



Unit 5 School Improvement Plan Template

SIP Directions & Slides

School Year: 2025-2026

Building:	YBMC Charter School	Admin. Name:	Tracey Polson
Important Dates			
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	Mary Gura		
Stephanie Bridges	Bertram Givan	Stacy Van			
Meeting Dates:					
8/7/2026	9/18/2026	10/16/2026	11/13/2026	1/8/2027	2/5/2027
9/4/2026	10/2/2026	10/30/2026	12/11/2026	1/22/2027	2/19/2027
SMART Goal					
Student Outcome (Growth & Achievement) Goal: 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:			<i>YBMC TABE 4 year evaluation and AIR Assessment</i>		
Background Data: <i>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.</i>					
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.					
Root Cause Analysis:			<i>See AIR Assessment</i>		

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.

By the end of the 26-27 school year, 75% of students will advance one or more EFLs (Educational Functioning Levels) in Reading.

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.

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.

TBD (08/01/2026, we are currently on track to meet the SMART Goal)

Instructional Practice Plan

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

This year, our building will focus on strengthening instructional knowledge and instructional practices that support high-quality learning.

All instructional staff will complete annual professional development goals and participate in ongoing activities that enhance instructional practices.

Action Plan with Specific Measures of Progress

All instructional staff will complete annual professional development goals and participate in ongoing activities that enhance instructional learning and continuous improvement at YBMC. Instructors will receive innovative professional development within their instructional content areas to expand tools, strategies, and best practices for supporting opportunity youth and alternative learners.

		Person Responsible	Target Date	Evidence
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Root Cause Analysis:			<i>See AIR Assessment</i>		

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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.

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		Person Responsible	Target Date	Evidence
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Equity Goal

Instructional Leadership Team Members

Tracey Polson	Dana Crutcher	Kevin Bradley	Mary Gura		
Stephanie Bridges	Bertram Givan	Stacy Van			

Meeting Dates:

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SMART Goal

Student Outcome (Growth & Achievement) Goal: 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 achieving their goals.

***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.*

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.

***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 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 comprehensive knowledge of the GROWER model will ensure all students have equitable access to strong, knowledgeable staff.

***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.*

TBD

Instructional Practice Plan

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

This year, our building will focus on expanding both instructional knowledge and instructional practices in two key areas: Artificial Intelligence (AI) literacy and inclusive educational support strategies.

The Instructional Leadership Team will develop and implement an AI Literacy curriculum designed to educate and train all current and future YouthBuild students on the practical application, responsible use, and ethical considerations of AI. This curriculum will help students understand how AI can be utilized both during their time at YouthBuild and within their chosen career pathways, preparing them for an evolving workforce increasingly influenced by emerging technologies.

In addition, all instructional staff will participate in professional development focused on supporting students with diverse learning needs. Training will include effective strategies for facilitating educational supports for students with Individualized Education Plans (IEPs) and 504 Plans, as well as approaches for assisting students who may not have formally established plans but who demonstrate a need for additional or specialized educational support. This work will strengthen staff capacity to provide equitable, responsive, and student-centered instruction for all learners.

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
The Instructional Leadership Team will create an AI Literacy curriculum to educate and train all current and future YouthBuild students on the application and ethics of AI while at YouthBuild and in their chosen career.	Education Director	09/01/2026	Completed curriculum ready for the start of Mental Toughness Fall 2026.

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