



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year:

26-27

Building:

Sugar Creek

Admin. Name:

Scott Vogel

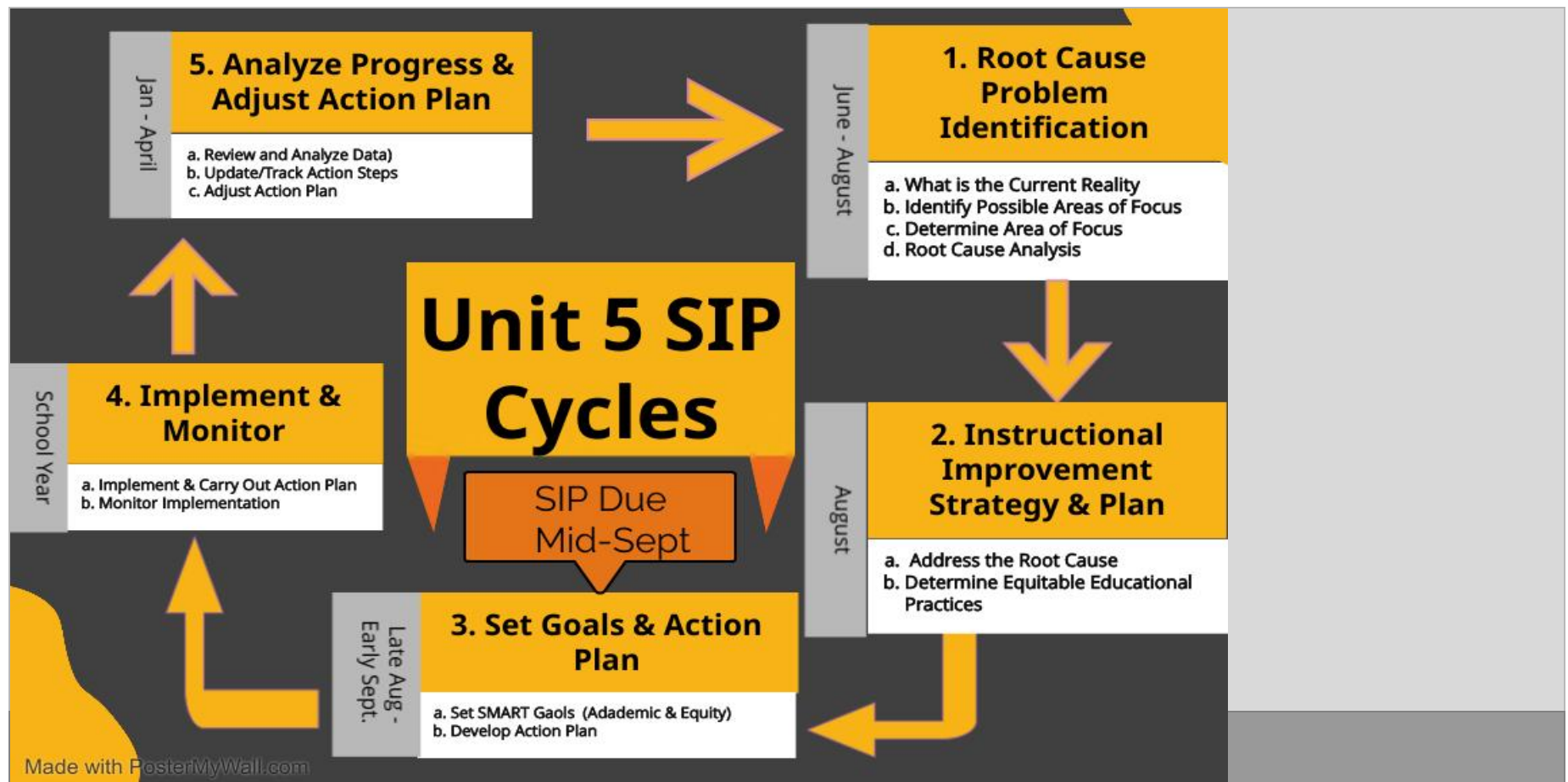
Important Dates

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.

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

Gwen Peebles - Music	Priscilla Steers -2	Ferah Peters - AP	Monique Hall -1	Karen Showalter - SLP	Scott Vogel - Principal
Melissa Polley - KDG	Sierra Tellor - 5	Cristie Koechle - MTSS			

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:
Sugar Creek Elementary Admin Data Review Template	

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

The decline in student performance on the STAR Literacy Assessment from Fall to Spring is our primary background data. The root cause, although probably multi faceted, but might be directly connected to our approach to small group instruction. So, with this we want to focus on developing our small group instruction and how we are differentiating our instruction specifically during small group instruction.

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, Sugar Creek's goal is to increase student performance in reading by improving STAR Reading assessment meets and exceeds scores by 2% from fall to spring. Progress will be monitored through fall, winter, and spring STAR assessments, along with ongoing classroom-based formative assessments to ensure targeted support and intervention for students not meeting grade-level expectations.

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	26-27 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	BLT & Classroom Teachers	September 2026	Student Goal Setting Sheet -
Identify "Bubble Students" : Pinpoint students who are just a few scaled score points away from moving into the "meets" or "exceeds" categories. These students will be crucial for hitting the 2% growth target.	Certified Staff - Classroom Teachers and LBS1s	September/October 2026	STAR Assessment Data collected in EduClimber
Walkthroughs - Specifically looking at small group instruction	Scott/Ferah & Classroom Teachers	Monthly throughout 26-27 School Year	Walkthrough Form
Utilize instructional coaches to support lesson planning, co-teaching, and modeling effective reading teaching practices.	Scott/Ferah in collaboration with Tracie and Staci		Agendas with dates utilizing Literacy coaches

Academic Goal

Instructional Leadership Team Members

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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:
Sugar Creek Elementary Admin Data Review Template	

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

We declined overall by 1% in the 2025-2026 school year from Fall to Spring. A root cause may be Inconsistent differentiation of instruction to meet all learners needs. We looked at last year's data and deemed 2% growth to be a realistic attainable goal.

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, Sugar Creek in grades 1-5 will improve overall student performance in mathematics by implementing Illustrative Math curriculum school wide. By the spring STAR assessment, we will increase the percentage of students meeting or exceeding grade-level expectations by 2%. Progress will be monitored throughout the school year with STAR assessments and ongoing formative assessments embedded in the Illustrative Math program to inform instruction and support differentiated learning.

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?

All educators directly providing math instruction and math intervention will use IM daily to teach math to our students. Educators will collaborate on Institute Days on best practices that will be used when teaching math. We will use our math coaches to provide feedback to staff and continue to support our staff in teaching Illustrative Mathematics Curriculum.

Action Plan with Specific Measures of Progress	
1. Develop a comprehensive business plan	1. Conduct market research and analysis
2. Secure funding and investment	2. Create a detailed financial model
3. Hire and train staff	3. Establish a strong brand identity
4. Launch the business	4. Implement a robust marketing strategy
5. Monitor and evaluate performance	5. Build a strong customer base
6. Expand and diversify offerings	6. Optimize operational efficiency
7. Seek strategic partnerships	7. Stay up-to-date on industry trends
8. Regularly update the business plan	8. Foster a culture of innovation
9. Maintain strong financial records	9. Engage in continuous learning
10. Stay motivated and resilient	10. Build a supportive network

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

[illegible]

Equity Goal

Instructional Leadership Team Members

Gwen Peebles - Music	Priscilla Steers -2	Ferah Peters - AP	Monique Hall -1	Karen Showalter - SLP	Scott Vogel - Principal
Melissa Polley - KDG	Sierra Tellor - 5	Cristie Koechle - MTSS			

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 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:

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

We are noticing that our students with IEPs overall are missing out on CORE instructional time with peers due to dysregulation, often at times escalating to physical aggression. This also in turn disrupts the learning for the entire classroom. Another factor is the focus on Administrations time helping to support dysregulated students instead of supporting the instrucion that is happening in the classroom to drive student achievement.

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.

By the spring of the 26-27 school year, the risk ratio for incidents of students with IEPs will decrease from 1.3 to 1.1 or less compared to non-IEP students. The 24-25 School year had a risk ratio for students with an IEP of 0.7. This is an increas of 0.6 over the course of 1 school year.

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.

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Instructional Practice Plan	
<i>What NEW Knowledge (“Knowing”) -or- Instructional Practice(s) (“Doing”) will your building be focusing on this year?</i>	

[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. Establish a legal entity (LLC) and obtain necessary licenses and permits for food service.	4. Source high-quality ingredients from local suppliers to ensure freshness and support the community.
5. Design and build a clean, functional kitchen space in a shared commercial building.	6. Hire and train a small team of staff, focusing on food safety and customer service.
7. Launch the business with a soft opening, offering a limited menu to gather feedback.	8. Implement a social media strategy to promote the business and engage with the local community.
9. Monitor financial performance closely, adjusting the menu and pricing as needed.	10. Explore opportunities for collaboration with other local businesses and organizations.

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

[illegible]