



## Unit 5 School Improvement Plan Template

### SIP Directions & Slides

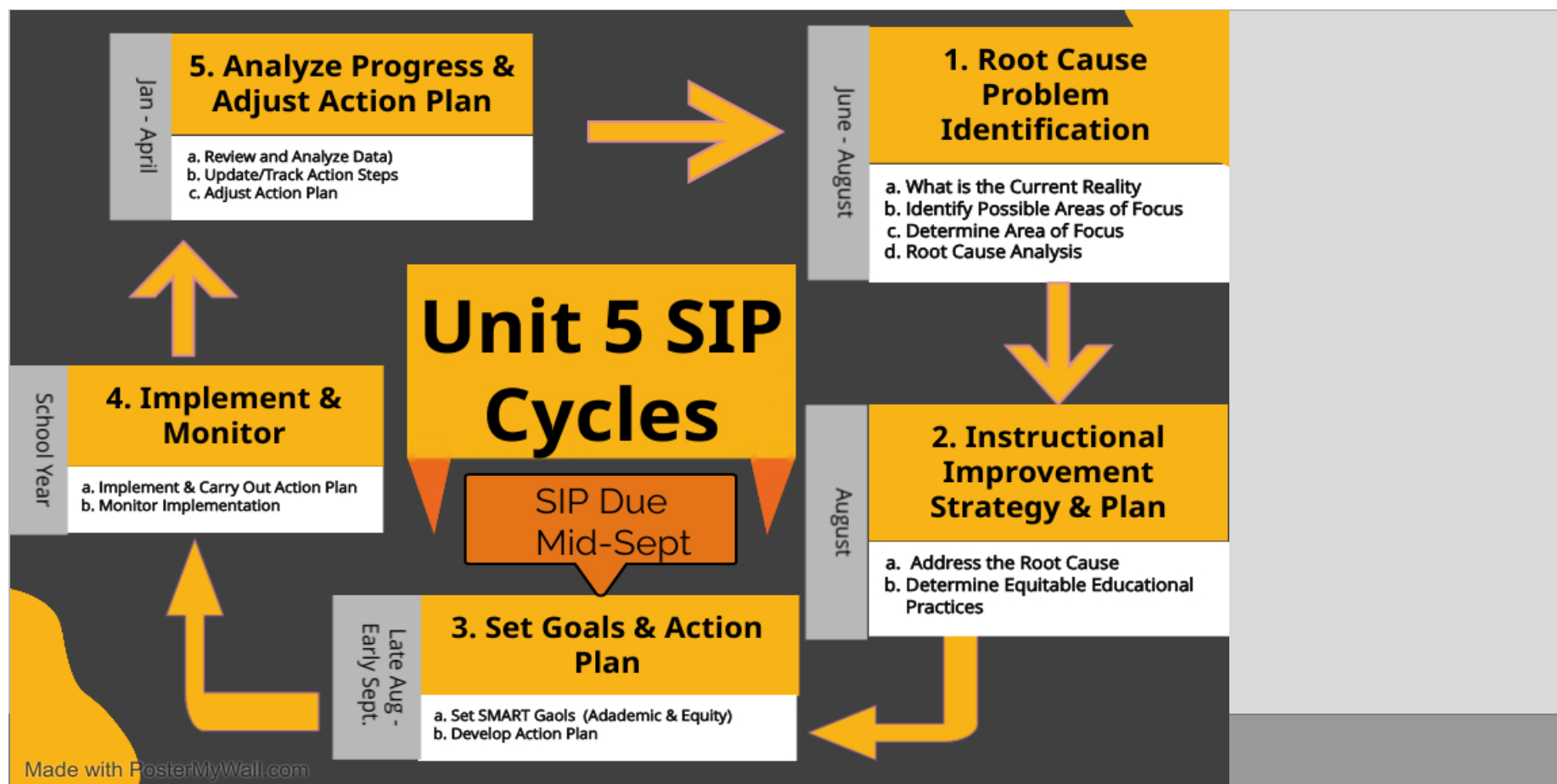
School Year: 2026-2027

| Building:       | Pepper Ridge                                              | Admin. Name: | Robert Battey, Kirsten Freeze, Yesica Jones |
|-----------------|-----------------------------------------------------------|--------------|---------------------------------------------|
| 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

|                       |                       |                       |                       |                         |                        |
|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|------------------------|
| <b>Robert Battey</b>  | <b>Kirsten Freeze</b> | <b>Britney Arendt</b> | <b>Brandy Roberts</b> | <b>Betzy Zimmerman</b>  | <b>Jennifer Corbly</b> |
| <b>Jennifer Ficek</b> | <b>Hadley Stimler</b> | <b>Shauna Gourley</b> | <b>Nicole Schneyr</b> | <b>Leza Kirshenbaum</b> | <b>Ashley Zook</b>     |
|                       |                       |                       |                       |                         |                        |

### Meeting Dates:

|                 |  |  |  |  |  |
|-----------------|--|--|--|--|--|
| <b>8/5/2026</b> |  |  |  |  |  |
|                 |  |  |  |  |  |

### 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 Data](#)

#### **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%, 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. Last year in 25-26, Pepper experienced a growth of 5.4 with an overall percentage of 74.8 meeting or exceeding. We will continue to focus on tier 1 CORE instruction to maintain growth over next school year. We would like to see that growth at 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. We aim to improve tier 1 instruction, thus why we are omitting SS students from our targeted goal. They are typically on an alternate curriculum and generally not included during language arts.

**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.

Currently, 74.8 % of students in grades 2-5 are meeting and exceeding benchmarks on the Star reading assessment. By the end of the 26-27 school year, the total percentage of Pepper Ridge students in grades 2nd-5th students that are meeting/exceeding benchmarks on the STAR reading assessment will increase by 3% overall.

**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?**

*This year we are implementing student goal setting based on professional reading about goal setting.*

### 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          | <a href="#">Running Agenda</a>               |
| Data days- Fall, winter, spring                                     | Classroom teachers and interventionists |                  | <a href="#">Intervention Planning</a>        |
| Intervention training for LBS1s/interventionists                    | Allie Nord                              |                  |                                              |
| GAP Tutoring                                                        | Batthey                                 | Oct-Dec, Jan-Mar | <a href="#">Gap Attack Tutoring Document</a> |
| Opportunities for increased peer to peer observations during ELA.   |                                         |                  |                                              |
| Collaboration opportunities for planning and team data discussions. | Grade Level Teachers                    | ERD Days         | <a href="#">Sample Agenda</a>                |

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## Academic Goal

### Instructional Leadership Team Members

|                |                |                |                 |                  |                 |
|----------------|----------------|----------------|-----------------|------------------|-----------------|
| Robert Battey  | Kirsten Freeze | Britney Arendt | Brandy Robserts | Betzy Zimmerman  | Jennifer Corbly |
| Jennifer Ficek | Hadley Stimler | Shauna Gourley | Nicole Schneyr  | Leza Kirshenbaum | Ashley Zook     |
|                |                |                |                 |                  |                 |

### Meeting Dates:

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### SMART Goal

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**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 Data](#)

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

Over the last three years, Pepper's overall growth in math achievement for students meeting/exceeding benchmarks has grown tremendously. In 22-23, there was growth of 1.4% over the year. In 23-24, there was growth of 1.5%, 24-25, Pepper saw growth of 5.4% for an overall percentage of 69.3%, and last year 25-26, Pepper Ridge grew 2 percent with an overall 70 percent of 1st-5th grade students meeting/exceeding according to the spring STAR math assessment. We need to continue focus on implementation of the new math curriculum, Illustrative Math. We would like to see that growth continue at at least 3% from fall to spring for the 26-27 school year. We are choosing to focus on performance levels to really hone in on moving students from the "approaching" category up to meets/exceeds. We are focused on tier 1 instruction using our new math resource which is why we have omitted SS students as they are not included during math instruction and on an alternate curriculum.

**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.

Currently, 70% of students in 1st through 5th grade are meeting and exceeding math benchmarks on the Star assessment. By the end of the 26-27 school year, the total percentage of Pepper Ridge students in 1st-5th students that are meeting/exceeding benchmarks on the STAR Math assessment will grow by 3% overall.

**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?**

*This year we are implementing student goal setting based on professional reading about goal setting.*

### 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                            | Monthly              | <a href="#">Sample schedule</a>              |
| Implementation of Illustrative Math                            |                                         |                      |                                              |
| Instructional Leadership Team meetings- review data            | ILT Team                                | Monthly              | Running Agenda                               |
| Data days- Fall, winter, spring                                | Classroom teachers and interventionists |                      | <a href="#">Intervention Planning</a>        |
| GAP Tutoring                                                   | Batthey                                 | Oct-Dec, Jan-Mar     | <a href="#">Gap Attack Tutoring Document</a> |
| Coaching on math instruction with observations and feedback    | Angie Grubic                            |                      |                                              |
| Increased Peer observation opportunities                       | Angie Grubic-th Grade team              |                      |                                              |
| Thinking Classroom PD                                          | Grubic/Gibson                           | <a href="#">Plan</a> | <a href="#">Presentation.</a>                |
| Increased team collaboration time to investigate data and plan | Grade Level Teachers                    | ERD Days             | <a href="#">Sample Agenda</a>                |

|                                                |  |                      |                      |                                  |                                     |
|------------------------------------------------|--|----------------------|----------------------|----------------------------------|-------------------------------------|
| Quarterly SIP check in                         |  | Mr. Battey           |                      | <a href="#">Folder Link</a>      |                                     |
| Student Goal Setting in ELA and Math           |  | Grade Level Teacher  | October-DEC, Jan-Mar | <a href="#">Capture Document</a> |                                     |
| Para Training- Questioning and Student Support |  | Freeze/Grubic/Gibson |                      | <a href="#">Questioning</a>      | <a href="#">Pepper Para 4.16.26</a> |

## Equity Goal

### Instructional Leadership Team Members

|                 |                     |                |              |                   |            |
|-----------------|---------------------|----------------|--------------|-------------------|------------|
| Robert Battey   | Kirsten Freeze      | Kristen Rogers | Suzie Morgan | Donna Christopher | Kara Barr  |
| Jennifer Corbly | Elizabeth Washkuhn  | Hadley Stimler | Aya Kato     | Ashley Zook       | Anna Evans |
| Sabin Keneipp   | Hannah Kupferschmid |                |              |                   |            |

### Meeting Dates:

|          |  |  |  |  |  |
|----------|--|--|--|--|--|
| 8/5/2026 |  |  |  |  |  |
|          |  |  |  |  |  |

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

**Data Analysis Link below:**

**Root Cause Documentation Link Below:**

[Pepper Data](#)

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

Over the last two years our Black or African American student group has declined in the area of literacy for percentage of students meeting or exceeding. In 24-25, growth declined 1.2 percent with 65.4 % meeting or exceeding. Last year, in 25-26, growth declined 1.5 percent with 48.5% meeting or exceeding. This also represents a significant achievement gap with between our highest performing student group(two or more races) which ended the year at 84.2% of students meeting or exceeding with a 4.2 growth rate. Lastly, our majority population student group(White) finished the year with 80%

**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](#), please see the linked document.

Currently, 48.5% of students in the Black or African American student group in grades 1st through 5th grade are meeting and exceeding math benchmarks

**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                                                                                        |                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1. Develop a comprehensive business plan, including a detailed market analysis, financial projections, and a clear value proposition. | 2. Secure initial funding through a combination of personal savings, family support, and a small loan from a local bank. |
| 3. Hire a small team of experienced professionals, including a salesperson, a marketing specialist, and a general manager.            | 4. Establish a strong online presence through a professional website and active social media profiles.                   |
| 5. Launch the business with a targeted marketing campaign, focusing on local advertising and direct sales efforts.                    | 6. Monitor sales and customer feedback closely, adjusting the business plan and marketing strategy as needed.            |
| 7. Expand the product line by introducing new, high-quality items that complement the existing offerings.                             | 8. Build a strong relationship with local suppliers and vendors to ensure a steady flow of inventory.                    |
| 9. Implement a robust customer loyalty program to encourage repeat business and increase customer retention.                          | 10. Regularly review financial performance and adjust the budget to maintain profitability.                              |

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

[illegible]