



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year:

2026-27

Building:

Fox Creek

Admin. Name:

Leslie Davenport and Anabel Stelmaszek

Important Dates

Due Date

Meeting/Task

September 27th

Plans completed and shared

Jan. - April

Analyze progress, adjust action plans, internal reporting

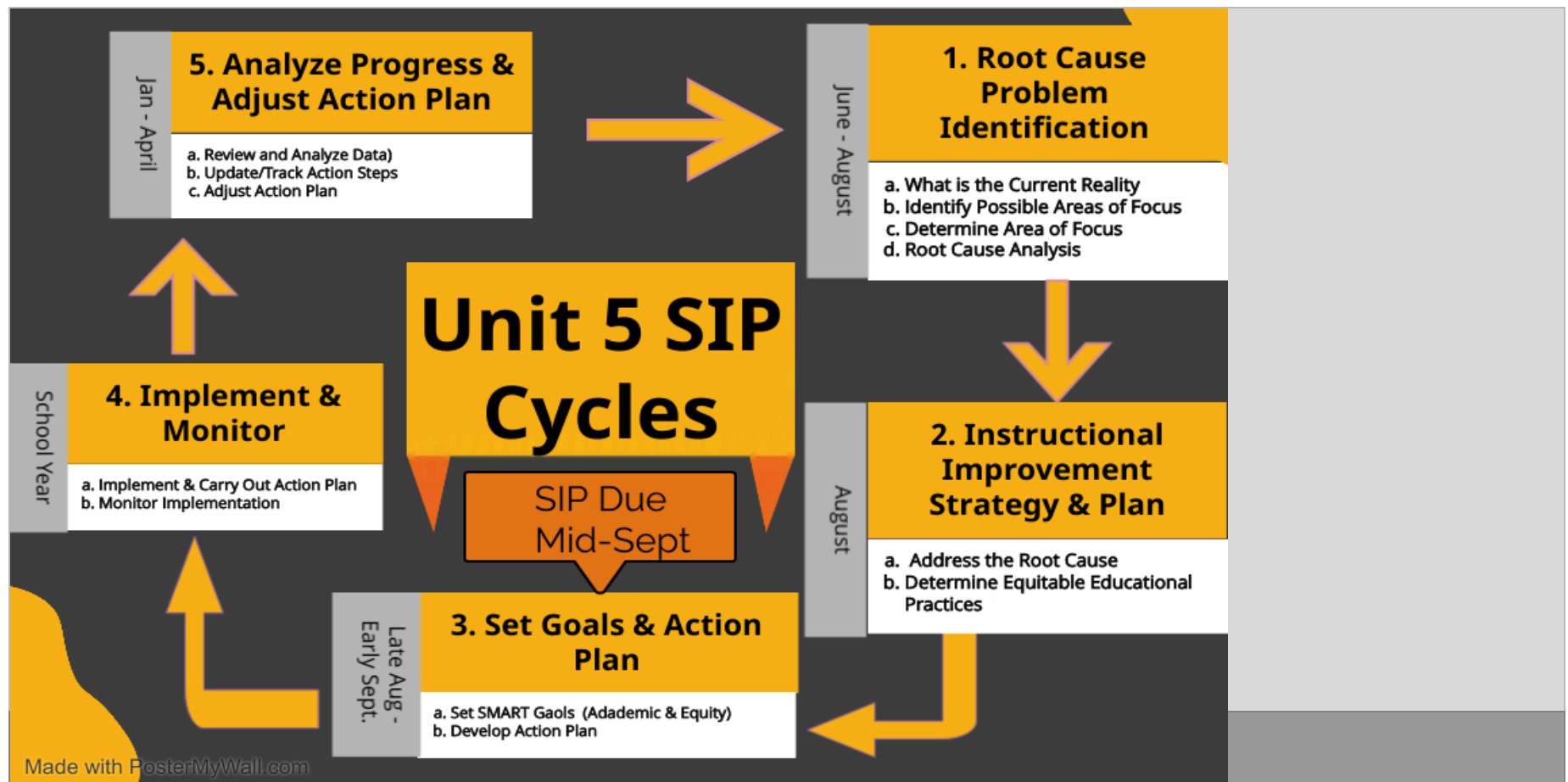
May 21st

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 (Literacy)

Instructional Leadership Team Members

Leslie Davenport	Anabel Stelmaszek	Kelly Reardon	Susie Downing	Shannon Hedman	Kjersten Woodward
Meghan Hillebrant	Susan Felix	Stephanie Banks	Sarah Egge		

Meeting Dates:

8/18/26	9/3/26	10/6/26	11/4/26	12/2/26	1/6/27
2/3/27	3/3/27	4/7/27	5/5/27		

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:

 Fox Elementary Admin Data Review

Root Cause Documentation Link Below:

[Fox Preliminary Root Cause Document](#)

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

Based on the Fountas & Pinnell reading data provided, students demonstrate strong growth in 1st and 2nd grade but faces a significant challenge in maintaining and accelerating reading achievement in 3rd through 5th grade. During hte 2025-26 school year, there was a 6.9 percentage point gain, exceeding the previous year's growth of 6.2 points however, previously we had a 8.2% growth.

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.

During the 2026-27 school year, our goal is to increase our Fountas and Pinnell meets and exceeds group in grades 1-5 by 7% during the Fall to Spring time period

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	
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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].

The staff at Fox Creek Elementary will continue to strengthen small group and differentiated instruction during reading and writing to improve student text

Action Plan with Specific Measures of Progress	
1. Develop a comprehensive business plan	1.1. Conduct market research and identify target audience
2. Secure funding and resources	2.1. Create a budget and financial projections
3. Hire and train staff	3.1. Recruit and hire qualified personnel
4. Launch the business	4.1. Develop marketing and sales strategies
5. Monitor and evaluate performance	5.1. Track key performance indicators (KPIs)
6. Adapt and improve the business	6.1. Gather customer feedback and make adjustments

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

[illegible]

Academic Goal (Math)

Instructional Leadership Team Members

Leslie Davenport	Anabel Stelmaszek	Kelly Reardon	Susie Downing	Shannon Hedman	Kjersten Woodward
Meghan Hillebrant	Susan Felix	Stephanie Banks	Sarah Egge		

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

A review of STAR Math data from the past three school years we have had consistent schoolwide growth in mathematics achievement. Overall proficiency increased from 59.6% in Fall 2025 to 63.0% in Spring 2026, representing a 3.4 percentage point gain. This continues a positive trend of growth observed during the previous two years. While several grade levels showed strong achievement and growth, the data also revealed persistent performance concerns in Grades 3 and 4. Second grade demonstrated exceptional growth, increasing from 54.1% proficiency in the fall to 75.6% in the spring (+21.5%). Fifth grade maintained strong achievement levels and ended the year at 69.0% proficiency. In contrast, Grade 3 has experienced negative fall-to-spring growth for three consecutive years (-2.8%, -1.5%, and -2.9%), indicating a recurring pattern of students not maintaining progress throughout the school year. Grade 4 has similarly struggled, showing negative growth in two of the past three years (-4.4% and -2.1%) and ending the 2025-2026 school year with the lowest spring proficiency rate in the building (47.9%). Additionally, Grades K, 1, 3, and 4 all experienced declines from winter to spring benchmarks, suggesting challenges in sustaining student learning and transferring skills to independent performance.

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.

During the 2026-2027 school year, our goal will be to increase our STAR Math scores in the 17th percentile and above in grades 1-5 by 3.5% during the Fall to Spring time period. Progress will be monitored through STAR benchmark assessments, common formative assessments, and intervention data reviews.

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
Weekly Staff Notes	Davenport		
CORE Team Summative Designation	Davenport		
Staff SIP Update (Early Release)	Davenport		
Data Day Check in	Davenport		
Data Day	Davenport		

Math Block Planning	Davenport			
School Improvement Planning and Root Cause	Davenport			
IM Training				
Math Walkthroughs	Davenport			
Fountas and Pinnell Grade level work				