HELEAN COUNTR	Unit 5 School Improvement Plan Template SIP Directions & Slides					School Year:	25-26
Building:	Sugar Creek Admin. Name: Scott Vogel						
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.



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							
Emma Clark - 4	Priscilla Steers -2		Monique Hall -1	Karen Showalter - SLP	Scott Vogel - Principal		
Melissa Polley - KDG	Sierra Tellor - 5	Ferah Peters - AP					
Meeting Dates:							
SMART Goal							
	S	Student Outcome (Grov	vth & Achievement) G	oal:			
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.							
1	Data Analysis Link below: Root Cause Documentation Link Below:						
Explanation of Backgrou	and Data, Root Cause, and	d factors leading to your g	oal selection:				
Outcome Goal/SMART (are considered a building	Goal: An outcome goal is a 's outcome goals. For mo	a result of the analysis of s re information on <u>SMART</u>	tudent data and identifyin <u>Goals</u> and examples , plea	g one or several concerns. The see the linked document	The student data measures		
by spring 2020, Sugar Greek Elementary will increase the percentage of students in grades 2-5 meeting of exceeding benchmark on the STAR Literacy assessment from 69.6% to at least 72%, reversing the previous year's decline and demonstrating sustained literacy growth.							
Kesuits: Dia you meet your SMAKI Goal? Proviae eviaence that shows the data indicating if you met your goal. Be sure to label and/or explain your data.							
Instructional Practice Fian 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].							
Plan, design, and facilitate places, spaces, and times for staff learning and instructional practice development focused on school improvement to occur.							
Action	ı Step	Person Responsible	Target Date	Evi	dence		
Benchmark Assessments and Spring STAR Literacy growth and goal progress	(3x/year): Fall, Winter, data to measure overall	Scott - BLT	25-26 School Year	STAR Assessment Data o	ollected in EduClimber		
Data Analysis & Goal Setting - August-September: Set individual student goals/classroom goals that align to the school-wide goal		Classroom Teachers	September 2025				
Host family literacy events and provide take-home reading kits and strategies.		Student/Family Engagement Committee & Title I	Fall Event and Spring Event	Flyer with dates and activities			
Utilize instructional coaches to support lesson planning, co-teaching, and modeling effective reading teaching practices.		Scott/Ferah in collaboration with Tracie and Staci					
Prioritize daily reading blo comprehension, fluency, a	cks with a focus on and vocabulary.	Scott/Ferah & Classroom Teachers	25-26 School Year	Area Schedule			

Instructional Leaderst Emma Clark - 4 Priscilla Steers -2 Image: Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2"C	Ship Team Members Monique Hall -1 Dates: Dates: <u>F Goal</u> h & Achievement) Go nas led you to your focus,	Karen Showalter - SLP	Scott Vogel - Principal						
Emma Clark - 4 Priscilla Steers -2 Image: Steer a Tellor - 5 Ferah Peters - AP Image: Steer a Tellor - 5 Melissa Polley - KDG Sierra Tellor - 5 Ferah Peters - AP Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Ferah Peters - AP Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Meeting Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Meeting Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Image: Steer a Tellor - 5 Student Outcome (Growth Background Data: What is the current reality? Provide background data that have a texplanation and link in your data analysis and other documents here. Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 Stee a Tellor - 5 Stee a Tellor - 5 Image: Stee a Tellor - 5 Image: Stee a Tellor - 5 <t< td=""><td>Monique Hall -1 Dates: <u>C Goal</u> h & Achievement) Go has led you to your focus,</td><td>Karen Showalter - SLP</td><td>Scott Vogel - Principal</td></t<>	Monique Hall -1 Dates: <u>C Goal</u> h & Achievement) Go has led you to your focus,	Karen Showalter - SLP	Scott Vogel - Principal						
Melissa Polley - KDG Sierra Tellor - 5 Ferah Peters - AP I Image: Meeting Image: State of the state of	Dates: <u> Goal</u> h & Achievement) Go has led you to your focus,	val: root cause and SMART G							
Meeting Meeting Meeting Meeting SMART Student Outcome (Growth Background Data: What is the current reality? Provide background data that have explanation and link in your data analysis and other documents here. Data Analysis Link below:	Dates: <u> Goal</u> h & Achievement) Go has led you to your focus,	pal: root cause and SMART G							
Meeting I Meeting I Meeting I Student Outcome Student Outcome (Growth Background Data: What is the current reality? Provide background data that has explanation and link in your data analysis and other documents here. Data Analysis Link below:	Dates: <u> F Goal</u> h & Achievement) Go has led you to your focus,	val: root cause and SMART G							
Student Outcome (Growth Background Data: What is the current reality? Provide background data that has explanation and link in your data analysis and other documents here. Data Analysis Link below: Image: Comparison of the compa	<u>F Goal</u> h & Achievement) Go nas led you to your focus,	al: root cause and SMART G							
Student Outcome (Growth Background Data: What is the current reality? Provide background data that has explanation and link in your data analysis and other documents here. Data Analysis Link below:	<u>Г Goal</u> h & Achievement) Go nas led you to your focus,	pal: root cause and SMART G							
Student Outcome (Growth Background Data: What is the current reality? Provide background data that has explanation and link in your data analysis and other documents here. Data Analysis Link below:	h & Achievement) Go	pal: root cause and SMART G							
Background Data: What is the current reality? Provide background data that has explanation and link in your data analysis and other documents here. Data Analysis Link below:	as led you to your focus,	root cause and SMART G							
Data Analysis Link below:			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.						
	Root C	Data Analysis Link below: Root Cause Documentation Link Below:							
Explanation of Background Data, Root Cause, and factors leading to your goal	al selection:								
Outcome Goal/SMART Goal: An outcome goal is a result of the analysis of stude are considered a building's outcome goals. For more information on <u>SMART Go</u>	dent data and identifying oals and examples , pleas	one or several concerns. T se see the linked document.	The student data measures						
By Spring 2026, Sugar Creek Elementary will increase the percentage of studen	ents in grades 1–5 meeti	ng or exceeding the bench	mark on the STAR Math						
assessment from 64% to at least 68%, as measured by fall, winter, and spring S	STAR assessment data.								
Results: Did you meet your SMART Goal? Provide evidence that shows the data	a indicating if you mat y	our goal Be sure to label	and/or explain your data						
Results. Did you meet your Similar Goul: 1 rovide evidence ind snows the data	a maleating if you met yo	fui goui. De sure to tuber t	ina/or explain your aala.						
Instructional P	Practice Plan								
What NEW Knowledge ("Knowing") -or- Instructional Practice(s) ("Doing") w	will your building be for	cusing on this year?							
[Key players or teams] will accomplish this goal by [what steps you'll take to ach	hieve the goal]. Accomp	lishing this goal will [resul	t or benefit].						
	0	0 0	~ .						
Action Plan with Specific Measures of Progress									
Plan, design, and facilitate places, spaces, and times for staff learning and ins	nstructional practice dev	elopment focused on schoo	l improvement to occur.						
Action Step Person Responsible	Target Date	Evic	lence						
Benchmark Assessments (3x/year): Fall, Winter, and Spring STAR Math data to measure overall growth and goal progress. Scott - BLT 25	25-26 School Year	STAR Assessment Data c	ollected in EduClimber						
Data Analysis & Goal Setting - August-September: Classroom Teachers Set individual student goals/classroom goals that align to the school-wide goal	September 2025	Student Goal Setting Sheet							
Tiered Math Interventions - Implement daily small- group interventions using research-based strategies for Tier 2 & Tier 3 students	September 2025 - April 2026	EduClimber Data - Data Day spreadsheet data collection							
Utilize instructional coaches to support lesson planning, co-teaching, and modeling effective math practices. Scott/Ferah in collaboration with Anoie/Jen									