Fort Worth Independent School District

083 Young Men's Leadership Academy (YMLA)

2024-2025 Campus 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: May 31, 2024

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.

YMLA is a college preparatory campus which has specialized programs in Engineering and Business Marketing. Our current demographic is 45% African American 46% Hispanic, with the rest of the campus being White, Asian American, and other. Our scholar population is 77% 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.(3:1) Our campus mobility rate is at 4.8% compared to 16.5% for the district and 13.8% for the state.

Demographics Strengths

YMLA's strengths are a low mobility rate in 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 42 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 70% 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:** Classroom consistency across the campus with effective classroom management techniques that can quickly intervene and influence appropriate behaviors while continuing the learning process.

Student Learning

Student Learning Summary

In 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 for accountability an self assessment purposes. Being an AVID Schoolwide campus, the agenda book helps our scholars be organized to support the "O" in WICOR. This is an individual informative assessment tool 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 3rd 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. YMLA teachers are tasked to have young men work in collaborative groups, while facilitating the creation of quality student products. 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% compared to 90% plus rates at the six week mark 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 by not turning assigned work in on time. 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 final grade is 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. During the day intervention opportunities are not enough.   **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

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 Texas graduation standards, achievement data, and scholar choice. Advanced classes are dictated from previous state assessments and teacher recommendation, 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 guarantee all five aspects of our Culture of Literacy is happening.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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 needs

an instructional leadership team, which can decide on instructional focus areas and decision making.

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.

Being an all-male Academy, we believe in competition to increase and maintain engagement. All scholars develop social skill sets dealing with the YMLA greeting, and setting a vision for the future.

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. The YMLA Advisory Board is expanding its membership and is prepared to support campus goals.

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:** Although there are Family Engagement Nights happening each six weeks, there are not regular in person PTSA events at the campus to engage and recruit parents to assist in higher student outcomes

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: Classroom consistency across the campus with effective classroom management techniques that can quickly intervene and influence appropriate behaviors while continuing the learning process.

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. During the day intervention opportunities are not enough.

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 3: YMLA needs an instructional leadership team, which can decide on instructional focus areas and decision making.

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: Although there are Family Engagement Nights happening each six weeks, there are not regular in person PTSA 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
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Goals

Revised/Approved: May 22, 2025

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from __15_% to _25__% by May 2025.
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 __50_% to _65__% by May 2025.

> **Evaluation Data Sources:** PSAT Scores and MAP scores during the 2024-25 academic year.

Strategy 1: Facilitate a campus TSI and PSAT testing schedule that allows for clear expectations/outcomes, frequent opportunities, and immediate feedback and decision making after each exam.

> **Strategy's Expected Result/Impact:** Student success on TSI and PSAT/Access to dual credit classes and college credit
>
> **Staff Responsible for Monitoring:** Dr. Miles, Mr. White, Mrs. Garcia-Allen
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Connect high school to career and college
> - **ESF Levers:**
> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
>
> **Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Schedule all scholars on campus into TSI and PSAT prep Zero Hour classes, in which they will have practice time during the school day on a platform that is decided by and purchased by the	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All 8-12th grade scholars **Provider / Presenter / Person Responsible:** Rose Jones, Amber Reed, Dr. Carol Miles, Rodney White **Date(s) / Timeframe:** August 5, 2024 - June 2025				

Action Step 2 Details	Reviews			
Action Step 2: Ensure ELAR teachers have an opportunity in ELA PLC to take the PSAT and learn the question types, while also receiving data from our scholars pretests to teach to strengths and weaknesses within our data.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All 8-12 young men **Provider / Presenter / Person Responsible:** Carol Miles, Diana Garcia-Allen, Rodney White **Date(s) / Timeframe:** August 2024-June 2025 **Collaborating Departments:** Post Secondary Specialists, ELA Department				

Action Step 3 Details	Reviews			
Action Step 3: Have efficient PLC protocols and intended outcomes clearly defined at the beginning of the year so PLC for ELAR can use the CCMR data and embed them in their classroom practices to increase CCMR reading levels.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: All scholars in high school at YMLA who are not CCMR met **Provider / Presenter / Person Responsible:** PLC ELAR **Date(s) / Timeframe:** August 2024-June 2025				

Action Step 4 Details	Reviews			
Action Step 4: Order instructional supplies for All departments for needs.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Funding Sources: Instructional Supplies - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-083-99-243-000000- - $16,500				

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

Strategy 2: Work with Tarrant County College to continue college based tutoring based on PSAT and TSI scholar data.

Strategy's Expected Result/Impact: Increased outcomes in CCMR status for our young men at the campus. Access to dual credit opportunities.

Staff Responsible for Monitoring: Dr. Carol Mies, Rodney White, Diana Garcia-Allen

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			

Action Step 1: Make sure TSI and PSAT immediate data is added to our schoolwide tracker, given to scholars, teachers, and families to show growth, strengths and weaknesses.
 	
  Intended Audience: All 8-12th grade scholars
 	
  Provider / Presenter / Person Responsible: Dr. Carol Miles, Diana Garcia-Allen, Rodney White
 	
  Date(s) / Timeframe: August 2024-June 2025
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			

Action Step 2: Schedule data meetings after each assessment.
 	
  Intended Audience: Tested scholars.
 	
  Provider / Presenter / Person Responsible: Dr. Miles, Mr. White, Mrs. Garcia-Allen
 	
  Date(s) / Timeframe: June 2024-May 2025
 	
  Collaborating Departments: CCMR
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

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

Strategy 3: Referencing the PTECH program, ensure that each new freshman engages in Summer Bridge, where they will TSI test, learn about SAT and ACT, while also enrolling and taking TCC's new student seminar.

Strategy's Expected Result/Impact: Increased success on post secondary testing and dual credit opportunities.

Staff Responsible for Monitoring: Dr. Miles, Rodney White

Title I:
2.6
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Create a summer bridge lesson plan to ensure that our incoming PTECH scholars have the knowledge and understanding to be successful in obtaining college and career. **Intended Audience:** Incoming freshman. **Provider / Presenter / Person Responsible:** Dr. Miles, Mr. White, Mrs. Garcia-Allen **Date(s) / Timeframe:** June 2024-May 2025 **Collaborating Departments:** ELAR, MATH	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

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

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. During the day intervention opportunities are not enough.   **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

School Processes & Programs
Problem Statement 1: 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 needs an instructional leadership team, which can decide on instructional focus areas and decision making.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from _70__% to _85___% by May 2025.

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 _50__% to _65__% by May 2025.

High Priority

Evaluation Data Sources: MAP testing data, 9 week assessments, Unit Assessments, STAAR, Student Work

Strategy 1: Utilize agenda books for every scholar to ensure that we can emphasize AVID and WICOR as a writing organizational tool. Acquire writing journals for every student in every class to provide structure to the YMLA Culture of Literacy.

Strategy's Expected Result/Impact: Increased opportunities for Reading and Writing for organizational purposes and reflective purposes.

Staff Responsible for Monitoring: All instructional teachers, Principal, Assistant Principal, Instructional Coach.

Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase Agenda Books	Formative		Summative	
Intended Audience: Whole school	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Mr. White, Mrs. Acevedo				
Date(s) / Timeframe: July 2024- May 2025				
Collaborating Departments: Administrative /AVID				
Funding Sources: Agenda Books - TITLE I (211) - 211-11-6399-04N-083-30-510-000000-25F10 - $1,775				

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

Strategy 2: Create a master schedule that has all tested ELAR and tested Social Studies teachers having PLC meetings together to improve literacy and interdisciplinary planning and lessons.

Strategy's Expected Result/Impact: Increased high quality opportunities for scholars to write and create high quality products.

Staff Responsible for Monitoring: Instructional teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2

Action Step 1 Details			Reviews			
Action Step 1: Create and facilitate clear PLC protocols and calendared items that will enhance teacher learning and efficacy as measured by increased student outcomes and teacher student product exemplars.			**Formative**		**Summative**	
			Nov	**Jan**	**Mar**	**June**
Intended Audience: All scholars **Provider / Presenter / Person Responsible:** Mr. White, Mrs. Garcia-Allen, Ms. Smith, Mr. Tate **Date(s) / Timeframe:** July 2024-May 2025 **Collaborating Departments:** ELAR, Social Studies **Funding Sources:** Supplies for PLC and Data Room - TITLE I (211) - 211-11-6399-04N-083-30-510-000000-25F10 - $2,214.20						

Action Step 2 Details			Reviews			
Action Step 2: Allocated budgets to Science, Social Studies, Math, and ELA for teachers to service their GT learners in each classroom. GT scholars have been previously identified in FOCUS. Funds are used to provide extended or enhanced learning opportunities.			**Formative**		**Summative**	
			Nov	**Jan**	**Mar**	**June**
Intended Audience: All 4 core subject departments **Date(s) / Timeframe:** July 2024 - June 2025 **Funding Sources:** Supplies for GT scholars - GT (199 PIC 21) - $2,770						

Action Step 3 Details	Reviews			

Action Step 3: Allocate monies to ELAR and Humanities department at YMLA to support materials to enhance learning for our ESL scholars.
 	
   Intended Audience: ESL scholars
 	
   Funding Sources: Instructional materials for ESL scholars - BEA (199 PIC 25) - 199-11-6399-001-083-25-243-000000 - $996
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 4 Details	Reviews			

Action Step 4: Provide effective training for all instructional staff using the "Culturally Responsive and Teaching Brain " book. This approach will help our teachers better understand our demographic learners to increase student achievement outcomes.
   Intended Audience: All students at YMLA
   Provider / Presenter / Person Responsible: Diana Garcia-Allen
   Date(s) / Timeframe: October 2024 through May 2025
 	
   Funding Sources: Culturally Responsive and Teaching Brain" training books - TITLE I (211) - 211-13-6329-04N-083-30-510-000000-25F10 - $980
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

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

Strategy 3: Group students by data and assign to Advisory teachers during the academic day. Use a technology based program to track the academic progress of each student and class to create a competition.

   Strategy's Expected Result/Impact: Increased student outcomes in student expectations for ELAR.

   Staff Responsible for Monitoring: Principal, AP

   Title I:
2.4, 2.6

   Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Schedule students by PRIDE into homerooms to create a competitive environment which data can be tracked, analyzed, and celebrated. **Intended Audience:** All scholars **Provider / Presenter / Person Responsible:** Mr. White, Mrs. Garcia-Allen, Ms. Jones, Mrs. Reed **Date(s) / Timeframe:** July 2024-May 2025		**Formative**		**Summative**	
		Nov	**Jan**	**Mar**	**June**

Action Step 2 Details		Reviews			
Action Step 2: Purchase a data tracking technology platform that will meet the academic needs of scholars in the areas of Reading and Math. Track different metrics in the program to create competitions and celebrations. **Intended Audience:** All scholars and stakeholders **Provider / Presenter / Person Responsible:** Mr. White, Mrs. Garcia-Allen **Date(s) / Timeframe:** July 2024-May 2025 **Funding Sources:** Instructional Technology intervention system - TITLE I (211) - 211-11-6396-04N-083-30-510-000000-25F10 - $5,000		**Formative**		**Summative**	
		Nov	**Jan**	**Mar**	**June**

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

Strategy 4: Enhance the YMLA Library with more selections and resources for literacy improvement.

Strategy's Expected Result/Impact: Increase Reading proficiency for scholars.

Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Order more Library materials	Formative		Summative	
Intended Audience: All YMLA scholars	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Librarian				
Date(s) / Timeframe: July 2024-May 2025				
Funding Sources: Library books and materials - TITLE I (211) - 211-12-6329-04N-083-30-510-000000-25F10 - $5,000				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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. During the day intervention opportunities are not enough.   **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

School Processes & Programs
Problem Statement 1: 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 needs an instructional leadership team, which can decide on instructional focus areas and decision making.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from _70__% to __90__% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from70___% to __90_% by May 2025.

High Priority

Evaluation Data Sources: MAP test data, 9 week assessment data, STAAR data, Interim assessments, Unit assessment, Student work

Strategy 1: Create a in house tutorial program called Zero Hour . This program will be used for targeted academic intervention and college readiness opportunities.

Strategy's Expected Result/Impact: Increased and targeted learning time.

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: In PLC's every other week, have teachers devise their Tier 3 lists from formative assessments in class to develop our Zero Hour Roster. All kids selected for specific core Zero Hour classes will be given and scheduled into Homerooms by our Counseling team.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Tier 2 and 3 scholars and Core teachers **Funding Sources:** Purchase intervention folders, tutorial supplies, etc.. for teachers to use during Zero Hour - BASIC (199 PIC 11) - 199-11-6399-XXX-083-11-243-000000- - $1,000				

Action Step 2 Details	Reviews			
Action Step 2: Purchase instructional supplies such as copy paper, journals, poster paper, and other instructional and office supplies	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Funding Sources: Supplies for instruction such as paper, journals, markers, pens, pencils, posterboards etc - BASIC (199 PIC 11) - 199-11-6399-XXX-083-11-243-000000- - $6,326				

Performance Objective 3 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. During the day intervention opportunities are not enough.   **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

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from _70__% to __90_% by May 2025.

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 2025.

High Priority

Evaluation Data Sources: MAP assessments, 9 week assessments, Unit assessments, STAAR

Strategy 1: Focused and data driven PLC's that are aligned to the curriculum with evidenced lesson plans and student exemplars.

Strategy's Expected Result/Impact: Increased student outcomes in mathematics.

Staff Responsible for Monitoring: Mr. Parker, Mr. Prince, Ms. Sanders, Ms. Faulkner, Ms. Chopp

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Analyze student and student group data to create small group cohorts for academic reteach and acceleration purposes. Teachers will use Zero Hour to tutor and enhance learning of scholars with the most growth need.	**Formative**		**Summative**	
Intended Audience: Scholars identified by data from unit assessments, etc.. **Provider / Presenter / Person Responsible:** Math Department PLC **Date(s) / Timeframe:** July 2024-May 2025 **Collaborating Departments:** Math/Science **Funding Sources:** Supplies needed for Zero Hour - TITLE I (211) - 211-11-6399-04N-083-30-510-000000-25F10 - $3,000	**Nov**	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Purchase IXL for student enrichment and academic growth purposes. Use platform during Zero Hour and as a supplement or extended lessons for all scholars. **Intended Audience:** All scholars and content teachers **Funding Sources:** IXL Platform - TITLE I (211) - 211-11-6299-04N-083-30-510-000000-25F10 - $8,250, IXL Professional Development for Teachers - TITLE I (211) - 211-13-6399-04N-083-30-510-000000-25F10 - $1,295	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 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 needs an instructional leadership team, which can decide on instructional focus areas and decision making.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from _70__% to _90___% by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from_70__% to 90___% by May 2025.

High Priority

Evaluation Data Sources: STAAR, Unit assessments, Interim assessments

Strategy 1: Create PRIDE Algebra 1 competitions within the class to create competitions. Celebrate growth and achievement after each Unit Exam.

Strategy's Expected Result/Impact: Increased student outcomes on Algebra 1 EOC

Staff Responsible for Monitoring: Mr. Prince, Mr. White

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Create celebration charts in the Algebra 1 classroom for scholars to track mastery of standards.	**Formative**		**Summative**	
Intended Audience: All Algebra 1 scholars	Nov	Jan	Mar	June
Action Step 2 Details	**Reviews**			
Action Step 2: Classroom supplies for scholars to track their own data by TEKS to progress monitor mastery.	**Formative**		**Summative**	
Intended Audience: HS Math Algebra 1 scholars.	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Mr. Prince				
Funding Sources: Instructional Supplies - TITLE I (211) - 211-11-6399-04N-083-30-510-000000-25F10 - $1,025				

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Strategy 2: Facilitate data driven instruction meetings with Mr. Prince after each Unit Assessment.

Strategy's Expected Result/Impact: Increased student outcomes

Staff Responsible for Monitoring: Mr. Prince, Mr. White

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Create reteach plans with targeted scholars based on unit assessment data.	**Formative**		**Summative**	
Intended Audience: targeted scholars	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Mr. Prince				

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

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. During the day intervention opportunities are not enough.   **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
School Processes & Programs
Problem Statement 1: 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 needs an instructional leadership team, which can decide on instructional focus areas and decision making.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from _65_% to _100__% by May 2025. 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 _65__% to _100__% by May 2025.

Evaluation Data Sources: TSI testing data, SAT/ACT/AP data, CTE certification data

Strategy 1: Regularly test high school scholars who are not TSI met. Create opportunities for each grade level to test once a month.

Strategy's Expected Result/Impact: Increased TSI success.

Staff Responsible for Monitoring: Dr. Miles, Mr. White, Mrs. Garcia-Allen

Title I:
2.4
 - **TEA Priorities:**
Connect high school to career and college

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide timely data data from assessments to scholars and teachers while assigning an intervention. EdReady, etc...	Formative		Summative	
	Nov	Jan	Mar	June

Intended Audience: TSI tested scholars
    Provider / Presenter / Person Responsible: Dr. Miles, Mr. White, Mrs. Garcia-Allen
    Date(s) / Timeframe: July 2024-May 2025				

Action Step 2 Details	Reviews			
Action Step 2: Ensure Zero Hour lists are targeted based on current data and needs of scholars. Celebrate TSI met scholars as college ready with a ceremony in Conventus, as well as decorate CCMR Hallway and keep current data.	Formative		Summative	
	Nov	Jan	Mar	June
Funding Sources: Celebration items for CCMR status met, supplies to track and decorate CCMR hallway - BASIC (199 PIC 11) - 199-11-6399-XXX-083-11-243-000000- - $2,000				

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

Strategy 2: Update tracker to keep track of CCMR percent and OBM's for PTECH

    Strategy's Expected Result/Impact: Targeted action steps to increase success

    Staff Responsible for Monitoring: Dr. Miles, Mr. White, Mrs. Garcia-Allen

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

    Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			

Action Step 1: Schedule regular PTECH update meetings throughout the year to track, action plan, and facilitate growth in our CCMR data. Schedule visits to other PTECH successful programs.
    Intended Audience: All high school scholars.
    Provider / Presenter / Person Responsible: Dr. Miles, Mr. White, Mrs. Garcia-Allen
    Date(s) / Timeframe: July 2024-May 2025
 	
    Funding Sources: Travel to visit other school and PTECH Conferences - TITLE I (211) - 211-13-6411-04N-083-30-510-000000-25F10 - $2,000
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			

Action Step 2: Based on fluid TSI testing, ACT and SAT testing results, continue to push the young men that need the most support in passing their TSI into the TCC tutorial program on Fridays while assigning the EdReady licensures to the others who need acceleration to ensure they have access to dual credit opportunities. Schedule Saturday Schools.
    Intended Audience: All scholars in need of meeting CCMR credentials
 	
    Funding Sources: Payroll for Saturday School Teachers - TITLE I (211) - 211-11-6116-04N-083-30-510-000000-25F10 - $2,000
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			

Action Step 3: Access buses or travel for all high school classes to take 1 college trip
    Intended Audience: Grades 9-12
 	
    Funding Sources: Transportation for college trips - SCE (199 PIC 24) - 199-11-6412-001-083-24-243-000000- - $1,984
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

0% No Progress	**100%** Accomplished	➡️ Continue/Modify	❌ Discontinue

Strategy 3: Track CCMR data publicly in hallways to create a culture of CCMR. Celebrate CCMR often in Conventus directly from Tracker.

Title I:
2.5
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Celebrate CCMR with incentives in Conventus		**Formative**		**Summative**	
Intended Audience: High school scholars		**Nov**	**Jan**	**Mar**	**June**
Action Step 2 Details		**Reviews**			
Action Step 2: Allocate the CTE Smart Funds for the CTE department to distribute for instructional supplies and other departmental needs.		**Formative**		**Summative**	
Intended Audience: All CTE students and teachers		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Supplies and equipment for CTE Department - CTE (199 PIC 22) - $5,497					
Action Step 3 Details		**Reviews**			
Action Step 3: Allocate SPED allocations to our SPED Department and Inclusion teachers and aides to support the growing SPED program at YMLA.		**Formative**		**Summative**	
Intended Audience: SPED scholars and teachers who service them at YMLA		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Supplies for SPED Department - SPED (199 PIC 23) - $3,263					

Action Step 4 Details	Reviews			
Action Step 4: Provide Resume Writing to 10-12th grade scholars thru a purchased program	**Formative**		**Summative**	
Intended Audience: All 10-12th graders	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Resume writing workshops - TITLE I (211) - 211-11-6299-04N-083-30-510-000000-25F10 - $3,500				

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

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. During the day intervention opportunities are not enough.   **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
School Processes & Programs
Problem Statement 1: 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 needs an instructional leadership team, which can decide on instructional focus areas and decision making.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from _70_% to 100__% by May 2025. 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 _100__% by May 2025.

    Evaluation Data Sources: STAAR, Unit assessments, MAP

Strategy 1: Focused student support team meetings each Tuesday with administrator selected data and teacher outcomes and follow up.

    Strategy's Expected Result/Impact: Increased student outcomes

    Staff Responsible for Monitoring: 9th grade SST

    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

    Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Clear SST groupings, protocols, and data tracking		**Formative**		**Summative**	
Intended Audience: All teachers and staff		**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Dream Team by grade level					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 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 needs an instructional leadership team, which can decide on instructional focus areas and decision making.

Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from _90__% to _100__%
by May 2025.
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 __90_% to _100__% by May 2025.

High Priority

Evaluation Data Sources: Algebra 1 credits by student

Strategy 1: Ensure all qualified students are scheduled into Algebra 1 courses (8th and 9th graders)

Strategy's Expected Result/Impact: Increased access and success in Algebra 1

Staff Responsible for Monitoring: Mr. Prince, Ms. Faulkner

Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Develop a Peer tutoring program for scholars to support one another in academic success in Algebra 1. Train scholars who are peer tutors before or after school with select staff to facilitate. Purchase unique identifiers for scholars to be recognized as peer tutors.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Funding Sources: Instructional Supplies - TITLE I (211) - 211-11-6399-04N-083-30-510-000000-25F10 - $500				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Performance Objective 3 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. During the day intervention opportunities are not enough. **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

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from _80__% to _100__% by May 2025.

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 __80_% to _100__% by May 2025.

Evaluation Data Sources: SAT and ACT results

Strategy 1: Ensure all scholars are scheduled to take SAT School day their junior year so we can get baseline scores. Utilize the scores from baseline to guide scholars to Khan Academy until they leverage the score they need for admissions.

Strategy's Expected Result/Impact: Increased CCMR and SAT/ACT scores

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase Xello for our HS scholars to track their scholarship and college application totals for college readiness purposes.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Funding Sources: Xello-contracted services - SCE (199 PIC 24) - 199-32-6299-001-083-24-243-000000- - $2,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Strategy 2: Create AP. SAT, ACT prep schedule for scholars to prepare for their assessment.

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

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Create a schedule of all AP, ACT, SAT advanced opportunities.		**Formative**		**Summative**	
		Nov	**Jan**	**Mar**	**June**

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

Performance Objective 4 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. During the day intervention opportunities are not enough. **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

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 10___% to _5_% by May 2025.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _10___% to __5_% by May 2025.

    Evaluation Data Sources: Attendance data by week

Strategy 1: During Conventus morning meetings, highlight the PRIDE's who have the highest attendance, as well as the data for all other PRIDE's with information of who in each PRIDE is struggling with attendance. The PRIDE's will come up with an action plan for the scholars with concern.

    Strategy's Expected Result/Impact: Increase attendance outcomes.

    Staff Responsible for Monitoring: Mr. White, Mrs. Favela, Mrs. Garcia-Allen

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

    Problem Statements: Demographics 1

Action Step 1 Details	Reviews			

Action Step 1: Ensure the attendance committee is formulated and can assist in increasing student outcomes for attendance by having regular meetings and scheduling SARTS/Court action
    Intended Audience: All scholars
    Provider / Presenter / Person Responsible: Mrs. Garcia-Allen , Attendance Committee
    Date(s) / Timeframe: August 2024 - May 2025
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Strategy 2: Run attendance reports weekly for administrative huddle and identify young men for each grade level to inform the SST.

    Strategy's Expected Result/Impact: Increased attendance outcomes

    Staff Responsible for Monitoring: Mrs. Garcia-Allen

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

Action Step 1 Details	Reviews			
Action Step 1: Administrators review SST documentation and ensure the scholars of need are being addressed while progress monitoring the success of the interventions and increased attendance outcomes. **Intended Audience:** SST scholars	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Demographics
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**: Classroom consistency across the campus with effective classroom management techniques that can quickly intervene and influence appropriate behaviors while continuing the learning process.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: 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 _75%__ to _40%__ by May 2025.

Evaluation Data Sources: 6 weeks cyclic discipline data

Strategy 1: Continue working with Restorative Practices and have them transition from working with teachers and staff to working directly with our Tier 3 discipline opportunities.

Strategy's Expected Result/Impact: Decreased disciplinary data for all scholars, particularly our AA scholars.

Title I:
2.4, 2.5, 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 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Track discipline data each six weeks with the campus leadership team to affirm systems or make proposed adjustments to ensure that our discipline program is keeping scholars in class. **Intended Audience:** All scholars at YMLA	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Implement reverse suspension strategy to increase parent engagement and lessen instructional time lost due to behavior. Learn additional strategies from conferences	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Funding Sources: Travel to conferences and other successful campuses - TITLE I (211) - 211-23-6411-04N-083-30-510-000000-25F10 - $3,500				

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

Performance Objective 2 Problem Statements:

Demographics
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**: Classroom consistency across the campus with effective classroom management techniques that can quickly intervene and influence appropriate behaviors while continuing the learning process.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Increase the positive perception of parents on Engagement on the district's Parent Survey from __50_% to __75_% by May 2025. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _50__% to _75__% by May 2025.

    Evaluation Data Sources: Parent responses and parent surveys

Strategy 1: Continue the Wildcat weekly newsletter every two weeks to inform parents and document successes or needs of the campus

    Strategy's Expected Result/Impact: Keep parents more tied in with the campus with hopes they will get more involved

    Staff Responsible for Monitoring: Cynthia Starks - Parent Engagement Specialist

    Title I:
4.1, 4.2
  - ESF Levers:
Lever 3: Positive School Culture

    Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Create a system where each department is responsible for uploading any newsworthy information to populate the Wildcat Weekly. Teacher and student voice increasing is a goal for 2024.25		**Formative**		**Summative**	
		Nov	**Jan**	**Mar**	**June**
Action Step 2 Details		Reviews			
Action Step 2: Purchase technology for our Parent Engagement Specialist		**Formative**		**Summative**	
Intended Audience: All families, Family engagement Specialist		**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: July 1, 2024 - May 2025					
Funding Sources: Technology and Supplies - FAMILY ENGAGEMENT (211) - 211-61-6396-04L-083-30-510-000000-25F10 - $1,020					

Action Step 3 Details		Reviews			
Action Step 3: Purchase Supplies for Family Engagement Night.		Formative		Summative	
Intended Audience: All families in regad t our Math, Science, Literacy, and Humanities events. **Provider / Presenter / Person Responsible:** Ms. Starks		Nov	Jan	Mar	June
Funding Sources: Supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-083-30-510-000000-25F10 - $1,000					

Action Step 4 Details		Reviews			
Action Step 4: Hire a Family Engagement Specialist to support increased academic achievement, attendance, discipline, and family engagement for all stakeholders		Formative		Summative	
		Nov	Jan	Mar	June
Intended Audience: YMLA Learning Community					
Funding Sources: Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-083-30-510-000000-25F10 - $35,600					

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

Strategy 2: Have two academic parent nights per semester for parents to engage with the campus.

Strategy's Expected Result/Impact: More parental engagement

Staff Responsible for Monitoring: Principal

Title I:
4.2
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Provide YMLA parent education materials to families.		Formative		Summative	
		Nov	Jan	Mar	June

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

Performance Objective 3 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**: Although there are Family Engagement Nights happening each six weeks, there are not regular in person PTSA events at the campus to engage and recruit parents to assist in higher student outcomes

Campus Funding Summary

TITLE I (211)								
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**	
1	2	1	1	Agenda Books	Supplies and materials for instructional use	211-11-6399-04N-083-30-510-000000-25F10	$1,775.00	
1	2	2	1	Supplies for PLC and Data Room	Supplies and materials for instructional use	211-11-6399-04N-083-30-510-000000-25F10	$2,214.20	
1	2	2	4	Culturally Responsive and Teaching Brain" training books	Reading materials for professional development	211-13-6329-04N-083-30-510-000000-25F10	$980.00	
1	2	3	2	Instructional Technology intervention system	Technology for instructional use	211-11-6396-04N-083-30-510-000000-25F10	$5,000.00	
1	2	4	1	Library books and materials	Reading materials for library use	211-12-6329-04N-083-30-510-000000-25F10	$5,000.00	
2	1	1	1	Supplies needed for Zero Hour	Supplies and materials for instructional use	211-11-6399-04N-083-30-510-000000-25F10	$3,000.00	
2	1	1	2	IXL Professional Development for Teachers	Supplies and materials for professional development	211-13-6399-04N-083-30-510-000000-25F10	$1,295.00	
2	1	1	2	IXL Platform	Contracted instructional services	211-11-6299-04N-083-30-510-000000-25F10	$8,250.00	
2	2	1	2	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04N-083-30-510-000000-25F10	$1,025.00	
3	1	2	1	Travel to visit other school and PTECH Conferences	Travel for Teachers (PD)	211-13-6411-04N-083-30-510-000000-25F10	$2,000.00	
3	1	2	2	Payroll for Saturday School Teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-083-30-510-000000-25F10	$2,000.00	
3	1	3	4	Resume writing workshops	Contracted instructional services	211-11-6299-04N-083-30-510-000000-25F10	$3,500.00	
3	3	1	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04N-083-30-510-000000-25F10	$500.00	
4	2	1	2	Travel to conferences and other successful campuses	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-083-30-510-000000-25F10	$3,500.00	
4	3	1	4	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-083-30-510-000000-25F10	$35,600.00	

TITLE I (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	$75,639.20
						Budgeted Fund Source Amount	$74,659.20
						+/- Difference	-$980.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	2	Technology and Supplies	Technology for family engagement	211-61-6396-04L-083-30-510-000000-25F10	$1,020.00
4	3	1	3	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-083-30-510-000000-25F10	$1,000.00
						Sub-Total	$2,020.00
						Budgeted Fund Source Amount	$2,020.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Purchase intervention folders, tutorial supplies, etc.. for teachers to use during Zero Hour	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-083-11-243-000000-	$1,000.00
1	3	1	2	Supplies for instruction such as paper, journals, markers, pens, pencils, posterboards etc	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-083-11-243-000000-	$6,326.00
3	1	1	2	Celebration items for CCMR status met, supplies to track and decorate CCMR hallway	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-083-11-243-000000-	$2,000.00
						Sub-Total	$9,326.00
						Budgeted Fund Source Amount	$9,326.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	2	Supplies for GT scholars	GENERAL SUPPLIES		$2,770.00
						Sub-Total	$2,770.00
						Budgeted Fund Source Amount	$2,770.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						+/- Difference	$0.00

CTE (199 PIC 22)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	3	2	Supplies and equipment for CTE Department	GENERAL SUPPLIES		$5,497.00
						Sub-Total	$5,497.00
					Budgeted Fund Source Amount		$5,497.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	3	3	Supplies for SPED Department	GENERAL SUPPLIES		$3,263.00
						Sub-Total	$3,263.00
					Budgeted Fund Source Amount		$3,263.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	3	Transportation for college trips	Transportation costs for students	199-11-6412-001-083-24-243-000000-	$1,984.00
3	4	1	1	Xello-contracted services	Contracted student support services	199-32-6299-001-083-24-243-000000-	$2,000.00
						Sub-Total	$3,984.00
					Budgeted Fund Source Amount		$3,984.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	3	Instructional materials for ESL scholars	Supplies and materials - instruction	199-11-6399-001-083-25-243-000000	$996.00
						Sub-Total	$996.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Budgeted Fund Source Amount	$996.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4	Instructional Supplies	SCHOOL LEADERSHIP | GENERAL SUPPLIES	199-23-6399-XXX-083-99-243-000000-	$16,500.00
						Sub-Total	$16,500.00
						Budgeted Fund Source Amount	$16,500.00
						+/- Difference	$0.00
						Grand Total Budgeted	$119,015.20
						Grand Total Spent	$119,995.20
						+/- Difference	-$980.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024