	Unit 5 School Improvement Plan Template **SIP Directions & Slides**	**School Year:**	**2025-2026**

Building:	Oakdale	Admin. Name:	Lyn Taylor	

Important Dates		
Due Date	**Meeting/Task**
September 27th	Plans completed and shared
Jan. - April	Analyze progress, adjust action plans, internal reporting
May 21st	Goal Results

Cycles of Inquiry for Finding & Solving Problems

Cycles of Inquiry includes a five-step, action/analysis process that can be continuously refined to address the needs of the specific school, grade level, content area, or classroom context. The five steps involved in the Cycles of Inquiry approach include problem identification, strategy selection, goal setting, teacher learning, and diagnosis of implementation and impact. The Cycles of Inquiry Logic Model is organized around a proposition that links student learning outcomes with adult instructional practice. Not only will leadership teams consider student learning data in their analysis, but they will methodically collect and interpret instructional data in the form of artifact reviews or observable adult behaviors. Taken together, this more robust investigation results in sound strategy selection with a stronger logic connection to the problem of origin unique to the school. The diagram below illustrates the five step process that make-up the Cycles of Inquiry Design.

Five Step Process
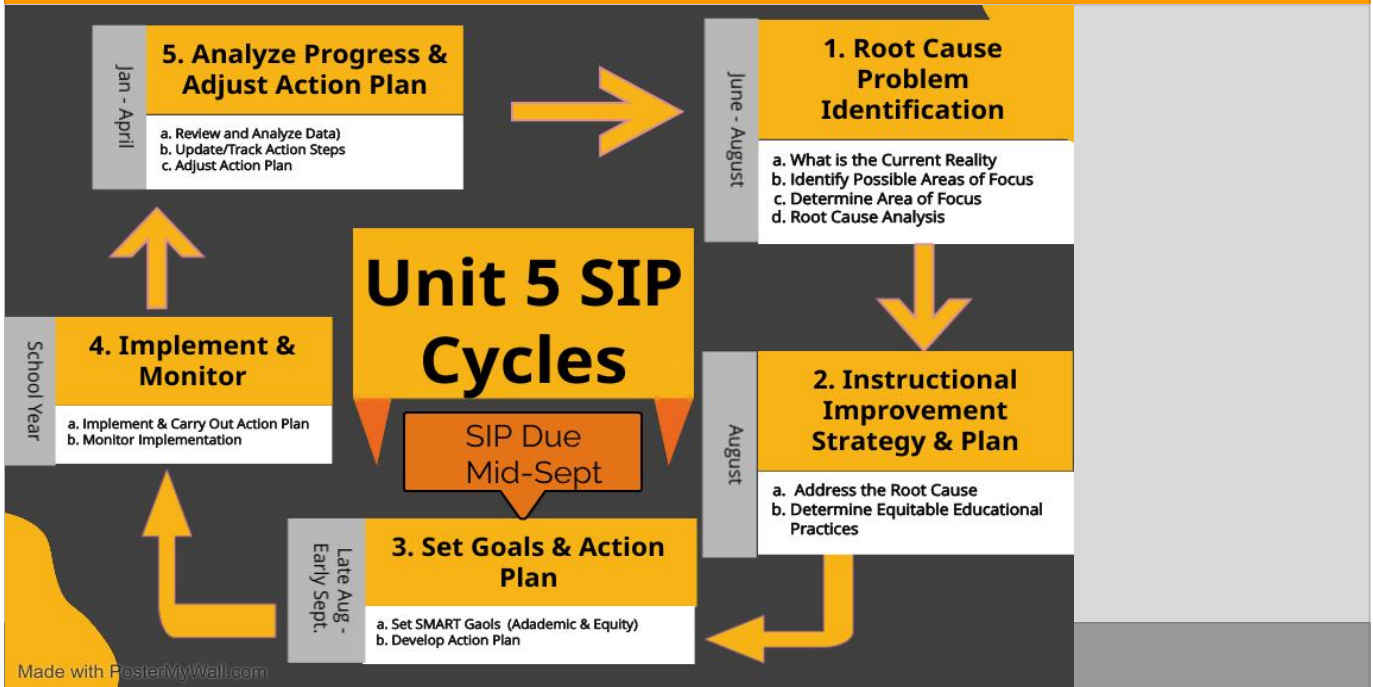
1. Root Cause Problem Identification

Analysis of student data to indicate that there is a need to improve student growth and achievement. The leadership team evaluates assessment items or tasks to identify the specific standards, content knowledge, skills, or learning strategies that are less well developed among students.

What Is The Current Reality?
- Identify the Problem
- Make Obervations
- Discuss data without bias. Focus should be on instructional/system changes, not a focus on families or students.
Admin Digging into Data Directions and Templates

Selecting a "Focus Area/Topic"
- Only select areas we have control over and can influence

What Is the Root Cause?
- Ask the 5 Whys
- Agree on the Potential Root Cause
Let's Practuce Cycles of Inquiry & Root Cause (presentation)
Let's Practice Cycles of Inquiry & Root Cause **(**handout**)**

2. Select Instructional Improvement Strategy

What can be done to address the identified and agreed upon Root Cause of the Focus Area/Topic?
Elementary Root Cause Resources

Which Equitable Educational Practice connects to the Root Cause Analysis?
- *Equitable Instructional Practices*
- *Radically Inclusive Relationships*

Academic Goal

Instructional Leadership Team Members

Katie Masla	Mel Smith	Emily Miller	Amy Brigham	Michelle Herrmann	Kate Provin
Lyn Taylor	Kari Wuthrich				

Meeting Dates:

7/25/25					

SMART Goal

Student Outcome (Growth & Achievement) Goal:

Background Data: *What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and link in your data analysis and other documents here.*

Data Analysis Link below:	*Root Cause Documentation Link Below:*

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

Outcome Goal/SMART Goal: *An outcome goal is a result of the analysis of student data and identifying one or several concerns. The student data measures are considered a building's outcome goals. For more information on* SMART Goals *and* **examples***, please see the linked document.*

Our goal is to [quantifiable objective] by [timeframe or deadline]. During the 2025-26 school year, our goal is to increase student performance in math as measured by STAR Reading assessments by 1.5% from Fall to Spring. Progress will be analyzed and noted through the Fall, Winter, and Spring Benchmarks in conjunction with data/input from Data Days, teacher antidotal evidence, and evidence from Math MTSS

Results: *Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.*

Instructional Practice Plan

What NEW Knowledge ("Knowing") -or- Instructional Practice(s) ("Doing") will your building be focusing on this year?

[Key players or teams] will accomplish this goal by [what steps you'll take to achieve the goal]. Accomplishing this goal will [result or benefit].

Action Plan with Specific Measures of Progress

Plan, design, and facilitate places, spaces, and times for staff learning and instructional practice development *focused on school improvement to occur.*

Action Step	Person Responsible	Target Date	Evidence

Academic Goal

Instructional Leadership Team Members

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SMART Goal

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Data Analysis Link below:	*Root Cause Documentation Link Below:*

Explanation of Background Data, Root Cause, and factors leading to your goal selection:

The last academic year, Oakdale achieved remarkeable growth in math scores as measured by STAR. In the Fall of 2024, 61.3% of students Grades 1-5 Met or Exceeded Benchmarks. The Winter Benchmark Star Math scores indicated that 79.7% of Grades 1-5 Met/Exceeded Benchmarks. The Spring STAR scores resulted in a 76.1% of Grades 1-5 Meeting/Exceeding Benchmarks. While this growth is applaudable, the goal is to push students closer to 78% Meets/Exceeds over the next 4 years.

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Our goal is to [quantifiable objective] by [timeframe or deadline]. During the 2025-26 school year, our goal is to increase student performance in math Meets or Exceeds Standards as measured by STAR Math assessments by 2.0% from Fall to Spring. Progress will be analyzed and noted through the Fall, Winter, and Spring Benchmarks in conjuntion with data/input from Data Days, teacher antidotal evidence, and evidence from Math MTSS

Results: Did you meet your SMART Goal? Provide evidence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.

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What NEW Knowledge ("Knowing") -or- Instructional Practice(s) ("Doing") will your building be focusing on this year?

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