

	<h2 style="text-align: center;">Unit 5 School Improvement Plan Template</h2> <h3 style="text-align: center; color: blue;">SIP Directions &amp; Slides</h3>		School Year:	2025-2026

Building:	YBMC Charter School	Admin. Name:	Tracey Polson	
<b>Important Dates</b>				
Due Date	Meeting/Task			
October 14th	Plans completed and shared			
February 3rd	Analyze progress, adjust action plans, internal reporting			
April 28th	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					
Tracey Polson	Dana Crutcher	Kevin Bradley	Nuusa Famoe	Mary Gura	Stacy Van
Stephanie Bridges	Bertram Givan	Eduardo Pimentel			
Meeting Dates:					
1/17/2025	2/14/2025	4/4/2025	5/2/2025	5/30/2025	
1/31/2025	3/7/2025	4/18/2025	5/16/2025		
SMART Goal					
<b>Student Outcome (Growth &amp; Achievement) Goal:</b> Over the next 12 months, at least 75% of enrolled charter students will demonstrate measurable improvement in basic literacy and numeracy skills by advancing one or more Educational Functioning Levels (EFLs) on the TABE 11/12 post-assessment, following targeted instruction and remediation services.					
Data Review Documents:			YBMC TABE 4 year evaluation and AIR Assessment		
<b>Background Data:</b> What is the current reality? Provide background data that has led you to your focus, root cause and SMART Goal. Provide an explanation and ink in your data analysis and other documents here.					
<p>Students in YouthBuild often come from backgrounds where systemic barriers, such as poverty, trauma, unstable housing, or interrupted schooling, have made success in traditional academic settings more difficult. These students are incredibly resilient, motivated, and capable of growth, but standardized metrics like SAT scores and traditional four-year graduation rates rarely reflect their journeys or accomplishments accurately. The SAT measures performance on a narrow set of academic skills, often tied to a student's access to test prep, stable schooling, and academic enrichment. It does not measure the gains in literacy, employability, leadership, or life skills that YouthBuild students achieve through individualized instruction, mentoring, job training, and community service. Likewise, graduation rates are typically calculated on a rigid timeline ie. students must finish high school within four years of starting 9th grade to "count." YouthBuild students may re-engage in education after dropping out, take non-linear paths to completion, or pursue equivalency credentials like the GED. These students may earn their diploma or GED later than peers, but they do so while also completing workforce credentials, service-learning, and personal development milestones that aren't captured by a four-year graduation statistic.</p>					
Root Cause Analysis:			See AIR Assessment		
<b>Outcome Goal/SMART Goal:</b> 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 <a href="#">SMART Goals</a> and <a href="#">examples</a> , please see the linked document.					
<p>By the end of the 25-26 school year, 75% of students will advance one or more EFLs (Educational Functioning Levels) in Reading and Math.</p> <p>YBMC is addressing foundational skills that are prerequisites for academic success in all subject areas, charter students become more confident and capable of completing high school-level coursework, making them more likely to stay enrolled and engaged, higher literacy and numeracy skills lead to improved performance on assessments, credit recovery, and postsecondary readiness-all of which are directly tied to graduation pathways, for YBMC, measurable growth in EFLs often serves as a proxy indicator for long-term academic persistence and credential attainment.</p>					
<b>Results:</b> 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.					
TBD					
Instructional Practice Plan					
<b>What NEW Knowledge ("Knowing") -or- Instructional Practice(s) ("Doing") will your building be focusing on this year?</b>					
<p>This year, YBMC will focus on strengthening staff capacity in interpreting TABE data and implementing structured, evidence-based literacy and numeracy interventions. Instructionally, we will prioritize targeted small-group instruction, progress monitoring, and cross-curricular integration to support students in improving foundational skills needed for academic recovery and graduation.</p>					
Action Plan with Specific Measures of Progress					
an, design, and facilitate places, spaces, and times for <a href="#">staff learning and instructional practice development</a> focused on school improvement to occ					
Action Step	Person Responsible	Target Date	Evidence		

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Equity Goal					
Instructional Leadership Team Members					
Tracey Polson	Dana Crutcher	Kevin Bradley	Nuusa Famoe	Mary Gura	Stacy Van
Stephanie Bridges	Bertram Givan	Eduardo Pimentel			
Meeting Dates:					
1/17/2025	2/14/2025	4/4/2025	5/2/2025	5/30/2025	
1/31/2025	3/7/2025	4/18/2025	5/16/2025		
SMART Goal					
<p><b>Student Outcome (Growth &amp; Achievement) Goal:</b> YBMC Charter Students will benefit from innovative, engaging programming that helps them build their academic skills, prepares them for careers after YouthBuild and helps build their personal character through acheiving their goals.</p> <p><i>Background Data:</i> 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.</p> <p>While YBMC earned high marks in equity on the AIR evaluation, we recognize that excellence is not a finish line—it's an ongoing process of reflection, learning, and improvement. High scores affirm our current strengths, but sustaining a truly equitable culture requires intentional effort to deepen and expand what is already working. Equity-focused professional development allows YBMC to build on this strong foundation by continuing to equip staff with the tools and mindsets needed to serve students with empathy, consistency, and cultural responsiveness. It also helps address key areas identified in the AIR assessment—namely, the need for stronger formal staff evaluation processes and a more comprehensive understanding of our Charter School's GROWER Model.</p> <p><i>Outcome Goal/SMART Goal:</i> 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.</p> <p>Our goal is to ensure every staff member understands how they are supported, evaluated, and expected to grow as we feel it is essential to fostering a workplace where all individuals feel respected, valued, and professionally empowered. In this way, our ongoing commitment to professional development directly supports a more inclusive and high-functioning educational environment for both staff and students. Staff having comprehensivse knowledge of the GROWER model will ensure all students have equitable access to strong, knowledgeable staff.</p> <p><i>Results:</i> 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.</p> <p>TBD</p>					
Instructional Practice Plan					
<p><i>What NEW Knowledge ("Knowing") -or- Instructional Practice(s) ("Doing") will your building be focusing on this year?</i></p> <p>YBMC will institute a formal evaluation for all instructional staff using the Danielson Framework. All instructional staff will be evaluated and receive a formal evaluation with action steps for improvement or ehancement. The YBMC Instructional Leadership team will develop a GROWER Learning Model training program for ALL current YBMC staff and will be used for future new staff.</p>					
Action Plan with Specific Measures of Progress					
Plan, design, and facilitate places, spaces, and times for <a href="#">staff learning and instructional practice development</a> focused on school improvement to occur.					
Action Step	Person Responsible	Target Date	Evidence		
Instructional Leadership Team will create a GROWER Learning Model Training	Education Director	12/01/2025	Completed Training module.		
All staff will be trained on the Grower Learning Model and certified	Executive Director	06/30/2026	Training schedules and certificates in personnel files		
YBMC will complete a staff evaluation form and train instructional staff on the application of the form and the Danielson Framework.	Executive Director, Education Director	12/01/2025	The Evaluation Form, Training schedules and sign in sheets		
All instructional staff will be evaluated using the Evaluation Form	Education Director	08/01/2026	Completed evaluations in employee files		

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