



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year:

26-27

Building:

Oakdale

Admin. Name:

Andrea Lockhart

Important Dates

Due Date

Meeting/Task

September 27th

Plans completed and shared

Jan. - April

Analyze progress, adjust action plans, internal reporting

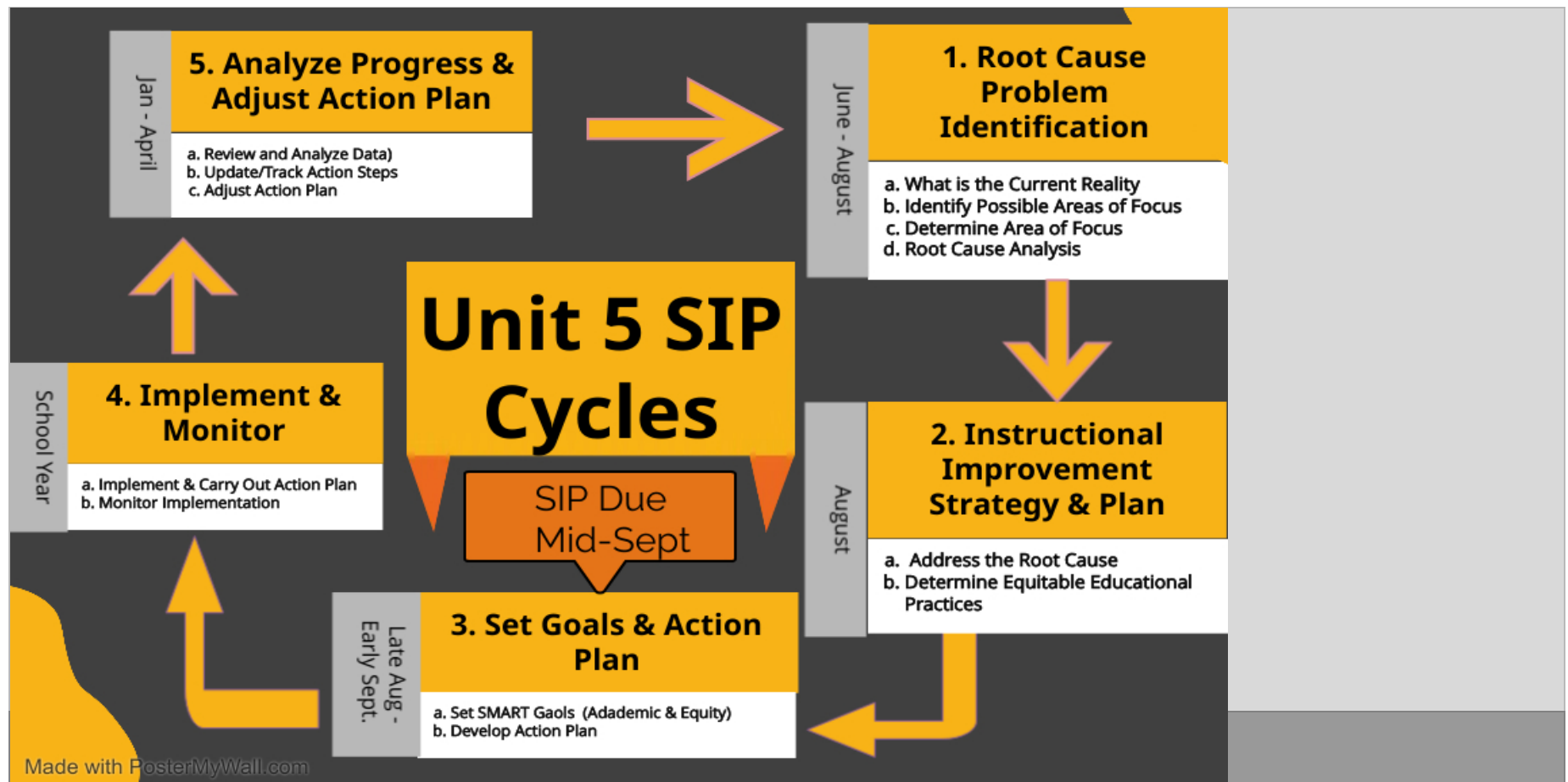
May 21st

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

Katie Masla	Mel Smith	Stephanie Lee	Amy Brigham	Michele Herrmann	Kate Provin
Lyn Taylor	Andrea Lockhart				

Meeting Dates:

7/25/25	10/2/25	12/4/25	3/5/26	5/1/26	
9/4/25	11/6/25	2/5/26	4/2/26		

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:

[Oakdale Data Analysis](#)

Root Cause Documentation Link Below:

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

In the most recent full academic year data, Oakdale Elementary's overall performance level for Grades 1–5 moved from 54% in the Fall to 60% in the Spring. This represents an exact school-wide growth of 6%. While the overall hits the target growth number, a closer look reveals systemic mid-year performance dips and demographic equity gaps for Black/African American students. In addition, there was less growth from winter to spring. We believe that we can maintain the same growth while addressing the achievement gaps for students and increasing the growth from winter to spring. In addition, this is a new curriculum that we are building capacity for our educators, and continuing to focus on implementing with fidelity as well as finding areas to fill in knowledge gaps to support students will prove to be beneficial.

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.

Our goal is to increase the percentage of students that score at Meets/Exceeds on STAR Math by 6% from Fall 2026 to Spring of 2027.

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. Establish a dedicated team for the project.	2. Conduct a thorough market research.
3. Develop a detailed business plan.	4. Secure necessary funding and resources.
5. Implement a robust marketing strategy.	6. Monitor and evaluate progress regularly.
7. Foster strong relationships with stakeholders.	8. Adapt to changes and challenges promptly.
9. Maintain clear communication channels.	10. Celebrate milestones and achievements.

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

[illegible]

Academic Goal

Instructional Leadership Team Members

Katie Masla	Mel Smith	Stephanie Lee	Amy Brigham	Michele Herrmann	Kate Provin
Lyn Taylor	Andrea Lockhart				

Meeting Dates:

7/25/25	10/2/25	12/4/25	3/5/26	5/1/26	
9/4/25	11/6/25	2/5/26	4/2/26		

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:

[Oakdale Data Analysis](#)

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

Looking at the most recent full academic year data (2025–2026), Oakdale Elementary's overall percentage of students meeting or exceeding expectations in Grades 1–5 grew from 61.6% in the Fall to 71.5% in the Spring. This trend has been consistent over several years. The data also shows so demographic gaps for Black/African American with a decline in performance by 4%. There is also a lot of variability between grade levels. Root cause contributing factors could be chronic absenteeism, as we have a high percentage of students in that area. In addition, implmeenting tier 1 with fidelity as well as tier 2 interventions across grade levels consistantly could also be a root cause. We selected 10% growth as our goal because it is a trend we want to see continue and with a focus on implmenting curriculum and interventions with fidelity to try to increase the students that meet and exceed throughout the year.

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.

Our goal is to increase the percentage of students that score at Meets/Exceeds on STAR reading by 10% from Fall 2026 to Spring 2027.

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
Analyze Reading Intervention Practices	Lockhart/Ghrist	Fall 2026	
Staff planning with intervention coach on best practices within the classroom	Ghrist	Fall 2026	
T1 best practices review	Ghrist/Lockhart/CORE	Fall 2026	
Text analysis for curriculum materials	Staff	Winter 2026	
Staff collaboration on curriculum/implementation	Staff	Winter 2026	
K-2 implement UFLI with fidelity	Staff	ongoing	

Equity Goal

Instructional Leadership Team Members

Katie Masla	Mel Smith	Stephanie Lee	Amy Brigham	Michele Herrmann	Kate Provin
Lyn Taylor	Andrea Lockhart				

Meeting Dates:

7/25/25	10/2/25	12/4/25	3/5/26	5/1/26	
9/4/25	11/6/25	2/5/26	4/2/26		

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:

[Oakdale Data Analysis](#)

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

Looking at Oakdale's most recent behavior data from the 2021–2022 baseline to the most recent 2025–2026 school year, total annual OSS events skyrocketed by +229.2% overall (going from 48 to 158 incidents) Breaking it down further, we see Black or African American: 76 incidents (47.2% of total OSS) White: 47 incidents (29.2% of total OSS) Two or More Races: 27 incidents (16.8% of total OSS) Hispanic / Latino: 11 incidents (6.8% of total OSS). The disparity in numbers needs to be addressed in addition to the increase in suspension overall. Root causes could be subjectivity in what disruptive behavior and noncompliance are. In addition, the number of ISS has decreased and we went to more restrictive measures which could attribute to the cause. There could also be deficits in staffs training with trauma informed and de-escalation strategies which escalates behaviors into physical aggression referrals.

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.

Our goal is to reduce Black/African American suspensions by 40% (from 76 to 45 or fewer) from Spring 2026 to Spring 2027.

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?

The CORE team and PBIS team will accomplish this goal by Standardizing Behavior Metrics and expectations and Professional Development & Coaching

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
Establish common expectations school wide for all areas and classrooms	PBIS	Fall 26	
Share with staff office/classroom managed behaviors	PBIS	Fall 26	
Bahvior Matrix Review	Dr. Caffey	Fall 26	
Create expectation reminders/targets for each month	PBIS	Fall 26	

Provide school-wide professional development focused on de-escalation tactics	Lockhart	ongoing	
Provide school-wide professional development focused on implicit bias training	Lockhart	Ongoing	
Provide school-wide professional development focused on tier 1 classroom management.	PBIS	Ongoing	
Provide school-wide professional development focused on building restorative relationships	PBIS	Ongoing	