

	Unit 5 School Improvement Plan Template <u>SIP Directions & Slides</u>		School Year:	25-26
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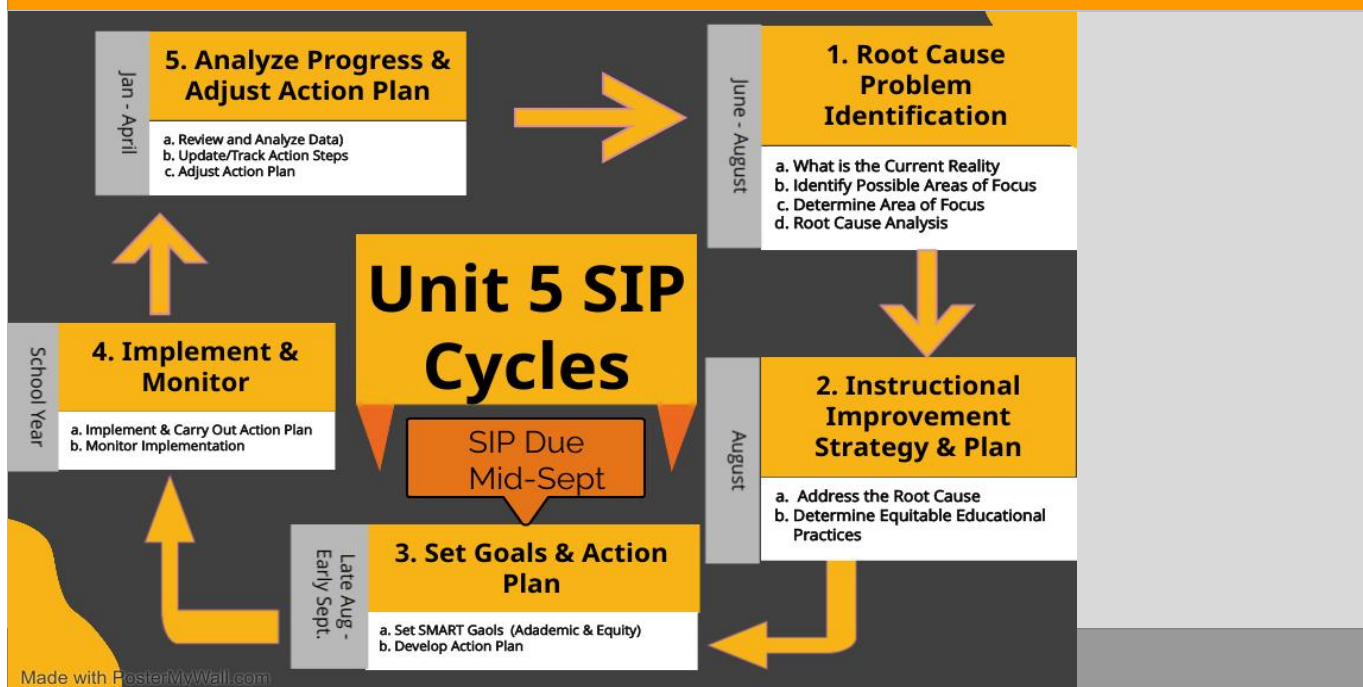
Building:	Sugar Creek	Admin. Name:	Scott Vogel
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Important Dates	
Due Date	Meeting/Task
September 27th	Plans completed and shared
Jan. - April	Analyze progress, adjust action plans, internal reporting
May 21st	Goal Results

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 Observations
 - 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 Practice 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

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.

By Spring 2026, Sugar Creek Elementary will increase the percentage of students in grades 2–5 meeting or 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.

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
Benchmark Assessments (3x/year): Fall, Winter, and Spring STAR Literacy data to measure overall growth and goal progress.	Scott - BLT	25-26 School Year	STAR Assessment Data collected 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 blocks with a focus on comprehension, fluency, and vocabulary.	Scott/Ferah & Classroom Teachers	25-26 School Year	Area Schedule

[illegible]

Academic Goal

Instructional Leadership Team Members

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Meeting Dates:

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By Spring 2026, Sugar Creek Elementary will increase the percentage of students in grades 1–5 meeting or exceeding the benchmark on the STAR Math assessment from 64% to at least 68%, as measured by fall, winter, and spring STAR assessment data.

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
Benchmark Assessments (3x/year): Fall, Winter, and Spring STAR Math data to measure overall growth and goal progress.	Scott - BLT	25-26 School Year	STAR Assessment Data collected 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	Student Goal Setting Sheet
Tiered Math Interventions - Implement daily small-group interventions using research-based strategies for Tier 2 & Tier 3 students	Math Interventionist	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 Angie/Jen		

[illegible]