

**Midland Independent School District**  
**Young Women's Leadership Academy**  
**2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: September 30, 2024

## Demographics

### Demographics Summary

Young Women's Leadership Academy at Booker T. Washington is a partnership school between Midland ISD and the Dallas-based Young Women's Preparatory Network. 2024 - 2025 will be YWLA's 6th operational school year and will serve young ladies in grades 6-12. YWLA is a Midland ISD school of choice focusing on college preparatory academics, leadership development through community service, and health and wellness.

YWLA opened in the fall of 2019 with only 6th and 7th grades. In the year 2024-2025 the school will have its first graduating class of seniors. In 2024-2025, YWLA will serve approximately 430 students in grades 6-12. The student population demographics are 45% Hispanic, 33% white, 10% African American, 9% Asian, 4% other. 38% of YWLA students are considered economically disadvantaged. YWLA serves students in special programs: 19% GT, 8% 504, 3% SPED, and 11% EB. 28% percent of students at YWLA met one or more of the at-risk indicators. The average class size is approximately 26 students for core classes.

YWLA recruits students from all Midland ISD elementary schools by going to each campus in the fall to share our vision and mission with 5th and 6th-grade girls. There is an application process and students from high-need campuses are given priority in admission. The mission of YWPN schools is to serve underserved populations of students, with an emphasis on economically disadvantaged students. The school has been working on boosting recruiting efforts and prioritized campuses during recruitment by making additional campus visits, offering multiple open campus days on Saturdays for families to tour the building, ask questions, and do on the spot interviews, essay writing, and application completion. Enrollment has remained steady the past 2 years, at approximately 350 students in 2022-2023 and 2023-2024 despite adding a grade level. The projected enrollment for 2024-2025 is 430. The campus attributes the growth to passing out paper applications to all students during recruitment visits.

100% of students are enrolled in EAS (advanced courses) core courses, and 100% of students grades 9-12 are enrolled in at least one AP (advanced placement) course.

Campus staff make-up for the 2024-2025 school year is as follows: 23 teachers, 1 library assistant, 3 office support staff, 2 counselors, 1 college success advisor, 3 custodians, 3 child nutrition staff, 1 nurse, and two campus administrators. 17 teachers have 3+ years of teaching experience, 5 are DOI. 18 teachers are returning and 4 are new to campus. Campus administration is made up of 1 principal starting year 4 as campus principal, and 1 assistant principal starting year 3.

Attendance continues to be an area of concern. In 2023-2024, the average attendance rate for the year was 95.4%.

## **Demographics Strengths**

The economically disadvantaged percentage increased 4% from the previous year.

The student demographics continue to become more diverse, showing a 4% increase in African American student enrollment.

Student retention rate from year to year is holding steady at approximately 92%.

Enrollment increased approximately 23% this year.

The diverse needs of GT, 504/SPED, and EB were met with flexible pacing and/or acceleration.

100% of all YWLA students engaged in a variety of STEM experiences/courses.

Attrition rate from 8th to 9th grade is 24%, down 12% from last year.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student attendance rates continue to trend around 95%.

**Root Cause:** no consistent follow through before absences become excessive

**Problem Statement 2 (Prioritized):** Student attrition during and at the end of the school year is high.

**Root Cause:** school is missing a connection; either experience or social emotional

**Problem Statement 3 (Prioritized):** Students meeting 1 or more of 14 at risk indicators historically have a higher failure and attendance rate by 6 weeks

**Root Cause:** Lack of staff to track and monitor the need for 1:1/small group intervention and planning from guidance counselors

# Student Learning

## Student Learning Summary

In 2023-2024, YWLA saw gains in most STAAR/EOC tests and maintains and an A rating in all 3 of the accountability domains.

In 2023-2024 YWLA had 100% of high school students taking 1 or more AP courses. In 2023-2024, the school offered 6 AP courses and will expand to 11 AP course offerings and 2 dual enrollment course offerings through UT system OnRamps. YWLA uses campus-created assessments, NWEA MAP assessments in reading, math and science, released STAAR assessments along with other informal measures to monitor student progress toward mastery of the TEKS.

Teachers meet in professional learning communities to disaggregate data to make instructional decisions based on the needs of students. The campus utilized advisory time to intentionally work with students in the areas of math, reading, science, and social studies. Teachers also offered after school tutorials and study sessions to help prepare students for AP, EOC, and STAAR exams.

100% of all students have created a 4-year graduation plan and are on track to meet or exceed their requirements.

The preliminary state accountability for the 2023-2024 school year is as follows:

	Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
<b>(165901007) - Young Womens Leadership Academy</b>								
D 1	Student Achievement	95		95	70%	66.5	96	A
D 2A	School Progress, Part A	93	94					
D 2B	School Progress, Part B	94						
D 3	Closing the Gaps	98			30%	29.4		

## Student Learning Strengths

100% of EOC testing students met or exceeded the state approaches level on EOC exams.

Campus PSAT/NMSQT scores continue to surpass the state average in ERW and Math components

Performed higher than the state in all tested subjects and grade levels

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Not all students are meeting their growth measure in STAAR/EOC tested subjects.

**Root Cause:** Not having intentional data conversations and plans around growth for all student groups.

**Problem Statement 2 (Prioritized):** AP teachers not receiving appropriate administrator support in professional development and data tracking

**Root Cause:** lack of administrator knowledge in advanced placement courses and platform

**Problem Statement 3:** Many 6th-grade students enter the campus with significant learning gaps in reading and math and are identified as at risk of not meeting academic standards.

**Root Cause:** Students come from multiple feeder schools with varying levels of instructional rigor, and many have experienced interrupted learning and insufficient foundational skill development in elementary school.

## School Processes & Programs

### School Processes & Programs Summary

YWLA supports the development of the whole child through advanced academics, EAS core courses in middle and the addition of advanced placement in high school. The school also offers a diverse health and wellness program. The development of leadership skills is built through elective classes and other leadership experiences.

Student success is ensured through built-in intervention/enrichment provided during the school day, after-school tutorials, and summer programming. Student achievement is closely monitored by teachers and administrators. Teachers meet in PLCs weekly to review student data, ensure lessons are TEKS aligned, evaluate instructional resources, and support each other through shared best teaching practices.

YWLA is a 1:1 technology campus and students receive direct training on how to use the Google EduSuite to maximize learning. Students utilize a variety of instructional resources including but not limited to PearDeck, NearPod, Summit K12, Quill, IXL, Eduphoria Online Testing, GimKit, and Kahoot. All classes at YWLA utilize technology to support learning and equip students with technology skills that will prepare them for college and career.

Almost all YWLA students will enter high school with at least one high school credit and in many cases two to three credits. Spanish I and II, Algebra I, and Geometry can be taken in junior high for high school credit.

Teachers are recruited based on the needs of the campus and student course interests. All core teachers are required to go through the 30-hour GT training and do their 6-hour update annually. AP teachers also go through 40 hours of APSI training and receive ongoing support and professional development through online learning communities. YWLA teachers agree to a Teacher Profile for expectations. Some expectations include sponsoring a student club, hosting a community service event, and providing additional support for students before and after the school day. Core teachers also commit to being an active part of their content professional learning community that meets twice a week.

YWLA is a STEM-focused school and strives to have 100% of students take at least one STEM elective while at YWLA. Students have a wide variety of STEM elective options, including, Project Lead the Way courses. High school students have the opportunity to choose the Biomedical or Engineering pathway. PLTW teachers receive intense training in the courses and are provided ongoing learning opportunities through online platforms.

The fine arts program is building out and students can currently take piano, guitar, orchestra, choir, and art. YWLA students are creative, and we believe that the fine arts help to create a well rounded student.

YWLA is working to pave out the college-bound programming and advanced placement course options. 100% of all 9th through 12th-grade students are enrolled in 1 or more AP classes. YWLA will offer more AP course offerings in 2024-2025 including AP Literature, AP

Calculus AB, AP U.S. Government, and AP Microeconomics The school will also offer it's second dual enrollment course through OnRamps. All YWLA students in grades 6-9 take the PSAT 8/9, and 10th graders take PSAT 10. In 11th grade, students take PSAT/NMSQT in the fall and the SAT in the spring. Seniors will have the opportunity to take the ACT in the fall before submitting college applications. The school continues to fine tune their college bound program to add in workshops and intensive study sessions to support students.

The health and wellness program at YWLA is robust. Our students are exposed to a variety of programs that will promote life-long healthy living. This year, students will have the opportunity to be in middle or high school athletics and play one of the following sports: volleyball, basketball, swim and dive, tennis, and/or cross-country.

Students have a wide variety of extracurricular opportunities to engage in including clubs such as chess, Gardening, Robotics, Gaming, and Rotary Interact. Opportunities to sharpen leadership skills are plentiful, especially in Student Council, High School Class Officers, Ambassadors, Students in Philanthropy, and Teen Leadership.

YWLA entered year 2 of UIL academic meets, both middle and high school. Both groups had many top 3 finishers, and high school advanced 14 students to regionals, and 3 students advanced to state and place 3rd at state in their respective events. In year 3 of Speech and Debate, the school had 4 state qualifiers in Congress, 5 TSFA state qualifiers, and 5 NSDA National qualifiers.

Communication with parents and students is provided through weekly school newsletters. Staff receive weekly bulletins, and have access to the All School Events calendar. As the campus continues to grow, the school is looking to build traditions that add value to campus programming and school culture. Each grade level has scheduled college campus visits throughout the school year. High school students plan a formal social event in which they can bring a guest. YWLA hosted a variety of engagement opportunities for families in 2023-2024 including orchestra and choir concerts, Veterans Day assembly, Spring Carnival, Student Led Conferences, Trunk-or-Treat, and more.

School safety continues to be a priority and the campus utilizes the district's standard response protocol through Texas State "I Love You Guys". Weekly perimeter door checks are conducted for security, and all visitors Raptor through the front office with their driver's license and wear a visitor's badge. Classroom doors are shut and secured during all instructional time. The school has an updated Emergency Operation Plan and stays in compliance with mandated safety drills. The Code Blue Team stays up-to-date on student health plans and runs drills 2-3 times a year.

Social-emotional well-being of the students is important, and the campus has implemented SEL curriculum for the past two years. This year, we will use iLead curriculum. The counselors assist parents with community resources including district services such as CATR, and food assistance with Mission Agape. The campus has two full-time counselors to meet the needs of students social emotional needs, as well as support the students in planning their academic schedules.

As the school continues to grow, there is a clear need for better processes and protocols to be put in place to provide structure and clarity for all stakeholders and to build the climate and culture.

### **School Processes & Programs Strengths**

Multiple leadership team meetings including PLC, Leadership, A-Team, and grade level work collaboratively to identify areas of need, provide feedback, and communicate the mission throughout the school.

College preparation through high school offerings for middle school students and advanced placement/dual enrollment in high school.

Extracurricular Opportunities for all students (UIL athletics, UIL academics, Fine Arts programming, STEM programming, student organizations, clubs)

Scaffolded levels of student support to ensure the academic and social-emotional needs of diverse learners are met

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** need for clear and consistent communication of goals, expectations, and school protocols

**Root Cause:** confusion and disconnect between instructional and office staff

**Problem Statement 2 (Prioritized):** lack of ownership and shared leadership amongst staff

**Root Cause:** administration does not delegate

**Problem Statement 3 (Prioritized):** Not seeing consistent improvement in advanced academic areas

**Root Cause:** No consistent structure for staff professional development, testing sequence, student workshops and support, etc.

**Problem Statement 4:** At-risk students do not consistently receive the interventions and guidance necessary to close achievement gaps, build resilience, and develop college and career pathways.

**Root Cause:** Need counseling services dedicated to providing intentional and regular services to the at-risk population.

# Perceptions

## Perceptions Summary

Relationships with students, staff, and families are a priority. Clear and honest communication with all stakeholders is a focus. The staff believes in the mission to provide all girls with an advanced academic program with a STEM focus and provide opportunities for students to grow their leadership skills.

YWLA provides opportunities for our students to be engaged in our community through a variety of community service opportunities. All students are provided health and wellness instruction and activities to help them become aware of self-care and self-worth. YWLA provides leadership opportunities through student council, class officers, NJHS, Ambassadors, and student-initiated clubs.

YWLA prioritizes student and staff safety. We train teachers following the district guidelines in Standard Response Protocol from the “I Love U Guys” Foundation. The campus follows district guidelines for conducting drills throughout the school year. All guests gain access to enter the campus through the front entrance where they are greeted by office staff and scanned in through our Raptor system. All doors into buildings are locked and can only be accessed with district ID badges or by ringing the bell for assistance.

YWLA communicates regularly with stakeholders through social media platforms such as Facebook, Instagram, its website, and weekly parent and student newsletters. This year, the campus worked to increase parent involvement opportunities and PTA membership. Opportunities to engage on campus included: Fine Arts concerts in choir, orchestra, and theatre productions, Wellness Night, awards ceremonies, lunch with parents, and more.

Through the addition of a campus development manager through YWPN, we have grown our community partnerships. Our campus is proud to partner with South East Community Center, Casa de Amigos, XTO, Pioneer, Diamondback, Community Federal Credit Union, Keep Midland Beautiful, Rotary West, and many others. These partnerships provide our students access to community leaders and speakers, as well as support integral programming on campus.

As YWLA continues to grow, there is a clear need for strong structures, processes, and protocols to support staff and provide consistency in day-to-day operations.

## Perceptions Strengths

Teachers set high expectations for all students.

Academic supports are in place to help all students be successful.

100% of students feel that they have a trusted person on campus they can go to when they need help.

The campus is a safe place for students and all staff members are aware of safety and security protocols.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Campus staff have big workloads and feel unsupported in the work

**Root Cause:** Not delegating responsibilities evenly by administration

**Problem Statement 2 (Prioritized):** A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong.

**Root Cause:** minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved

# Priority Problem Statements

**Problem Statement 1:** Student attendance rates continue to trend around 95%.

**Root Cause 1:** no consistent follow through before absences become excessive

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student attrition during and at the end of the school year is high.

**Root Cause 2:** school is missing a connection; either experience or social emotional

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Not all students are meeting their growth measure in STAAR/EOC tested subjects.

**Root Cause 3:** Not having intentional data conversations and plans around growth for all student groups.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** AP teachers not receiving appropriate administrator support in professional development and data tracking

**Root Cause 4:** lack of administrator knowledge in advanced placement courses and platform

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** need for clear and consistent communication of goals, expectations, and school protocols

**Root Cause 5:** confusion and disconnect between instructional and office staff

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** lack of ownership and shared leadership amongst staff

**Root Cause 6:** administration does not delegate

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Not seeing consistent improvement in advanced academic areas

**Root Cause 7:** No consistent structure for staff professional development, testing sequence, student workshops and support, etc.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Campus staff have big workloads and feel unsupported in the work

**Root Cause 8:** Not delegating responsibilities evenly by administration

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong.

**Root Cause 9:** minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Students meeting 1 or more of 14 at risk indicators historically have a higher failure and attendance rate by 6 weeks

**Root Cause 10:** Lack of staff to track and monitor the need for 1:1/small group intervention and planning from guidance counselors

**Problem Statement 10 Areas:** Demographics

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## 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
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## 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
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data





# Goals










**Goal 1: Domain 1: Student Achievement**

YWLA students will master rigorous academic standards on STAAR and EOC to ensure college readiness. In 2025, YWLA will maintain an A in Student Achievement.

**Performance Objective 1:** All STAAR/EOC tested courses will have an average of 65 or higher in approaches, meets, and masters.

**Evaluation Data Sources:** 9/18/27 week assessments  
STAAR/EOC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and administer assessments that are STAAR/EOC aligned with 2.0 new items types and TEKS.  <b>Strategy's Expected Result/Impact:</b> Teachers will have a better of standing of how to align instruction with testing, and students will have appropriate exposure to testing stimulus.  <b>Staff Responsible for Monitoring:</b> teachers dept. chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math  <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> - Title IV</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize PLCs and Leadership meetings to analyze data and plan for re-teach and enrichment.  <b>Strategy's Expected Result/Impact:</b> Through intentional data conversations with vertical PLC teams, a shared plan and ownership of student growth will take place.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math  <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Walk Through data to support teachers in tier 1 instruction and evaluate rigor of instructional resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration will be able to see campus professional development and coaching needs to support teachers in the work.</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Gifted and Talented trained staff in math will enhance their tier 1 instruction to accommodate GT identified students with learning opportunities that align with the students' different giftedness.</p> <p><b>Strategy's Expected Result/Impact:</b> increase student achievement and meet student needs with GT trained teachers and multiple levels of math to align with their advanced learning needs</p> <p><b>Staff Responsible for Monitoring:</b> math teachers and administrators</p> <p><b>Title I:</b> 2.52, 2.532, 2.534</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Not all students are meeting their growth measure in STAAR/EOC tested subjects. <b>Root Cause:</b> Not having intentional data conversations and plans around growth for all student groups.</p>
<p><b>Problem Statement 2:</b> AP teachers not receiving appropriate administrator support in professional development and data tracking <b>Root Cause:</b> lack of administrator knowledge in advanced placement courses and platform</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> need for clear and consistent communication of goals, expectations, and school protocols <b>Root Cause:</b> confusion and disconnect between instructional and office staff</p>
Perceptions
<p><b>Problem Statement 1:</b> Campus staff have big workloads and feel unsupported in the work <b>Root Cause:</b> Not delegating responsibilities evenly by administration</p>







**Goal 2: Domain 2: Student Growth**

YWLA students will meet or exceed their annual growth goal in reading and math.  
 In 2025, YWLA will meet or exceed 88% academic growth in reading and math.

**Performance Objective 1:** STAAR Reading will show a 3% increase from 85% to 88%.  
 STAAR Math will show a 2% increase from 86% to 88%.

**Evaluation Data Sources:** STAAR data  
 9/18/27 weeks assessment data  
 campus data tracking  
 tutorials and advisory group rosters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will set appropriate growth goals with students in semester 1 and continue to monitor and track progress throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> A shared understanding of high expectations between teacher, student, and parent that are individualized to each student.</p> <p><b>Staff Responsible for Monitoring:</b> teacher</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize data to pull intentional intervention and extension groups for advisory and tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> All students are having their academic needs met through personalized activities based on their needs.</p> <p><b>Staff Responsible for Monitoring:</b> teachers                      dept chairs</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1, 3</p> <p><b>Funding Sources:</b> extra duty pay for tutorials/Saturday sessions - Title IV</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will create their own student data tracking systems to monitor individual student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know each student's historical data, where they are now, and monitor progress towards their academic goals.</p> <p><b>Staff Responsible for Monitoring:</b> teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Student attendance rates continue to trend around 95%. <b>Root Cause:</b> no consistent follow through before absences become excessive</p>
<p><b>Problem Statement 2:</b> Student attrition during and at the end of the school year is high. <b>Root Cause:</b> school is missing a connection; either experience or social emotional</p>
Student Learning
<p><b>Problem Statement 1:</b> Not all students are meeting their growth measure in STAAR/EOC tested subjects. <b>Root Cause:</b> Not having intentional data conversations and plans around growth for all student groups.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> need for clear and consistent communication of goals, expectations, and school protocols <b>Root Cause:</b> confusion and disconnect between instructional and office staff</p>
<p><b>Problem Statement 3:</b> Not seeing consistent improvement in advanced academic areas <b>Root Cause:</b> No consistent structure for staff professional development, testing sequence, student workshops and support, etc.</p>
Perceptions
<p><b>Problem Statement 2:</b> A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong. <b>Root Cause:</b> minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved</p>






**Goal 3: Domain 3: Closing the Gaps**







YWLA will close the gaps for All Students, White, Hispanic, and the High Focus student groups as determined by Domain 3.














In 2025, YWLA will meet or exceed the interim state target in academic achievement and growth for reading and math for all qualifying student population groups.

**Performance Objective 1:** All measured students groups: All, white, Hispanic, and High Focus Group (Economically Disadvantaged, SPED, and Emergent Bilingual) will meet or exceed the interim state target in academic achievement and growth for reading and math for Closing the Gap performance.

**Evaluation Data Sources:** 9/18/27 week campus assessment data  
STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will set appropriate goals at semester for students after the 18 weeks assessment and continue to monitor and track progress throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> A shared understanding of high expectations between teacher, student, and parent that are individualized to each student.</p> <p><b>Staff Responsible for Monitoring:</b> teachers</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Considerable	 Discontinue	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will create their own student data tracking systems to monitor individual student growth and will identify and address trends in lower performing sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know each student's historical data, where they are now, and monitor progress towards their academic goals.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 3 - Perceptions 2</p> <p><b>Funding Sources:</b> - Title IV</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize data to pull intentional intervention and extension groups for advisory and tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> All students are having their academic needs met through personalized activities based on their needs.</p> <p><b>Staff Responsible for Monitoring:</b> teacher dept chair</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 2</p> <p><b>Funding Sources:</b> extra duty pay for teachers providing tutorials/extra duty pay for students - Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators will attend data meetings and help identify instructional strategies and resources to support student outcomes in all sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared ownership of student's academic success amongst teachers and administrators</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Some Progress	 Some Progress		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administrators will support PLCs with professional development needs to address the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared ownership of student's academic success amongst teachers and administrators</p> <p><b>Staff Responsible for Monitoring:</b> Administrators dept chairs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 No Progress	 Some Progress		

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide incentive/stipend for ESL certified teachers whom provide specialized instruction in language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance instructional capacity and ensure EBs attain English proficiency and meet state academic standards.</p> <p><b>Staff Responsible for Monitoring:</b> principal</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Staff 6th grade classes outside the staffing modeling to provide 1:21 student to teacher ratio in 6th grade Math and ELAR to close achievement gaps for at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> provide smaller classes for more teacher support and small group instruction of at-risk populations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and counselors</p> <p><b>Title I:</b> 2.51</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Resources and supplies will be provided to teachers so they can support the accommodations of their dyslexic students, including but not limited to colored paper, overlays, earbuds/headphones, subscription services for writing support</p> <p><b>Strategy's Expected Result/Impact:</b> Dyslexic students will have their needs and accommodations met in the general education classroom.</p> <p><b>Staff Responsible for Monitoring:</b> teachers and administrators</p> <p><b>Title I:</b> 2.4, 2.51</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Student attendance rates continue to trend around 95%. **Root Cause:** no consistent follow through before absences become excessive

**Problem Statement 2:** Student attrition during and at the end of the school year is high. **Root Cause:** school is missing a connection; either experience or social emotional

**Problem Statement 3:** Students meeting 1 or more of 14 at risk indicators historically have a higher failure and attendance rate by 6 weeks **Root Cause:** Lack of staff to track and monitor the need for 1:1/small group intervention and planning from guidance counselors

### Student Learning

**Problem Statement 1:** Not all students are meeting their growth measure in STAAR/EOC tested subjects. **Root Cause:** Not having intentional data conversations and plans around growth for all student groups.

**Problem Statement 2:** AP teachers not receiving appropriate administrator support in professional development and data tracking **Root Cause:** lack of administrator knowledge in advanced placement courses and platform

### School Processes & Programs

**Problem Statement 1:** need for clear and consistent communication of goals, expectations, and school protocols **Root Cause:** confusion and disconnect between instructional and office staff

**Problem Statement 2:** lack of ownership and shared leadership amongst staff **Root Cause:** administration does not delegate

**Problem Statement 3:** Not seeing consistent improvement in advanced academic areas **Root Cause:** No consistent structure for staff professional development, testing sequence, student workshops and support, etc.

### Perceptions

**Problem Statement 1:** Campus staff have big workloads and feel unsupported in the work **Root Cause:** Not delegating responsibilities evenly by administration

**Problem Statement 2:** A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong. **Root Cause:** minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved






**Goal 3: Domain 3: Closing the Gaps**












YWLA will close the gaps for All Students, White, Hispanic, and the High Focus student groups as determined by Domain 3.

In 2025, YWLA will meet or exceed the interim state target in academic achievement and growth for reading and math for all qualifying student population groups.

**Performance Objective 2:** EB/EL student group will meet or exceed the interim state target for Progress in Achieving EL Proficiency.

**Evaluation Data Sources:** K12 Summit usage and data  
 TELPAS data  
 teacher PLDF tracking systems

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will create a tracking system to monitor current Proficiency Levels and set goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know each student's historical data, where they are now, and monitor progress towards their academic goals.</p> <p><b>Staff Responsible for Monitoring:</b> PLCs            English dept. chair            CTC administrator</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1, 2 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLCs will use Performance Level Descriptors and current student Performance Levels to support reading, writing, listening, and speaking strategies across all contents.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared ownership and consistent tracking and support across contents for EB students.</p> <p><b>Staff Responsible for Monitoring:</b> PLC lead</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Some Progress	 Some Progress	 Discontinue	

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All Emergent Bilingual students will work in an individualized program 30 minutes per minute week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improvement in low performing areas through personalized support and practice based on their needs.</p> <p><b>Staff Responsible for Monitoring:</b> English Dept Chair CTC Administrator</p> <p><b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 2</p> <p><b>Funding Sources:</b> - Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development and incentive/stipend for ESL certified teachers whom provide specialized instruction in language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional differentiation of instruction that meets the needs of EB students. Increased performance for EB students</p> <p><b>Staff Responsible for Monitoring:</b> principals</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p> <p><b>Funding Sources:</b> professional development, instructional resources - 263 Title III, Bilingual</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 No Progress	 No Progress		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will incorporate innovative strategies such as podcasting to support authentic reading, listening, speaking, and writing skills according to the ELPS.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 No Progress	 No Progress	 No Progress	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





## Performance Objective 2 Problem Statements:







<b>Demographics</b>
<b>Problem Statement 1:</b> Student attendance rates continue to trend around 95%. <b>Root Cause:</b> no consistent follow through before absences become excessive
<b>Problem Statement 2:</b> Student attrition during and at the end of the school year is high. <b>Root Cause:</b> school is missing a connection; either experience or social emotional
<b>Student Learning</b>
<b>Problem Statement 1:</b> Not all students are meeting their growth measure in STAAR/EOC tested subjects. <b>Root Cause:</b> Not having intentional data conversations and plans around growth for all student groups.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> need for clear and consistent communication of goals, expectations, and school protocols <b>Root Cause:</b> confusion and disconnect between instructional and office staff
<b>Problem Statement 2:</b> lack of ownership and shared leadership amongst staff <b>Root Cause:</b> administration does not delegate
<b>Perceptions</b>
<b>Problem Statement 1:</b> Campus staff have big workloads and feel unsupported in the work <b>Root Cause:</b> Not delegating responsibilities evenly by administration
<b>Problem Statement 2:</b> A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong. <b>Root Cause:</b> minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved

**Goal 4:** YWLA will provide rigorous, advanced academic opportunities for all students to ensure students are college ready after graduation.

**Performance Objective 1:** 90% of 12th graders will be reading and math college ready, according to Texas Success Initiative.

**Evaluation Data Sources:** SAT scores, TSIA2 scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regularly review TSI data to track student progress, starting in 8th grade, and adjust strategies as needed to ensure continuous improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure continuous improvement and better prepare students to meet college readiness standards by the time they graduate from high school.</p> <p><b>Staff Responsible for Monitoring:</b> College Success Advisor Math and English Dept Chair</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create and execute a strategic plan to TSIA2 tests students once they have completed the courses needed for TSIA2.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximize student readiness and success on the assessment, ensuring timely progress toward college readiness.</p> <p><b>Staff Responsible for Monitoring:</b> College Success Advisor Math and English Dept Chair</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Some Progress		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Embed SAT skills and strategies within the math and English core classes in grades 8-11.</p> <p><b>Strategy's Expected Result/Impact:</b> By continued exposure to SAT-level questions and content, students build confidence and familiarity with complex problem-solving, which can translate to better performance on the SAT and TSIA2, which also requires critical thinking and application of knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Math Dept Chair English Dept Chair</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Performance Objective 1 Problem Statements:**









Demographics
<p><b>Problem Statement 2:</b> Student attrition during and at the end of the school year is high. <b>Root Cause:</b> school is missing a connection; either experience or social emotional</p>
Student Learning
<p><b>Problem Statement 1:</b> Not all students are meeting their growth measure in STAAR/EOC tested subjects. <b>Root Cause:</b> Not having intentional data conversations and plans around growth for all student groups.</p>
<p><b>Problem Statement 2:</b> AP teachers not receiving appropriate administrator support in professional development and data tracking <b>Root Cause:</b> lack of administrator knowledge in advanced placement courses and platform</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> need for clear and consistent communication of goals, expectations, and school protocols <b>Root Cause:</b> confusion and disconnect between instructional and office staff</p>
<p><b>Problem Statement 3:</b> Not seeing consistent improvement in advanced academic areas <b>Root Cause:</b> No consistent structure for staff professional development, testing sequence, student workshops and support, etc.</p>
Perceptions
<p><b>Problem Statement 1:</b> Campus staff have big workloads and feel unsupported in the work <b>Root Cause:</b> Not delegating responsibilities evenly by administration</p>

**Goal 4:** YWLA will provide rigorous, advanced academic opportunities for all students to ensure students are college ready after graduation.

**Performance Objective 2:** The percent of qualifying scores on all AP exams taken will increase from 23-24 to 24-25.

**Evaluation Data Sources:** AP scores  
AP Classroom progress checks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development opportunities for AP teachers including AP Summer Institutes, College Board workshops to stay updated on exam changes and effective teaching strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance AP teachers content knowledge and instructional strategies, leading to improved student engagement, higher AP exam scores, and a more robust and sustainable AP program on campus.</p> <p><b>Staff Responsible for Monitoring:</b> AP teachers Dept. Chairs</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use AP score reports to identify patterns in student performance. Focus on areas where students consistently underperform and adjust instruction accordingly</p> <p><b>Strategy's Expected Result/Impact:</b> Expected to lead to targeted instructional adjustments that improve student outcomes and increase AP exam scores.</p> <p><b>Staff Responsible for Monitoring:</b> AP teachers Dept. Chairs principals</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Incorporate regular formative assessments that mimic AP exam questions to monitor student progress and adjust teaching strategies in real time</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on AP exams due to consistent practice and exposure to AP question format.</p> <p><b>Staff Responsible for Monitoring:</b> AP teachers administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide targeted student support including after school study sessions, peer tutoring, and aligned AP study materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance student understanding, boost confidence, and improve AP exam performance.</p> <p><b>Staff Responsible for Monitoring:</b> AP teachers administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Student attrition during and at the end of the school year is high. <b>Root Cause:</b> school is missing a connection; either experience or social emotional</p>
Student Learning
<p><b>Problem Statement 1:</b> Not all students are meeting their growth measure in STAAR/EOC tested subjects. <b>Root Cause:</b> Not having intentional data conversations and plans around growth for all student groups.</p>

### Student Learning

**Problem Statement 2:** AP teachers not receiving appropriate administrator support in professional development and data tracking **Root Cause:** lack of administrator knowledge in advanced placement courses and platform

### School Processes & Programs

**Problem Statement 1:** need for clear and consistent communication of goals, expectations, and school protocols **Root Cause:** confusion and disconnect between instructional and office staff

**Problem Statement 2:** lack of ownership and shared leadership amongst staff **Root Cause:** administration does not delegate

**Problem Statement 3:** Not seeing consistent improvement in advanced academic areas **Root Cause:** No consistent structure for staff professional development, testing sequence, student workshops and support, etc.





### Perceptions

**Problem Statement 1:** Campus staff have big workloads and feel unsupported in the work **Root Cause:** Not delegating responsibilities evenly by administration

**Goal 4:** YWLA will provide rigorous, advanced academic opportunities for all students to ensure students are college ready after graduation.

**Performance Objective 3:** 60% of graduating cohorts will show improvement on both Evidence Based Reading and Writing and Math sections of PSAT 8/9, PSAT10, NMSQT, SAT from each administration starting in 9th grade.

**Evaluation Data Sources:** SAT/PSAT data  
Big Future/AP Scholar data  
Khan Academy data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and execute an advanced academics road map grades 6-12 that scaffolds supports for SAT skills</p> <p><b>Strategy's Expected Result/Impact:</b> Having an aligned plan will provide clear communication and consistency with strategies and support for increased SAT skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administrations dept chairs college success advisor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Obtain programming and professional development for staff in advanced academic areas including SAT skills to support students in tier 1 classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher integrate SAT questioning and supports in the classroom when appropriate for authentic transfer to testing.</p> <p><b>Staff Responsible for Monitoring:</b> teachers administrator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress		



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 2:** Student attrition during and at the end of the school year is high. **Root Cause:** school is missing a connection; either experience or social emotional

**Student Learning**

**Problem Statement 2:** AP teachers not receiving appropriate administrator support in professional development and data tracking **Root Cause:** lack of administrator knowledge in advanced placement courses and platform

**School Processes & Programs**

**Problem Statement 1:** need for clear and consistent communication of goals, expectations, and school protocols **Root Cause:** confusion and disconnect between instructional and office staff





**Problem Statement 2:** lack of ownership and shared leadership amongst staff **Root Cause:** administration does not delegate









**Problem Statement 3:** Not seeing consistent improvement in advanced academic areas **Root Cause:** No consistent structure for staff professional development, testing sequence, student workshops and support, etc.








**Goal 5:** YWLA will ensure a safe, and supportive learning environment for all students.

**Performance Objective 1:** YWLA will implement a multi-tiered systems of support that meets the needs of all student's academic needs.

**Evaluation Data Sources:** STAAR data  
 RTI/IEP/504 plan implementation  
 grade level meeting notes  
 PLC Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use formal and informal assessment data to pull intentional Advisory and Tutorial groups</p> <p><b>Strategy's Expected Result/Impact:</b> support academic growth of all students</p> <p><b>Staff Responsible for Monitoring:</b> teachers dept chairs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1, 2, 3 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize instructional planning documents from Lead4ward for TEKS and CED for AP to address the specificity of learning goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 instruction is taking place at the required level of rigor.</p> <p><b>Staff Responsible for Monitoring:</b> teachers dept chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use grade level meeting time to discuss student progress across content.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify struggling students and need for more added supports including RTIs or testing recommendations.</p> <p><b>Staff Responsible for Monitoring:</b> teachers administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize sensory supports for students with Autism, ADHD, and Anxiety as aligned to IEP goals and designed to promote access to the general education curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student regulation, engagement, and progress toward IEP goals.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, counselors, administrators</p> <p><b>Title I:</b> 2.51, 2.533</p> <p><b>- ESF Levels:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 3 - Perceptions 2</p> <p><b>Funding Sources:</b> - IDEA - Special Ed.</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide a 6th grade math intervention class to close the gaps for at-risk 6th grade students</p> <p><b>Strategy's Expected Result/Impact:</b> students will meet or exceed their growth measure, increased student confidence, increase retention rate of students</p> <p><b>Staff Responsible for Monitoring:</b> math teacher</p> <p><b>Title I:</b> 2.51, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize computer-adaptive programs, IXL, to provide scaffolded and differentiated instruction for at-risk students or those needing individualized learning plans</p> <p><b>Strategy's Expected Result/Impact:</b> Fill the gaps and help to provide leveled and timely academic support</p> <p><b>Staff Responsible for Monitoring:</b> math and social studies teachers</p> <p><b>Title I:</b> 2.51, 2.53</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Performance Objective 1 Problem Statements:**









Demographics
<p><b>Problem Statement 1:</b> Student attendance rates continue to trend around 95%. <b>Root Cause:</b> no consistent follow through before absences become excessive</p>
<p><b>Problem Statement 2:</b> Student attrition during and at the end of the school year is high. <b>Root Cause:</b> school is missing a connection; either experience or social emotional</p>
Student Learning
<p><b>Problem Statement 1:</b> Not all students are meeting their growth measure in STAAR/EOC tested subjects. <b>Root Cause:</b> Not having intentional data conversations and plans around growth for all student groups.</p>
<p><b>Problem Statement 2:</b> AP teachers not receiving appropriate administrator support in professional development and data tracking <b>Root Cause:</b> lack of administrator knowledge in advanced placement courses and platform</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> need for clear and consistent communication of goals, expectations, and school protocols <b>Root Cause:</b> confusion and disconnect between instructional and office staff</p>
<p><b>Problem Statement 2:</b> lack of ownership and shared leadership amongst staff <b>Root Cause:</b> administration does not delegate</p>
<p><b>Problem Statement 3:</b> Not seeing consistent improvement in advanced academic areas <b>Root Cause:</b> No consistent structure for staff professional development, testing sequence, student workshops and support, etc.</p>
Perceptions
<p><b>Problem Statement 1:</b> Campus staff have big workloads and feel unsupported in the work <b>Root Cause:</b> Not delegating responsibilities evenly by administration</p>
<p><b>Problem Statement 2:</b> A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong. <b>Root Cause:</b> minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved</p>

**Goal 5:** YWLA will ensure a safe, and supportive learning environment for all students.

**Performance Objective 2:** By June 2025, student attendance at YWLA will increase from 95% in 2024 to 97%.

**Evaluation Data Sources:** On Data Suite Reports  
 Skyward Report Manager  
 Project Truancy

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track attendance weekly, by individual, grade level, and school to identify trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Be proactive with attendance to support students before they become in danger of losing credit.</p> <p><b>Staff Responsible for Monitoring:</b> counselors attendance clerk</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Project Truancy to send out parent letters and emails for attendance warnings and truancy measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a systematic approach to notifying parents and students about attendance issues.</p> <p><b>Staff Responsible for Monitoring:</b> counselors attendance clerk</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement attendance incentives and attendance recovery plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognize students and parents that are attending school and getting their student's students to school consistently.</p> <p><b>Staff Responsible for Monitoring:</b> counselors attendance clerk administrators</p> <p><b>ESF Levels:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize part-time social workers to contact families to offer resource support and help to improve attendance issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Create partnerships with families to provide support proactively before the</p> <p><b>Staff Responsible for Monitoring:</b> counselors social worker</p> <p><b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student attendance rates continue to trend around 95%. <b>Root Cause:</b> no consistent follow through before absences become excessive</p>
<p><b>Problem Statement 2:</b> Student attrition during and at the end of the school year is high. <b>Root Cause:</b> school is missing a connection; either experience or social emotional</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Not all students are meeting their growth measure in STAAR/EOC tested subjects. <b>Root Cause:</b> Not having intentional data conversations and plans around growth for all student groups.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> need for clear and consistent communication of goals, expectations, and school protocols <b>Root Cause:</b> confusion and disconnect between instructional and office staff</p>

## Perceptions





**Problem Statement 1:** Campus staff have big workloads and feel unsupported in the work **Root Cause:** Not delegating responsibilities evenly by administration







**Problem Statement 2:** A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong. **Root Cause:** minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved







**Goal 5:** YWLA will ensure a safe, and supportive learning environment for all students.

**Performance Objective 3:** Implement 100% of the district and state safety and security protocols.

**Evaluation Data Sources:** Sentinel log  
 Vector Training completion  
 Behavior Threat Assessment training  
 Meeting logs  
 Campus EOP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly exterior door checks to ensure campus is secure and identify other safety concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet school safety guidelines, ensure the security of campus, identify other safety concerns or facility needs.</p> <p><b>Staff Responsible for Monitoring:</b> administration campus resource officer</p> <p><b>Title I:</b> 2.531, 2.532, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train all students and staff in Standard Response Protocol and meet the required number of safety drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared understanding of school safety protocols and decrease panic in the event of a true emergency.</p> <p><b>Staff Responsible for Monitoring:</b> administration school resource officer teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 2 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Training will be provided for reporting child abuse, dating violence, bullying reporting, cyberbullying reporting, and suicide prevention with the expectation that more consistent and effective communication with stakeholders will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety, security, and awareness of major issues that affect school aged children and understanding how each stakeholder can play a part in preventing and reporting.</p> <p><b>Staff Responsible for Monitoring:</b> administration school resource officer counselors teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Meet quarterly with Code Blue Team to review protocols and scenarios and run at a minimum 1 Code Blue Drill per semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff are prepared when medical emergencies on campus occur.</p> <p><b>Staff Responsible for Monitoring:</b> nurse administration code blue team members</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Comply with new state safety and reporting requirements, ensuring the Emergency Operations Plan is updated annually and is readily available upon request in the front office.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety requirements implemented, Emergency Operation Plan (EOP) is in compliance with state requirements, procedures clearly communicated across district.</p> <p><b>Staff Responsible for Monitoring:</b> principals campus resource officer</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Use a tracking system to track students out of class.</p> <p><b>Strategy's Expected Result/Impact:</b> Help ensure student safety and increase learning time.</p> <p><b>Staff Responsible for Monitoring:</b> teachers and admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				











**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Student attendance rates continue to trend around 95%. <b>Root Cause:</b> no consistent follow through before absences become excessive</p>
<p><b>Problem Statement 2:</b> Student attrition during and at the end of the school year is high. <b>Root Cause:</b> school is missing a connection; either experience or social emotional</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> need for clear and consistent communication of goals, expectations, and school protocols <b>Root Cause:</b> confusion and disconnect between instructional and office staff</p>
<p><b>Problem Statement 2:</b> lack of ownership and shared leadership amongst staff <b>Root Cause:</b> administration does not delegate</p>
Perceptions
<p><b>Problem Statement 1:</b> Campus staff have big workloads and feel unsupported in the work <b>Root Cause:</b> Not delegating responsibilities evenly by administration</p>
<p><b>Problem Statement 2:</b> A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong. <b>Root Cause:</b> minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved</p>

**Goal 5:** YWLA will ensure a safe, and supportive learning environment for all students.

**Performance Objective 4:** By the end of the school year, the campus will reduce the counselor to student ratio from 1:430 to 1:215 to provide targeted academic, SEL, and college and career support for at risk students.

**Evaluation Data Sources:** counselor logs, increased attendance by sub pops of at risk students, improved cycle grades by sub pops of at-risk students, increase of percentage for students meeting math and reading progress measure on STAAR EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Secure additional certified counselor</p> <p><b>Strategy's Expected Result/Impact:</b> decrease counselor to student ratio in order to provide support for at risk students</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>Title I:</b> 2.53, 2.531, 2.532</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 No Progress	 No Progress	 No Progress	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement 1:1 and small group counseling sessions for students that are at risk of losing credit for grade deficiencies or attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Proactively support at-risk students so they will graduate on time</p> <p><b>Staff Responsible for Monitoring:</b> counselors</p> <p><b>Title I:</b> 2.53, 2.531, 2.532</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 No Progress	 No Progress	 No Progress	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 4 Problem Statements:**

## Demographics

**Problem Statement 1:** Student attendance rates continue to trend around 95%. **Root Cause:** no consistent follow through before absences become excessive





**Problem Statement 2:** Student attrition during and at the end of the school year is high. **Root Cause:** school is missing a connection; either experience or social emotional









**Problem Statement 3:** Students meeting 1 or more of 14 at risk indicators historically have a higher failure and attendance rate by 6 weeks **Root Cause:** Lack of staff to track and monitor the need for 1:1/small group intervention and planning from guidance counselors

**Goal 6:** YWLA will hire, retain, and support highly qualified teachers and support staff.

**Performance Objective 1:** 100% of teachers and support staff have access to the resources, training, and support needed to effectively serve the advanced academic needs of students in grades 6-12.

**Evaluation Data Sources:** staff surveys  
 walk through/evaluation data  
 student assessment data: PSAT/SAT/STAAR/AP  
 professional development

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create PLCs that focus on advanced academic teaching strategies, curriculum development, and data-driven instruction specific to the needs of high-achieving students.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared ownership of vertical alignment, TEK understanding, intentional data conversations to achieve student growth, and teacher support.</p> <p><b>Staff Responsible for Monitoring:</b> PLCs Dept Chair</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that teachers have access to advanced academic resources, including curriculum materials, and technology to enhance instructional effectiveness.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer leadership roles within the school for teachers and support staff, such as department heads or program coordinators, to foster professional growth and a sense of ownership in the school's success.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared ownership of the school vision and mission while utilizing staff strengths to improve campus programs and culture.</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Some Progress	 Considerable		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators conduct classroom walk throughs to provide relevant feedback on strength and growth areas to support professional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Determine teacher strength/growth areas, assess current resources being utilized and need for additional/new resources.</p> <p><b>Staff Responsible for Monitoring:</b> administration dept. chairs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Some Progress	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Not all students are meeting their growth measure in STAAR/EOC tested subjects. <b>Root Cause:</b> Not having intentional data conversations and plans around growth for all student groups.</p> <p><b>Problem Statement 2:</b> AP teachers not receiving appropriate administrator support in professional development and data tracking <b>Root Cause:</b> lack of administrator knowledge in advanced placement courses and platform</p>

### School Processes & Programs

**Problem Statement 1:** need for clear and consistent communication of goals, expectations, and school protocols **Root Cause:** confusion and disconnect between instructional and office staff

**Problem Statement 2:** lack of ownership and shared leadership amongst staff **Root Cause:** administration does not delegate

**Problem Statement 3:** Not seeing consistent improvement in advanced academic areas **Root Cause:** No consistent structure for staff professional development, testing sequence, student workshops and support, etc.

### Perceptions





**Problem Statement 1:** Campus staff have big workloads and feel unsupported in the work **Root Cause:** Not delegating responsibilities evenly by administration








**Problem Statement 2:** A combined 40% of students and parents answered strongly disagree when surveyed about whether students feel like they belong. **Root Cause:** minimal opportunities for teambuilding, mentorships, and extracurriculars for students to get involved

**Goal 6:** YWLA will hire, retain, and support highly qualified teachers and support staff.

**Performance Objective 2:** Achieve a teacher and staff retention rate of 90% or higher by the end of the academic year through targeted support and professional development initiatives.


**Evaluation Data Sources:** teacher retention data  
 teacher surveys  
 K12 Climate survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a mentorship program where new teachers are paired with experienced colleagues to provide guidance, support, and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Support new to the profession and new to campus teachers to improve their experience in order to grow and retain quality teachers.</p> <p><b>Staff Responsible for Monitoring:</b> administrator</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levels:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer ongoing, personalized professional development opportunities that align with individual teacher goals and the needs of advanced academic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Grow and support teachers to retain and grow high quality teachers and support them in their personal career goals.</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levels:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 No Progress	 Some Progress		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a recognition program that celebrates teacher achievements, milestones, and contributions to the school community, including annual awards and public recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> To foster a culture of positive recognition, support, and growth to retain high quality staff.</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide resources and programs that support work-life balance, including flexible scheduling, wellness programs, and mental health support.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher moral and culture and climate amongst staff.</p> <p><b>Staff Responsible for Monitoring:</b> administrators counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide incentive/stipend pay for teachers in hard to staff and retain content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain high quality teachers in critical content areas. Improved student outcomes. Reduce teacher turnover.</p> <p><b>Staff Responsible for Monitoring:</b> principal</p> <p><b>Title I:</b> 2.51, 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p> <p><b>Funding Sources:</b> - 255 Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 2:** AP teachers not receiving appropriate administrator support in professional development and data tracking **Root Cause:** lack of administrator knowledge in advanced placement courses and platform

**School Processes & Programs**

**Problem Statement 1:** need for clear and consistent communication of goals, expectations, and school protocols **Root Cause:** confusion and disconnect between instructional and office staff

**Problem Statement 2:** lack of ownership and shared leadership amongst staff **Root Cause:** administration does not delegate

**Perceptions**

**Problem Statement 1:** Campus staff have big workloads and feel unsupported in the work **Root Cause:** Not delegating responsibilities evenly by administration

# Campus Funding Summary

255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10,242.83
<b>+/- Difference</b>					<b>\$10,242.83</b>
263 Title III, Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4	professional development, instructional resources		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,079.68
<b>+/- Difference</b>					<b>\$4,079.68</b>
IDEA - Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$14,217.12
<b>+/- Difference</b>					<b>\$14,217.12</b>
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	2	extra duty pay for tutorials/Saturday sessions		\$0.00
3	1	2			\$0.00
3	1	3	extra duty pay for teachers providing tutorials/extra duty pay for students		\$0.00
3	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,132.93
<b>+/- Difference</b>					<b>\$4,132.93</b>

263 Title III, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$689.10
<b>+/- Difference</b>					\$689.10
<b>Grand Total Budgeted</b>					\$33,361.66
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$33,361.66