percentile will be reduced by 6% and the percentage of students scoring above the 85th percentile on the MAP Assessment will increase by 6%.	
What student centered problems have been surfaced after compiling your data analysis? Use data to support your assertions.	
<p>All category of students struggled in understanding place value and properties of operations to perform multi-digit arithmetic (3.NE1.A). Use place value understanding and properties of operations to perform multi-digit arithmetic. The median FIT score decreased by 4 points from Fall to Winter (2nd Grade) and by 3 points (3rd grade). Student scores in place value understanding have remained steady for the last 2 years. Fall to Winter in the 2022-23 School Year: 32% proficient to 34%, Fall to Winter in the 2022-23 School Year: 32% proficient to 34%, Fall to Winter in the 2023-24 School Year: 28% proficient to 31% proficient, aggregate school wide data.</p> <p>What is the student centered problem you will address in this Action Plan. Use data to support your decision.</p> <p>All category of students struggled in using place value understanding (3.NE1.A). Use place value understanding and properties of operations to perform multi-digit arithmetic. The median FIT score decreased by 4 points from Fall to Winter (2nd Grade) and by 3 points (3rd grade). Student scores in place value understanding have remained steady for the last 2 years. Fall to Winter in the 2022-23 School Year: 32% proficient to 34%, Fall to Winter in the 2023-24 School Year: 28% proficient to 31% proficient, aggregate school wide data.</p> <p>What is the root cause of the student centered problem? Link your root cause analysis here.</p> <p>Teachers are not consistently using hands on manipulative materials with students to support their development of conceptual understanding.</p>	
Math Strategy #1 -- SAMPLE	
Strategy Statement	
100% of math teachers will use hands on manipulative materials at least four times per week in order to build student conceptual understanding of place value.	
What is your Theory of Action?	
Student Centered Problem	Students do not have a conceptual understanding of place value, and properties of operations.
If we...	consistently use hands on manipulatives, following the learning model of Dan's Core of Experience.
Then we see...	teachers intentionally using hands on manipulative materials on a daily basis
Which leads to...	students developing a deeper conceptual understanding of place value.

Implementation Plan											August	September	October	November	December	January	February	March	April	May	June
Trimester/Goal	BY2S Implementation Quarterly Goals & Action Steps	Who?	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	All teachers learn how to use a variety of math manipulative materials during whole group and small group instruction.																				
Action Step 1	Ensure all teachers have appropriate math manipulatives for their math program (Inventory, review recommended list, purchase, organize, inventory, then store in classrooms.	Administrators, SP team, Instructional Coaches, Teachers	8/20/2024		Work with BY2S team to ensure all SP needs are met.	Work with EL support team to ensure appropriate manipulatives are provided for English Learners	Review extension materials to ensure inventories include manipulatives for gifted, talented, and advanced learners.	Inventory lists, purchase orders													
Action Step 2	Provide professional learning to all math teachers during SP day (August 30, 2024).	SP Team, Instructional Coaches	8/29/2024		Include learning to ensure CWD have appropriate differentiated supports.	Include learning to ensure EL students have appropriate differentiated supports.	Include learning to ensure gifted, talented and advanced learner students have appropriate differentiated supports.	Agenda, EL materials, attendance lists.	See Resources Needed Tab												
Action Step 3	All teachers will practice using manipulatives during small group differentiated instruction for the remainder of trimester 1 on all learning goals and outcomes.	Math Teachers	11/9/2024		Teachers will provide specific accommodations for CWD.	Teachers will use EL/FCOP strategies with English Learners.	Teachers will allow students to explore manipulatives independently.	Data Collection spreadsheet													
Action Step 4	SLT will develop an observation tool and share with PICA.	SLT	9/20/2024		Observation tool will include specific focus for CWD.	Observation tool will include specific focus for EL.		Observation tool, meeting agenda, attendance sheets.													
Action Step 5	Teachers will conduct peer observations, using observation tool, then will provide feedback during PFC meetings.	Math Teachers	October 1- October 31		Observation tool will include specific focus for CWD.	Observation tool will include specific focus for EL.		Peer observation data spreadsheet, PFC agendas													
Action Step 6	Instructional coach will work with PICA to develop lesson plans that intentionally include math manipulatives during small group instruction, including formative assessments.	Math Teachers, Instructional Coach	Nov. 1-Nov. 16, 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.	Lesson plans, formative data collection spreadsheet.													
Action Step 7	PICA will review formative assessment data to determine effectiveness of instruction.	PICA, Instructional Coaches	Nov. 1-Nov. 16, 2024		Discussions will include disaggregated data.	Discussions will include disaggregated data.	Discussions will include disaggregated data.	Formative Data Review, PFC discussion notes.													
Trimester 2 Goal	All teachers use math manipulatives at least 3 days per week with students during small group instruction.																				
Action Step 1	PICA develop small group instruction plans that include the use of math manipulatives.	PICA	11/20/2024		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.	PFC agendas, Formative student data	See Resources Needed Tab												
Action Step 2	Teachers deliver instruction and collect formative student learning data.	Math Teachers	12/6/2024		Observation tool will include specific focus for CWD.	Observation tool will include specific focus for EL.		Peer observation data													
Action Step 3	PICA conduct peer observation data during small group instruction.	PICA	12/13/2024		Observation tool will include specific focus for CWD.	Observation tool will include specific focus for EL.		Peer observation data													
Action Step 4	PICA analyze and modify instruction based on implementation and student formative data.	PICA	12/20/2024					PFC agendas, lesson plans													
Action Step 5	Teachers administer summative assessments and analyze student performance data.	PICA	1/3/2025					Student summative data, PFC agendas													
Action Step 6	Repeat Cycle (Steps 1-5)	PICA	3/7/2025					PFC agendas, peer observation data.													
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	PICA develop whole group instruction plans that include the use of math manipulatives.	PICA	3/21/2025		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.	PFC agendas, Formative student data	See Resources Needed Tab												
Action Step 2	Teachers deliver instruction and collect formative student learning data.	Math Teachers	4/7/2025		Observation tool will include specific focus for CWD.	Observation tool will include specific focus for EL.		Peer observation data													
Action Step 3	PICA conduct peer observation data during whole group instruction.	PICA	4/16/2025		Observation tool will include specific focus for CWD.	Observation tool will include specific focus for EL.		Peer observation data													
Action Step 4	PICA analyze and modify instruction based on implementation and student formative data.	PICA	4/25/2025					PFC agendas, lesson plans													
Action Step 5	Teachers administer summative assessments and analyze student performance data.	PICA	4/30/2025					Student summative data, PFC agendas													
Action Step 6	Repeat Cycle (Steps 1-5)	PICA	5/23/2025					PFC agendas, peer observation data.													

Connections to 5 Essentials					
5C Supporting Strategies	Set of Learner Traits	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environments
Action Steps		Actively participate in professional learning	Use PFC time to work together to learn to effectively use manipulatives.	Ensure math manipulatives are inventoried, organized, and placed in classrooms	Teachers collaboratively plan math instruction that builds higher level, critical thinking skills, making connections when using manipulatives.
		Attend PICA to help problem solve and review data.	Observe peers and provide meaningful constructive feedback to ensure continued growth and learning for all.	Ensure all students know they are valued and that adults believe in them.	Questions are planned prior to instruction, and the majority use CCR level 2, 3, and 4; teachers probe students to think deeply when responding to higher level thinking questions.
		Observe math instruction and provide constructive feedback	Consistently share expectations for manipulatives usage, and share data with all staff.	Provide multiple opportunities for students to show their learning.	Students are expected to explain how they solved math problems.
					Teachers intentionally relate math concepts to authentic, real life uses and experiences.
					Teachers deeply focus on and measure student conceptual understanding of mathematical concepts.