Unit 5 School Improvement Plan Template

[SIP Directions & Slides]

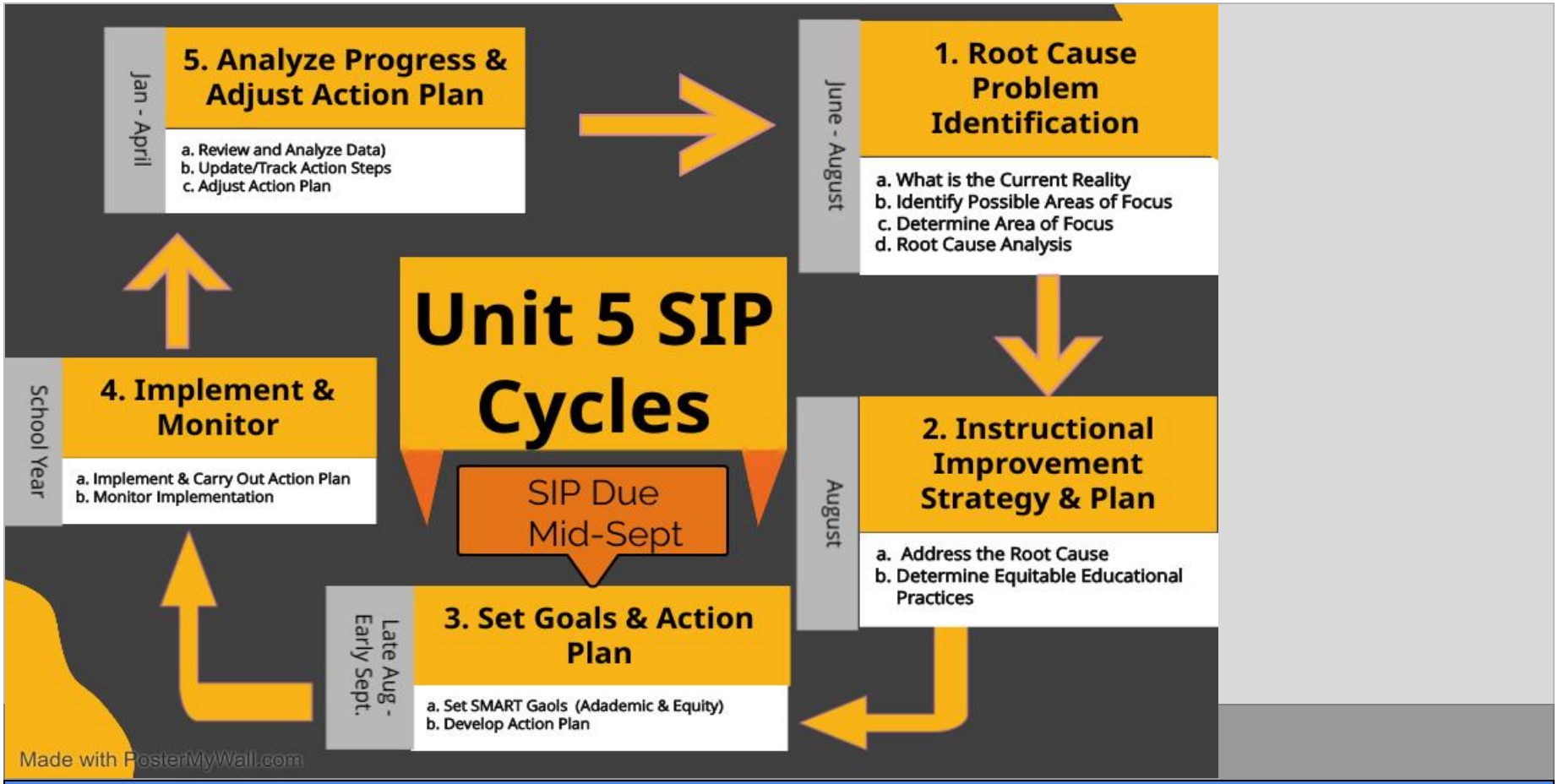
				School Year:	
Building:		Admin. Name:			

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					

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:***
Pepper Ridge Elementary Admin Data Review Template	

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

Over the last three years, Pepper's overall growth in ELA has slowed down for percentage of students that are meeting/exceeding benchmarks from fall to spring. In 22-23, there was growth of 6.1% over the year. In 23-24, there was growth of 4.2%. Last year, 24-25, Pepper saw growth of 1.5% for an overall percentage of 73.1% of 2nd-5th grade students meeting/exceeding according to the spring STAR reading assessment. We need to focus on tier 1 CORE instruction to improve that growth over next school year. We would like to see that growth double to 3% from fall to spring. We are choosing to focus on performance levels to really hone in on moving students from the "approaching" category up to meets/exceeds.

***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 the end of the 25-26 school year, the total percentage of Pepper Ridge 2nd-5th students that are meeting/exceeding benchmarks on the STAR Reading assessment will grow 3%.

***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
Instructional Leadership Team meetings- review data	ILT Team	Monthly	
Data days- Fall, winter, spring	Classroom teachers and interventionists		
UDL Training	Kirsten Freeze		
Data reflection and coaching	Staci Shroen		
Intervention training for LBS1s/interventionists	Allie Nord		
Walkthroughs using district Literacy look-for tools	Kirsten Freeze		

Academic Goal

Instructional Leadership Team Members					

Meeting Dates:					

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***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 the end of the 25-26 school year, the total percentage of Pepper Ridge 1st-5th students that are meeting/exceeding benchmarks on the STAR Math assessment will grow 5%.

***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
Building training on IM with district Math coach	Angie Grubic		
Implementation of Illustrative Math			
Instructional Leadership Team meetings- review data	ILT Team	Monthly	
Data days- Fall, winter, spring	Classroom teachers and interventionists		
UDL Training	Kirsten Freeze		
Vertical alignment training	Robert Battey		
Coaching on math instruction with observations and feedback	Angie Grubic		