Fort Worth Independent School District

083 Young Men's Leadership Academy (YMLA)

2023-2024 Improvement Plan

Mission Statement

The mission of the Paul Laurence Dunbar Young Men's Leadership Academy is to cultivate and empower all young men through Perseverance, Resilience, Integrity, Discipline, and Excellence by developing academic scholars for generations to come.

Vision

YMLA will cultivate and empower all young men for academic and social success through data driven collaboration and inquiry. YMLA scholars will grow academically and socially with an intentional focus on reading, writing, organization, speaking and reasoning.

Value Statement

YMLA values our belief that every scholar enrolled is expected to learn and entitled to achieve academic and social success through the planning and efforts of the educators that serve them. We value that all of our scholars are destined for college, as we challenge them to take the most rigorous coursework we offer on their quest to college and career readiness. We pride our selves on having a culture where every young man is known, valued, and inspired to meet and exceed his potential.

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Comprehensive Needs Assessment

Revised/Approved: April 28, 2023

Demographics

Demographics Summary

The Young Men's Leadership Academy is the first single gendered school for boys in the FWISD. The campus opened its doors to interested families in the Fall of 2012, where the campus began with 150 6th and 7th grade scholars. YMLA added a grade level every year thereafter, where the first graduating class graduated in 2018.

The Young Men's Leadership Academy is a 6-12 school of choice in the FWISD. YMLA accepts new scholars thru the School of Choice district lottery process in grades 6th, 7th, and 9th grades. Our lottery process does not exclude any scholar that is enrolled in the district, as the only criteria to be admitted is for the young man to have passed the previous grade level. All of our accepted young men register in the Spring before they begin school. We are a college preparatory campus which has specialized programs in Engineering and Business Marketing. Our current demographic is 45% African American 48% Hispanic, with the rest of the campus being White, Asian American, and other. Our scholar population is 81% socioeconomically disadvantaged.

Our campus employs 38 teachers which are 50% male and 50% female. We are racially diverse, outside of only having three Hispanic teachers. We have approximately 400 scholars enrolled. 233 middle school young men and 167 high school young men. To date we have 100% college acceptance from all of our graduates.

Our discipline data shows that our African American young men are dis-proportionally being written up and receiving consequences at a much higher rate than their peers. Our campus mobility rate is at 4.8% compared to 16.5% for the district and 13.8% for the state.

Demographics Strengths

Our strengths are that we have a low mobility rate and a school population of predominantly Latino and African American young men. At YMLA our campus is built around four global male leaders that have exhibited great leadership skills which have impacted our globe. Each young man belongs to one of the groups that we call PRIDE's. We use the historical context of our PRIDE leaders to motivate and affirm what our young men can accomplish in today's society.

Our school offers Dual Credit, AP Courses, and On Ramps courses in which 32% of our student body is enrolled. YMLA currently has 39 scholars out of 400 that are identified as Special Education scholars. These young men receive targeted instruction which is identified in their Individual Educational Plan. We have an inclusion co teacher as well as an assistant to support our young men who are identified.

For attendance purposes our two main sub groups that impact our campus success are our Latino/Hispanic and African American scholars. Historically the attendance for these two large subgroups are at 94.7% and 95.8% respectively. For disciplinary referrals and consequences, our African American young men make up 75% of all disciplinary infractions and out of school consequences, which is disproportional to our population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): YMLA disciplinary referrals for African American young men are at 78% compared to 8% white and 14%Latino scholars, as measured by

FWISD Cycle Reports. **Root Cause:** YMLA does not utilize the merit/demerit PBIS system effectively. The majority of discipline comes from grade 6th and 7th African American young men, and this population has no special plan or strategy to eliminate the issue. Mentorship and meaningful competitions within each PRIDE will assist in getting more favorable data.

Problem Statement 2: YMLA is averaging a 93.8% Attendance Rate compared to the campus goal of having at least 97% attendance for the year. **Root Cause:** The YMLA attendance data is not used for competitive purposes between the PRIDE's. Scholars and Dream Team members are not given the attendance issues we have as a campus to brainstorm ideas to combat. Attendance data is not transparent and being used proactively.

Student Learning

Student Learning Summary

At our last school accountability rating in 2021-2022 we were rated "B" by the state of Texas. All of our indicators were "B" ratings. Our lowest "B" was Closing the Gaps at 84. YMLA is proficient in the areas of Science, Social Studies, and Math, but have opportunities for improvement in ELAR. We have acceptable attendance rates and have minimal discipline at the school to interrupt instruction, although there are opportunities for improvement in specific areas for attendance and discipline. In the instructional environment, each young man is expected to have his agenda book, which outlines the Daily Measurable Learning Objective and helps him remember homework. This is an individual informative assessment took for the young men to be organized, while also assessing if they learned to mastery the goal of the daily lesson.

YMLA has been taking MAP/Interim assessments this year to gauge how our young men are doing on the national normed test and we see GAPS in Math and Reading in every subgroup and every grade level in 6-10. We have identified GAPS in our TSI and SAT/ACT testing, which is an opportunity for us to change some processes at our campus instructionally and for equity purposes. Due to our increasing population of ELL's, we must continue to focus on strategies to support the ESL and ELL population. YMLA offers more Dual Credit and colleges classes within our partnership with TCC and our new PTECH program.   100% of our freshman are enrolled in Dual Credit classes and are progressing into their 2nd year of PTECH. Currently over 70% of our freshman are being successful and earning 6 hours of college credit during their first year in high school.

Student Learning Strengths

YMLA has a small teacher to scholar ratio, which yields to more individualized learning outcomes for scholars. Dream Team members have been tasked to have young men work in collaborative groups, while creating student products at the highest levels of Blooms taxonomy. During our academic six week marking periods, YMLA has generally a 93% or higher passing rate for every subgroup and every subject. Although YMLA passing data is acceptable at the end of each six weeks, many of our scholars have an issue with turning work in on time, as they turn in their work last minute, which dramatically impacts passing rates. At the progress report period our passing rates are substantially different at 68% due to the apathy of young me accepting zeros until marking period comes around.

YMLA is an AVID campus with our program brand rooted in AVID strategies. Each teacher is expected to implement WICOR strategies into each lesson, while holding the young men accountable for organization while using their agenda books. YMLA teachers work collaboratively to hone teaching skills in Professional Learning Communities and Instructional Focus Meetings. At these meetings, Model Lessons are modeled and rated, while student assessment and informal data are reviewed to see if we are on track for intended scholar outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The holistic passing rate for scholars at YMLA is substantially lower at 68% at each progress reporting period as opposed to 93% at the end of each six weeks.   **Root Cause:** Scholars are accepting of zeros and doing the minimum to get a passing grade. Students turn in work late frequently and provide more effort to take care of low grades and zeros the last week of each reporting period to ensure their averages are acceptable.

Problem Statement 2 (Prioritized): Growth/Tutoring opportunities by tutoring/interventions from interim assessment data and report card data impact only 20% of our scholars based on availability before or after school.   **Root Cause:** YMLA needs opportunities for regular interim assessment curriculum and performance data meetings during the school day and year. Currently, we are not using the quality data during the school day to impact scholar performance.

School Processes & Programs

School Processes & Programs Summary

YMLA is a 6-12 grade campus with 2 administrators and 39 instructional staff. We have a Post Secondary Readiness Specialist, a College and Career Coach and 2 Counselors, an Interventionist and a Data Analyst. We have minimal turnover in staff unless employees are promoted to other leadership areas within their expertise field. All of our young men are scheduled in classes according to their achievement data from previous state assessments unless parents have a valid data to change schedules based on some other data point. At the beginning of each year we distribute the parent compact and teach parents to check FOCUS and Parent Portal, while inviting them to join our PTSA. (Parent Teacher Scholar Association). Our PTSA is newly restructured to provide college trip opportunities for the scholars.

Our school is a relationship focused school, so we strive to have morning meetings at least twice a week to bring the learning community together to discuss areas of improvements, while celebrating successes. This school system also allows us to set healthy and intentional competitions on our areas of weakness. The program is designed to allow for multiple leadership opportunities for the scholars during the duration of each six weeks. The competitions within the school are focused on the biggest threat to scholars success, so it can be a focus and reported transparently to all stakeholders to see if we are achieving success.

YMLA has a PBIS behavior system where scholars are competing for merit and demerit totals to ensure that behavior and out of class placement for consequences for behavior are not impacting the overall student achievement of the campus.

Programs offered in the school are Engineering, Business Marketing, AVID, and JROTC. These programs help promote the Leadership in our school name, while also exposing our kids to colleges and industry opportunities. YMLA focuses on student organization which is an AVID strategy. All kids are taught to be organized while writing down their daily objectives and assignments, while having an AVID binder for every class.

School Processes & Programs Strengths

Our campus is tailored for the male learner with research based smaller classroom enrollment sizes due to the spatial learning that provide young men with a more tailored learning experience. YMLA tailors to young men and their competitive nature by having all young men in one of our respective PRIDE's for competitive purposes. The PRIDE's serve as vehicles to work on our opportunities for improvement as measured by point totals each week in Conventus (morning meeting). Conventus happens twice a week for all scholars to reflect and develop action plans to make their PRIDE's the best in the school.

AVID is the foundation for our school and ensures each scholar is challenged to follow the WICOR framework. Writing, Inquiry, Collaboration, Organization, and Reading are focal points in every classroom, where teachers strive to facilitate strategies that keep AVID the focus. Fr organization each scholar is required to utilize the school provided agenda book in which they are to log every daily objective and homework with due dates. The culture of Literacy that is expected at YMLA yields each teacher to ensure that in each class young men have the opportunity to use schoolwide literacy strategies and reflective writing the last 10-12 minutes in each class. Our culture of Literacy encompasses Reading, Writing, Reasoning, Speaking, Listening. This is accomplished with prescriptive measures that all teachers are trained to guarnatee all five aspects of our cultre of Literacy is happening.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): YMLA is striving to be an AVID recognized campus by focusing on WICOR samples from all teachers in all grade levels. The average amount of late work each six weeks from middle school scholars in 36%, which hinders student outcomes for content mastery. **Root Cause:** Young men do not have an organizational tool that is taught and used for accountability purposes schoolwide. The campus us not focusing on the "O" in WICOR, which could dramatically impact student outcomes.

Problem Statement 2: YMLA teachers are not connected instructionally as a middle school and high school, as measured by Daily Measurable Objectives, instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. **Root Cause:** YMLA does not have an instructional leadership team, which can decide on initiatives and procedures we will do as a campus after observing benchmark, achievement, and Learning Walk data.

Perceptions

Perceptions Summary

YMLA has a culture of brotherhood, college readiness and preparedness. We strive to be our brother's keeper, as we are only as strong as our brothers. We believe that all of our young men can grow and we try to accelerate every scholars on their own unique plan. We believe in competition, as well as all stakeholders developing strong social skill sets dealing with greeting, and setting a vision for the future. YMLA has administered culture and climate survey this year to see how the changes to education due to the pandemic has affected the perception. Historically we have had average to high perception rates in all areas, but this year we have a seen a need for more student voice. (according to the survey)

YMLA attempts to get stakeholders outside of the school involved, as we have a supportive Advisory Board, in which we have been funded in our many projects thru the Sid Richardson Foundation.

Perceptions Strengths

YMLA has a strong team of educators that like to give feedback and input on school systems and processes. Our strength is reaching our to faculty and staff once a six weeks to get feedback on systems, along with solutions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental engagement declines as student progress from 6-12 grade, as measured by our PTSA engagement and parents signing up for Parent Portal. **Root Cause:** There are not regular in person parent engagement events at the campus to engage and recruit parents to assist in higher student outcomes

Problem Statement 2: Teachers and stakeholders need several opportunities during the year to assess our instructional program for consistency and focus areas. Many teachers are curious about the status of our instructional program **Root Cause:** We do not have a Learning Walk system where stakeholder regularly assess the instructional program.

Priority Problem Statements

Problem Statement 1: YMLA disciplinary referrals for African American young men are at 78% compared to 8% white and 14%Latino scholars, as measured by FWISD Cycle Reports.

Root Cause 1: YMLA does not utilize the merit/demerit PBIS system effectively. The majority of discipline comes from grade 6th and 7th African American young men, and this population has no special plan or strategy to eliminate the issue. Mentorship and meaningful competitions within each PRIDE will assist in getting more favorable data.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Growth/Tutoring opportunities by tutoring/interventions from interim assessment data and report card data impact only 20% of our scholars based on availability before or after school.

Root Cause 2: YMLA needs opportunities for regular interim assessment curriculum and performance data meetings during the school day and year. Currently, we are not using the quality data during the school day to impact scholar performance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: YMLA is striving to be an AVID recognized campus by focusing on WICOR samples from all teachers in all grade levels. The average amount of late work each six weeks from middle school scholars in 36%, which hinders student outcomes for content mastery.

Root Cause 3: Young men do not have an organizational tool that is taught and used for accountability purposes schoolwide. The campus us not focusing on the "O" in WICOR, which could dramatically impact student outcomes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parental engagement declines as student progress from 6-12 grade, as measured by our PTSA engagement and parents signing up for Parent Portal.

Root Cause 4: There are not regular in person parent engagement events at the campus to engage and recruit parents to assist in higher student outcomes

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

District Goals

Revised/Approved: May 24, 2024

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from _18__% to 35% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _15__% to __30_% by May 2024.

    Evaluation Data Sources: PSAT and TSI scores

Strategy 1: Develop and facilitate increased learning time thru a college preparatory practice assessment system using IXL during "Zero Hour" time. Scholars will take practice PSAT assessments while working in tandem with Khan Academy on strengths and weaknesses.

    Strategy's Expected Result/Impact: 15% increase in PSAT results as measured by CCMR metrics

    Staff Responsible for Monitoring: Post Secondary Specialist, Assistant Principal, Principal, High School teachers

    Title I:
2.4, 2.5, 2.6

    Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: All scholars who have not met standard with TSI will engage in the TSI Bootcamp developed in partnership with TCC South. TCC will host the sessions on YMLA's campus.	**Formative**			**Summative**
Intended Audience: All high school scholars. **Provider / Presenter / Person Responsible:** Post Secondary Specialist and TCC **Date(s) / Timeframe:** 10/1/2023-5/24/2024	**Nov**	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Pay payroll for Data Analyst	**Formative**			**Summative**
Intended Audience: YMLA faculty and student body	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Rodney White				
Date(s) / Timeframe: Through May 2024				
Funding Sources: Data Analyst Payroll - Title I (211) - 211-13-6119-04N-083-30-510-000000-24F10 - $442.88				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Strategy 2: Have inclusion teacher work with general education teachers to see what measures and instructional supplies are needed to support our Special Education identified scholars.

Strategy's Expected Result/Impact: Increased scholar success for special education teachers.

Staff Responsible for Monitoring: Inclusion teacher, General Education teachers, Administrators

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college

Action Step 1 Details	Reviews			
Action Step 1: Ensure all special education scholars have the necessary supports and instructional materials for scholar success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Special Education scholars				
Provider / Presenter / Person Responsible: Inclusion teacher, Administrators				
Date(s) / Timeframe: August 2023-September 2024				
Collaborating Departments: All content areas with Inclusion staff				
Funding Sources: Instructional Materials - SCE (199 PIC 24) - 199-11-6329-001-083-24-243-000000-				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Growth/Tutoring opportunities by tutoring/interventions from interim assessment data and report card data impact only 20% of our scholars based on availability before or after school. **Root Cause**: YMLA needs opportunities for regular interim assessment curriculum and performance data meetings during the school day and year. Currently, we are not using the quality data during the school day to impact scholar performance.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from __73_% to __90__% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __70_% to __85_% by May 2024.

Evaluation Data Sources: MAP scores, Interim Assessments, Benchmarks, STAAR scores, Report Card grades

Strategy 1: Ensure the master schedule is conducive for frequent / meaningful PLC's. Instructional staff will PLC time and learn/implement the qualities of effective instruction and data driven decision making for successful student outcomes.

Strategy's Expected Result/Impact: Create a more targeted means of assessing and planning instruction for successful student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional staff

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Hire a Data Analyst to guide PLC's / Data Meetings (etc....) thru meaningful assessments for targeted instruction and interventions for increased student outcomes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Instructional staff, Principal, Assistant Principal **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** July 24, 2023- June 15, 2024 **Collaborating Departments:** SBDM, All Core Departments **Funding Sources:** Data Analyst Position - Title I (211) - 211-13-6119-04N-083-30-510-000000-24F10 - $84,472				

Action Step 2 Details	Reviews			
	Formative			Summative
Action Step 2: Supplies for College readiness	Nov	Jan	Mar	June
Intended Audience: All high school scholars				
Provider / Presenter / Person Responsible: Reading Teachers, Data Analyst, Administrators				
Date(s) / Timeframe: January 2024 - May 2024				
Collaborating Departments: Reading and Social Studies				
Delivery Method: Collaborative instruction				
Funding Sources: Instructional Supplies for Saturday School - SCE (199 PIC 24) - 199-11-6399-001-083-24-243-000000- - $4,301				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from __71_% to ___85_% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from_71__% to _85__% by May 2024.

High Priority

Evaluation Data Sources: Assessments, STAAR, Benchmarks, MAP

Strategy 1: Ensure the master schedule is conducive for frequent / meaningful PLC's. Instructional staff will PLC time and learn/implement the qualities of effective instruction and data driven decision making for successful student outcomes.

Strategy's Expected Result/Impact: Create a more targeted means of assessing and planning instruction for successful student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional staff

Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Purchase organization materials and extension resources on Depth and Complexity for teachers to engage our GT scholars.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Funding Sources: Supplies for GT extensions - Gifted & Talented (199 PIC 21) - - $2,088				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Strategy 2: Purchase College Readiness platform that assists with college applications and scholarship completions.

Strategy's Expected Result/Impact: 100% college acceptance and graduation rate

Staff Responsible for Monitoring: College and Career Readiness Coach, Counselor, Principal

Title I:
2.6
 - ESF Levers:

Lever 5: Effective Instruction

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from __3% to _50__% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __0_% to __50_% by May 2023.

    Evaluation Data Sources: Mathematics Benchmark scores and PSAT, SAT, ACT, and TSI scores.

Strategy 1: Scholars that need interventions for PSAT/TSI will be scheduled for Zero Hour with our high school math teachers via Khan Academy. Data driven interventions will be provided once a week for scholars in need.

    Strategy's Expected Result/Impact: Increase TSI and PSAT scores for intended scholar outcomes.

    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional teachers

    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Connect high school to career and college

    Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies and resources for our SPED program	**Formative**			**Summative**
Funding Sources: Instructional supplies - SPED (199 PIC 23) - - $2,134	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Strategy 2: Have regular (quarterly) individual PSAT and TSI data meetings regarding recent assessments and strengths and weaknesses per individual.

    Strategy's Expected Result/Impact: Scholars will be more knowledgeable about their individual scores, strengths and weaknesses. This will be a goal setting meeting between our Post Secondary Specialists, Freshman Success Coach and scholars.

    Staff Responsible for Monitoring: Post Secondary Specialist, Data Analyst, Assistant Principal, Principal, College and Career Readiness Coach

    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Strategy 3: Develop and facilitate increased learning time thru a college preparatory practice assessment system using IXL during "Zero Hour" time. Scholars will take practice PSAT assessments while working in tandem with Khan Academy on strengths and weaknesses.

Strategy's Expected Result/Impact: 15% increase in PSAT results as measured by CCMR metrics

Staff Responsible for Monitoring: Post Secondary Specialist, Assistant Principal, Principal, High School teachers

Title I:
2.4, 2.5, 2.6

Problem Statements: Student Learning 2

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Growth/Tutoring opportunities by tutoring/interventions from interim assessment data and report card data impact only 20% of our scholars based on availability before or after school. **Root Cause**: YMLA needs opportunities for regular interim assessment curriculum and performance data meetings during the school day and year. Currently, we are not using the quality data during the school day to impact scholar performance.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from __90_% to ___95_% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from__80% to __95_% by May 2023.

> **Evaluation Data Sources:** District Benchmarks, Teacher formative assessments, STAAR Algebra 1 scores.

Strategy 1: Develop and facilitate increased learning time thru structured and intentional academic tutorial/acceleration time specified by areas of weakness identified by data. Scholars will receive targeted instruction from specified content areas teachers who have selected them by data. Zero Hour interventions will rotate every six weeks.

> **Strategy's Expected Result/Impact:** Increase in academic outcomes for scholars in the areas of Math, Science, Social Studies, ELAR.
>
> **Staff Responsible for Monitoring:** Post Secondary Specialist, Assistant Principal, Principal, High School teachers
>
> **Title I:**
> 2.4, 2.5, 2.6
>
> **Problem Statements:** Student Learning 2

Strategy 2: Create a Conventus Calendar/ Bell Schedule to encourage and highlight intentional competitions in areas that the school needs to improve on. In this case we will inform our Algebra 1 participants of in house competitions based on Algebra 1 growth as measured by interim assessments, grade book grades, and MAP. Celebrations and restoration will occur in Conventus.

> **Strategy's Expected Result/Impact:** Increased intended outcomes in areas of weaknesses identified by campus data. Algebra 1
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principal, Conventus Coordinator, Data Analyst
>
> **Title I:**
> 2.4, 2.6
> - **ESF Levers:**
> Lever 3: Positive School Culture

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Growth/Tutoring opportunities by tutoring/interventions from interim assessment data and report card data impact only 20% of our scholars based on availability before or after school.   **Root Cause**: YMLA needs opportunities for regular interim assessment curriculum and performance data meetings during the school day and year. Currently, we are not using the quality data during the school day to impact scholar performance.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from _25_% to _90__% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _25__% to _90__% by May 2023.

High Priority

Evaluation Data Sources: CCMR % and kids that qualify for advanced collegiate classes. (ie - Dual Credit)

Strategy 1: YMLA CTE Department will give multiple certification tests so young men can potentially earn their Industry Certifications (which count as a CCMR metric) CTE testing will be tracked and celebrated for our high school young men.

> **Strategy's Expected Result/Impact:** Increased CCMR credentials by 12 grade in our YMLA program.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principal, Post Secondary Specialist.
>
> **Title I:**
> 2.6

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies and materials for our certification program	**Formative**			**Summative**
Funding Sources: Supplies for our CTE program - CTE (199 PIC 22) - - $6,733	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Strategy 2: All 12th graders not CCMR met will be enrolled in College Prep Math or College Prep English so we can ensure they have a prioritized opportunity to gain their CCMR credentials.

> **Strategy's Expected Result/Impact:** Increased CCMR credentials for our graduating seniors before they leave.
>
> **Staff Responsible for Monitoring:** Post Secondary Specialist, High School Counselor

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from __80% to __90% by May 2023. A
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __70_% to __90_% by May 2023.

    Evaluation Data Sources: Report Card grades and Credit acquirement

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from __88_% to __95_% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __75_% to __90_% by May 2023.

High Priority

Evaluation Data Sources: Six week grades, credit accumulation, etc.....

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from __50% to 75___% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __15_% to __70_% by May 2023.

   Evaluation Data Sources: CCMR metric reports, SAT scores, ACT scores and TSI scores.

Strategy 1: Schedule and administer Report Card pickup nights each six weeks where parents can meet teachers and learn about CCMR requirements, how the school is handling attaining success results, as well as where their scholar has strengths and weaknesses in obtaining the goal.

   Strategy's Expected Result/Impact: Increased CCMR results for scholars in grades 8-12.

   Staff Responsible for Monitoring: Data Analyst, Post Secondary Specialist

   Title I:
   2.4
    - **TEA Priorities:**
   Connect high school to career and college
    - **ESF Levers:**
   Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Order materials and food for family engagement events.	**Formative**			**Summative**
Intended Audience: Parents of scholars in grades 6-12	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Post Secondary Specialist, Data Analyst, Administrators				
Date(s) / Timeframe: September 2023 thru April 2024				
Delivery Method: Report Card pickup nights with CCMR and college readiness info sessions.				
Funding Sources: Resources for family engagement - Parent Engagement - 211-61-6499-04L-083-30-510-000000-24F10 - $930				

Action Step 2 Details	Reviews			
Action Step 2: Order supplies for the family engagement events at YMLA	Formative			Summative
Intended Audience: All families at YMLA	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Cynthia Starks, Rodney White, Diana Garcia-Allen				
Date(s) / Timeframe: Thru May 2024				
Funding Sources: Materials for family engagement events - Parent Engagement - 211-61-6399-04L-083-30-510-000000-24F10 - $1,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from __8% to _5_% by May 2023.

High Priority

Evaluation Data Sources: Attendance Monthly Meetings, Leadership Team Meetings, Parent Engagement contacts and warm calls, Attendance Incentives and Recognition

Strategy 1: Ensure all young men are grouped in competitive PRIDE's so the campus can strategically focus motivated young men on our opportunities for improvement as a campus.

Strategy's Expected Result/Impact: Increased expected outcomes in the area of attendance. The campus goal is to have an ADA of 97% for the year.

Staff Responsible for Monitoring: Assistant Principal, Principal, Data Analyst, Data Clerk, Attendance Committee

Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture

Strategy 2: Create a Conventus Calendar/ Bell Schedule to encourage and highlight intentional competitions in areas that the school needs to improve on. Conventus will weekly rank PRIDE's in areas of Behavior, Attendance, and Grades. Celebrations and restoration will occur in Conventus.

Strategy's Expected Result/Impact: Increased intended outcomes in areas of weaknesses identified by campus data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Conventus Coordinator, Data Analyst

Title I:
2.4, 2.6
 - ESF Levers:
Lever 3: Positive School Culture

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from __20%_ to _10%__ by May 2024. Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from __50%_ to __20%_ by May 2024.

High Priority

Evaluation Data Sources: ADQ and FOCUS data archives

Strategy 1: Ensure all young men are grouped in competitive PRIDE's so the campus can strategically focus motivated young men on our opportunities for improvement as a campus.

Strategy's Expected Result/Impact: Increased expected outcomes in the area of discipline referrals and out of class suspension. The campus goal is to have a 30% decrease in referrals for the year, compared to previous year.

Staff Responsible for Monitoring: Assistant Principal, Principal, Data Analyst, Data Clerk, Attendance Committee

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

Strategy 2: Create a Conventus Calendar/ Bell Schedule to encourage and highlight intentional competitions in areas that the school needs to improve on. Conventus will weekly rank PRIDE's in areas of Behavior, Attendance, and Grades. Celebrations and restoration will occur in Conventus.

Strategy's Expected Result/Impact: Increased intended outcomes in areas of weaknesses identified by campus data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Conventus Coordinator, Data Analyst

Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 3: Positive School Culture

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___50% to _20%__ by May 2023.

Strategy 1: Ensure all young men are grouped in competitive PRIDE's so the campus can strategically focus motivated young men on our opportunities for improvement as a campus.

Strategy's Expected Result/Impact: Increased expected outcomes in the area of discipline referrals and out of class suspension. The campus goal is to have a 30% decrease in African American young men referrals for the year, compared to previous year.

Staff Responsible for Monitoring: Assistant Principal, Principal, Data Analyst, Data Clerk, Attendance Committee

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from __1_ to __3_ by May 2024.

> **Evaluation Data Sources:** Parent engagement nights or events scheduled on the school calendar. PTSA membership increases, as well as PTSA engagement and supports throughout the year.

Strategy 1: Ensure the foundation of the PTSA continues to grow. Hold general elections in May prior to the 2023 school year ending.

> **Strategy's Expected Result/Impact:** Have General Executive Positions in order and ready to serve before school begins on August 14, 2023.
>
> **Staff Responsible for Monitoring:** Principal, Assistant Principal, Parent Engagement Specialist
>
> **Title I:**
> 4.1, 4.2
>
> **Problem Statements:** Perceptions 1

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Parental engagement declines as student progress from 6-12 grade, as measured by our PTSA engagement and parents signing up for Parent Portal.   **Root Cause**: There are not regular in person parent engagement events at the campus to engage and recruit parents to assist in higher student outcomes

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	Data Analyst Payroll	Data Analyst	211-13-6119-04N-083-30-510-000000-24F10	$442.88
1	2	1	1	Data Analyst Position	Data Analyst	211-13-6119-04N-083-30-510-000000-24F10	$84,472.00
						Sub-Total	$84,914.88
						Budgeted Fund Source Amount	$84,914.88
						+/- Difference	$0.00
SCE (199 PIC 24)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	2	1	Instructional Materials	Reading materials for classroom use	199-11-6329-001-083-24-243-000000-	$0.00
1	2	1	2	Instructional Supplies for Saturday School	Supplies and materials for instructional use	199-11-6399-001-083-24-243-000000-	$4,301.00
						Sub-Total	$4,301.00
						Budgeted Fund Source Amount	$4,301.00
						+/- Difference	$0.00
Parent Engagement							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	4	1	1	Resources for family engagement	Snacks for Parents to promote participation	211-61-6499-04L-083-30-510-000000-24F10	$930.00
3	4	1	2	Materials for family engagement events	Supplies and materials for parental involvement	211-61-6399-04L-083-30-510-000000-24F10	$1,000.00
						Sub-Total	$1,930.00
						Budgeted Fund Source Amount	$1,930.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies for GT extensions	GENERAL SUPPLIES		$2,088.00
						Sub-Total	$2,088.00
					Budgeted Fund Source Amount		$2,088.00
					+/- Difference		$0.00

CTE (199 PIC 22)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies for our CTE program	GENERAL SUPPLIES		$6,733.00
						Sub-Total	$6,733.00
					Budgeted Fund Source Amount		$6,733.00
					+/- Difference		$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Instructional supplies	GENERAL SUPPLIES		$2,134.00
						Sub-Total	$2,134.00
					Budgeted Fund Source Amount		$2,134.00
					+/- Difference		$0.00
					Grand Total Budgeted		$102,100.88
					Grand Total Spent		$102,100.88
					+/- Difference		$0.00