



## Unit 5 School Improvement Plan Template

### SIP Directions & Slides

School Year:

2026-2027

Building:

Cedar Ridge

Admin. Name:

Alison Kohler & Latavia Jordan

#### Important Dates

Due Date

Meeting/Task

September 27th

Plans completed and shared

Jan. - April

Analyze progress, adjust action plans, internal reporting

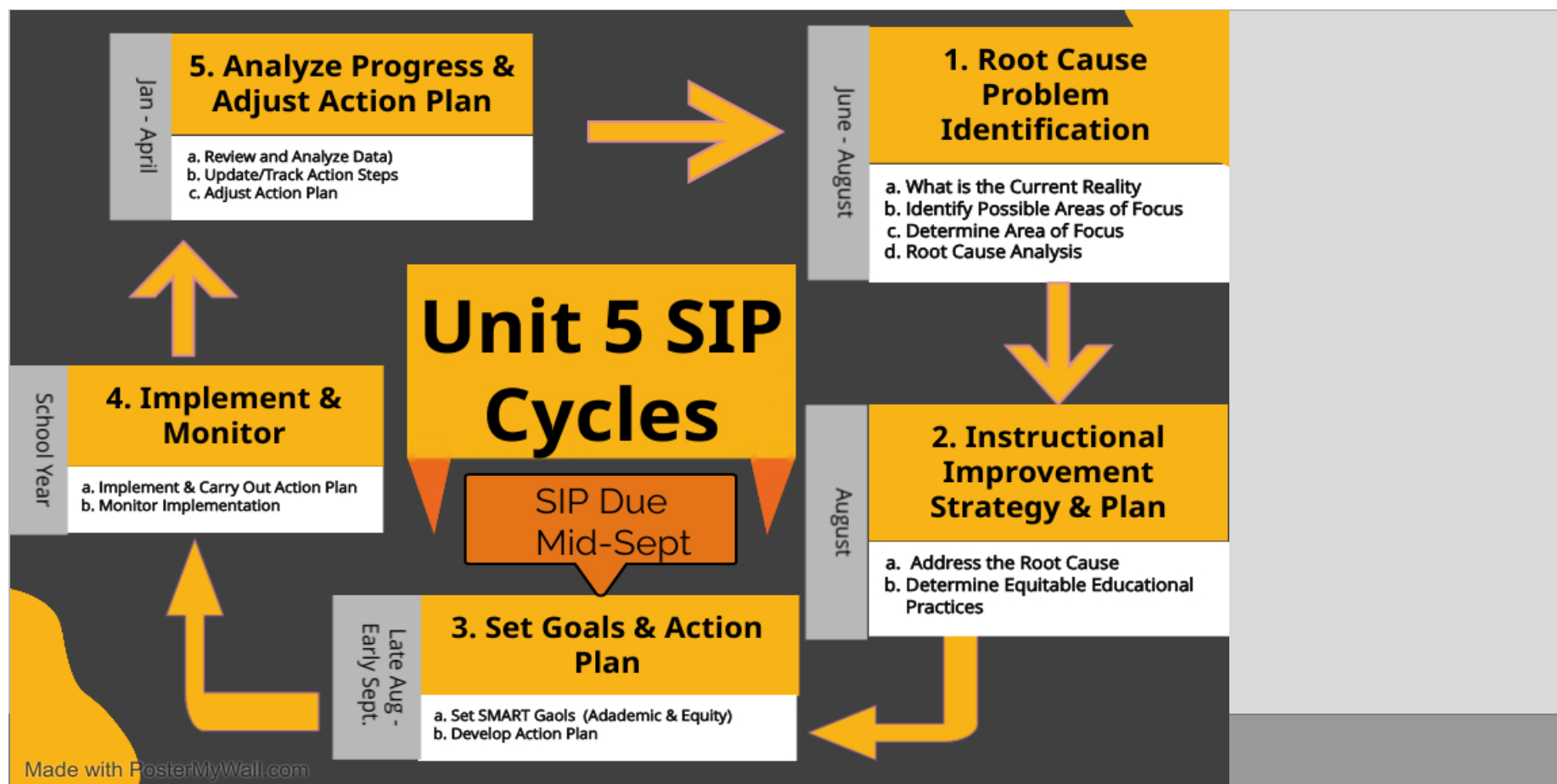
May 21st

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*

# Cedar Ridge Literacy Goal

## Instructional Leadership Team Members

|             |                  |                |               |              |                |
|-------------|------------------|----------------|---------------|--------------|----------------|
| Brea Womack | Ally Brodbeck    | Latavia Jordan | Kim Lynch     | Toni Freesen | Leslie Kokotek |
| Jenny Roop  | Maggie Lakebrink | Alison Kohler  | Ana Sciortino |              |                |
|             |                  |                |               |              |                |

## Meeting Dates:

|  |  |  |  |  |  |
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## 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 Tracking .Cedar will focus on promoting literacy reading achievement across all grade levels (K-5). Based on historical data, Cedar Ridge's student population shows a low proficiency level in STAR reading for students testing at or above benchmark. Through root cause analysis, the team has determined that while all staff will benefit from Tier 1 instructional training, there will be a specific focus on students with IEP's as well and dual language learners throughout the action plan to ensure that these underperforming subgroup populations have high levels of achievement and demonstrate proficiency.

**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.

**Cedar Ridge Elementary will improve overall reading achievement and growth. By May 2027, the percentage of all students meeting or exceeding grade-level benchmarks on the STAR Reading assessment will increase by 2%.**

**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 |
|---------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------|----------|
| Incorporation of consistent cross-departmental instructional planning (LBS1's, Gen Ed Teachers, DL Teachers, Paras) | ALL                | All 26-27 Early Releases                                              |          |
| Instructional Coaching PD Sessions on Intervention & Literacy Block (small-group instruction, Tier 1 Fidelity)      | Staci Schroen      | Sept. '26 & Jan. '27                                                  |          |
| Adelante Trainings - Oracy for All                                                                                  | Adelante & Admin   | August 19<br>Sept. 15<br>Oct. 21<br>Dec. 2<br>Feb. 5<br>March 2 (TBD) |          |
| Family Engagement Kits to provide instructional materials for home-school connection & literacy skill promotion     | CORE Team          | May '27                                                               |          |
|                                                                                                                     |                    |                                                                       |          |
|                                                                                                                     |                    |                                                                       |          |

[illegible]

# Cedar Ridge Math Goal

## Instructional Leadership Team Members

|             |                  |                |               |              |                |
|-------------|------------------|----------------|---------------|--------------|----------------|
| Brea Womack | Ally Brodbeck    | Latavia Jordan | Kim Lynch     | Toni Freesen | Leslie Kokotek |
| Jenny Roop  | Maggie Lakebrink | Alison Kohler  | Ana Sciortino |              |                |
|             |                  |                |               |              |                |

## Meeting Dates:

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## 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 Tracking Our students are not making sufficient growth on Star Math from Fall to Spring. We need to focus on providing the Math instruction with fidelity and focusing on the tools we have available at the district level to support students. We also need to provide more training to teachers to support the Math intervention provided during the intervention block.

**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.

Cedar Ridge Elementary will improve overall math achievement and growth. By May 2027, the percentage of all students meeting or exceeding grade-level benchmarks on the STAR Math assessment will increase by 2%.

**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       | 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]

## Equity Goal

### Instructional Leadership Team Members

|             |                  |                |               |              |                |
|-------------|------------------|----------------|---------------|--------------|----------------|
| Brea Womack | Ally Brodbeck    | Latavia Jordan | Kim Lynch     | Toni Freesen | Leslie Kokotek |
| Jenny Roop  | Maggie Lakebrink | Alison Kohler  | Ana Sciortino |              |                |
|             |                  |                |               |              |                |

### Meeting Dates:

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### 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 link in your data analysis and other documents here.

Cedar Ridge Elementary has historically had an increased number of black students account for their discipline data. Our staff identified lack of knowledge of entering majors versus minors, the need for more practical strategies to support students who have experienced trauma, and the need for more targeted equity training to support our de-escalation tools and reflection on our bias as our root cause for this data.

**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. Discipline data will be reviewed monthly, with progress measured in May 2025.

Cedar Ridge Elementary will reduce the physical aggression discipline referrals. By May 2027, the physical aggression referral rate for students will decrease from \_\_\_\_ to \_\_\_\_\_. (TBD in July)

**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                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|
| Behavior Review Training: Clear communication on referrals/consequences                                                                                                                 | Admin & Tier 2 team                             | All Institute Days                                                | Email to staff/Institute Day Agenda                                 |
| Trust-Based Relational Classroom Intervention Training                                                                                                                                  | Admin, Tier 2 team, TBRI coaches, Chicago Lurie | 9/9, 12/3                                                         |                                                                     |
| CORE Team Discipline Review                                                                                                                                                             | Core Team/PBIS                                  | Monthly with Tier 2 team, Institute days in November and February | Sorting behavior data by ethnicity                                  |
| PBIS Tier 2 Data Review - One on one with teachers & coaching plans                                                                                                                     | Tier 2 team & Admin                             | 10/1 & 2/20                                                       |                                                                     |
| De-escalation training: Focus on Need; Address behaviors privately/not shaming whole-class; behavior-specific praise; practicing/role-playing after district-wide deescalation training | DEI Training                                    | December 4                                                        | Intentional practice; continuation of training topics               |
| Universal directives in English and Spanish (school-wide signage this year in all languages for PBIS, Zones, etc.)                                                                      | Admin & PBIS                                    | 10/22                                                             |                                                                     |
| Calm Corners implemented school wide; whole-class regulation time/actions                                                                                                               | PBIS                                            | Opening Institute Days/Year Round                                 | Calm boxes in all spaces; posters & resources provided to all staff |
| Morning Meeting/Restorative Practices Refresher                                                                                                                                         | Tier 1 team                                     | 10/22                                                             | Universal Poster of Meeting Expectations from IIRP                  |
| School-wide family events to include families in understanding home/school behavior connection (share home matrixes, share PBIS tips in newsletters, etc.)                              | All Staff/Community Schools                     | Monthly                                                           | Year Long Family Event Map                                          |

|                                                                                                |                       |                                         |                                     |
|------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------|-------------------------------------|
| Cultural Awareness, Responsiveness, Representation, & Education and how it relates to behavior | Admin, Diversity Club | Staff Monthly Celebrations and Calendar | <a href="#">Monthly Calendar</a>    |
| Asset-based Focus; growth mindset focus (avoid deficit thinking, comments, building culture)   | Admin                 | Embedded in Equity training monthly     |                                     |
| Increase student sense of belonging - Clubs (removing barriers to student participation)       | Various staff & teams | Year long                               | <a href="#">Club Annual Planner</a> |
|                                                                                                |                       |                                         |                                     |