

Young Women's College Preparatory Academy

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Young Women College Preparatory Academy is projected to receive an "A" rating (97) for the 2025-2026 school year, according to the TEA rating system.

Needs related to student achievement data

- The data used for this needs assessment is derived from the Spring 2026 STAAR 3-Year Comparison data.
- Spring 2025 STAAR Reading data reflected growth in 6th grade Reading Meets performance from 71% to 76% and Masters performance from 20% to 41%.
- 8th grade Reading Masters performance increased from 27% to 51%.
- Spring 2025 STAAR Science Meets performance increased from 61% to 73% and Masters performance increased from 10% to 35%.
- Spring 2025 STAAR Social Studies Masters performance increased from 0% to 24%.
- Algebra I STAAR Masters performance increased from 21% to 28%.
- Biology STAAR Meets performance increased from 66% to 84%.
- English I and English II STAAR performance remained strong at the Meets level with opportunities for continued growth at the Masters level.
- Teachers will continue to disaggregate STAAR, Interim, BOY, MOY, and EOY data to identify strengths and areas for growth.
- The CCMR dashboard will continue to be utilized to monitor student progress toward CCMR attainment.

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for the quality of instruction needs assessment is derived from SPOT observations, PLC lesson demos, assessment trends, and teacher coaching cycles. The data indicates a continued need for professional development centered on increasing instructional rigor, strengthening multiple response strategies, improving student discourse, and increasing effective differentiation and scaffolds for special populations. Additionally, the campus will continue strengthening lesson alignment between the lesson objective, DOL, and instructional tasks to ensure rigorous and engaging instruction for all students.

System evaluation (philosophy, processes, implementation, capacity)

The following systems are present in the action plan and help ensure accountability and data-driven decision making at YWCPA:

- PLCs meet weekly to discuss instructional strategies, student data, lesson alignment, and vertical planning.
- Leadership meetings will include weekly analysis of SPOT data, attendance data, assessment trends, and intervention planning.
- Special Education and 504 services will be reviewed monthly with coordinators, department chairs, and administrators.
- Teachers will participate in ongoing professional development aligned to high quality instruction, engagement strategies, and rigor.
- Attendance data will be reviewed weekly to identify intervention needs.
- Student data conferences will be utilized to increase student ownership and accountability.

Key Actions (Focus Areas)

- Increase Algebra I STAAR Masters level performance
- Increase English I STAAR Masters level performance
- Strengthen CCMR outcomes for graduating seniors
- Improve middle school Reading and Math performance
- Improve attendance and campus culture
- Strengthen instructional delivery through PLC demos and on-the-spot coaching

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Increase Algebra I MAP High and High Average level performance from 28% to 35% from MOY to EOY 2027.
	Indicators of success (Measurable results that describe success.)

	<ul style="list-style-type: none"> • BOY (August 2026) and MOY (Jan 2027) NWEA MAP assessments will be administered to all Algebra I students. • Weekly progress checks will identify TEKS targeted for reteach and intervention. • Interim assessment data will be used to monitor student growth and instructional effectiveness. • Algebra I student performance at the High and High Average will increase as measured by MOY NWEA MAP administration.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> • Instructional leaders will facilitate weekly PLCs focused on data disaggregation and lesson planning. • Conduct weekly SPOT observations and provide targeted coaching feedback. • Monitor classroom instruction to ensure alignment to STAAR rigor and TEKS. • Provide professional development focused on mathematical discourse and rigor. • Support teachers with lesson internalization and instructional planning.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> • Teachers will plan rigorous lessons aligned to HISD curriculum resources. • Teachers will implement daily checks for understanding and targeted intervention groups. • Teachers will facilitate student data conferences to increase ownership of learning. • Teachers will engage students in collaborative problem solving and mathematical discourse. • Teachers will participate in PLCs and professional development opportunities weekly.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development focused on instructional rigor, multiple response strategies, student engagement, classroom management, lesson internalization, differentiation, and STAAR aligned instruction to improve student outcomes across all content areas.	0
Materials/resources	HISD curriculum resources, Lead4ward documents, OnTrack reports, SPOT observation data, intervention resources, exemplar materials, and lesson internalization tools.	0
Purchased services	Professional development support sessions, instructional coaching resources, and district aligned training opportunities.	
State Compensatory Education Funds	SCE funds will be utilized to support targeted instructional interventions, supplemental resources, tutoring opportunities, and professional development for identified at risk student groups.	
Other		
TOTAL		0
Funding sources:		

KEY ACTION TWO

Key Action (Briefly state the specific goal or objective.)

100% of seniors in the Class of 2027 will achieve at least one CCMR indicator through TSI, SAT, AP, OnRamps, or Dual Credit by June 2027.

Indicators of success (Measurable results that describe success.)

- By June 2027, 100% of seniors will achieve at least one CCMR indicator.

	<ul style="list-style-type: none"> • By May 2027, students will meet or exceed TSI benchmarks in Math and ELAR. • By April 2027, students will participate in AP, SAT, OnRamps, and Dual Credit preparation opportunities. • By March 2027, students identified as needing additional support will participate in targeted CCMR intervention opportunities.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> • Monitor instructional rigor in AP, OnRamps, and Dual Credit courses. • Provide SAT, TSI, and AP preparation opportunities during the school year. • Monitor student CCMR data through dashboards and conferences. • Enroll seniors needing CCMR indicators into Texas College Bridge courses. • Conduct regular progress monitoring meetings with counselors and teachers.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> • Teachers will provide tutoring and targeted intervention opportunities. • Teachers will utilize assessment data to identify remediation needs. • Teachers will incorporate college readiness strategies into daily instruction. • Teachers will collaborate during PLCs to align instruction to assessment expectations.

Key Action TWO: Staff Development

Who: Campus Leaders (Counselor, Assit. Principal, College Advisor)

What: Provide professional development sessions focused on CCMR readiness, TSI and SAT preparation strategies, AP and OnRamps instructional support, student data monitoring, on the spot coaching, PLC collaboration, intervention planning, and college readiness instructional practices.

When: Summer 2026, Pre Service August 2026, Daily and Weekly PLCs, and Ongoing Coaching Cycles Throughout the 2026-2027 School Year

Where: YWCPA Campus, HISD District Locations, Rice University, and College Readiness Training Sites

Key Action TWO: Budget

Proposed item	Description	Amount
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Staff development	Principals, Assistant Principals, Counselors, CCMR Leads, and Campus Leaders will participate in professional development focused on CCMR tracking, college readiness planning, TSI and SAT supports, graduation pathways, instructional monitoring, and intervention planning for students needing CCMR indicators.	0
Materials/resources	Principal and Assistant Principal monitoring tools, CCMR dashboards, TSI and SAT preparation materials, graduation tracking tools, college readiness resources, student intervention planning documents, and instructional monitoring data reports.	0
Purchased services	NA	
State Compensatory Education Funds	SCE funds will support Principals, Assistant Principals, Counselors, CCMR Leads, and Campus Leaders with targeted CCMR interventions, tutoring opportunities, supplemental instructional resources, student progress monitoring tools, and supports for identified at risk students working toward CCMR indicators.	
Other		
TOTAL		0
Funding sources: SCE		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Increase Reading NWEA MAP High and High Average level performance from 30% to 38% from MOY to EOY 2027.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> • By August 2026, BOY assessment data will be used to identify baseline student performance and instructional needs. • By September 2026, weekly progress checks will be implemented to identify targeted TEKS for intervention and reteach opportunities. • By October 2026, students will consistently participate in writing opportunities across content areas aligned to rigor. • By December 2026, teachers will consistently implement ECR and SCR strategies across instructional content areas. • By January 2027, MOY and Interim assessment data will be used to monitor student progress and targeted intervention needs.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<p>Conduct regular data dives after district assessments and formative assessments.</p> <ul style="list-style-type: none"> • Monitor implementation of ECR and SCR strategies across content areas. • Provide coaching focused on annotation, text analysis, and STAAR rigor. • Conduct SPOT observations aligned to student engagement and discourse. • Support teachers in implementing exemplar-based instruction.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> • Teachers will implement daily writing opportunities aligned to STAAR rigor. • Teachers will utilize annotation strategies and exemplars during instruction. • Teachers will facilitate structured student discussions and collaborative learning. • Teachers will track student progress and hold data conferences. • Teachers will participate in PLCs focused on student work analysis.

Key Action THREE: Staff Development

Who: Principals, Assistant Principals, Instructional Leaders, Special Education Department Chair, Case Managers, and Special Education Teachers

What: Provide professional development focused on accurately identifying and implementing special education student accommodations, modifications, reading intervention strategies, and instructional supports based on students' IEPs. Additional professional development will include differentiated instruction, reading scaffolds, progress monitoring, co teaching strategies, NWEA MAP data analysis, on the spot coaching, daily planning, PLC collaboration, compliance documentation, and Demo Days aligned to high quality reading instruction for general and special education students.

When: Summer 2026, Pre Service August 2026, Daily and Weekly PLCs, Monthly Professional Development Sessions, and Ongoing Coaching Cycles Throughout the 2026-2027 School Year

Where: YWCPA Campus, HISD District Locations, and Special Education Professional Development Training Sites

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Principals, Assistant Principals, Instructional Leaders, and Special Education teachers will participate in professional development focused on increasing reading instructional rigor while incorporating effective scaffolds, accommodations, co teaching strategies, NWEA MAP intervention strategies, and differentiated instruction to ensure special education students can access grade level reading content and improve comprehension skills.	0
Materials/resources	NWEA MAP reports, curriculum documents, IEPs, accommodation trackers, SPOT observation data, intervention resources, reading progress monitoring tools, and instructional planning documents.	0
Purchased services	District provided special education instructional support services, reading intervention training opportunities, compliance training, and supplemental professional development aligned to special education instructional practices.	
Other	Supplemental reading intervention resources and campus based instructional supports for special education students.	

	Additional district and campus supports aligned to special education reading achievement goals.	
Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Strengthen the quality of instruction through daily instructional coaching in-the-moment and ongoing professional development focused on instructional rigor, student engagement, classroom management, data-driven instruction, and differentiated support for all learners.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> • By August 2027, 85% of teachers will demonstrate implementation of multiple response strategies, active monitoring, and aligned lesson objectives during SPOT observations. • By September 2027, 100% of teachers will participate in PLCs focused on data analysis, instructional planning, and student work analysis weekly. • By May 2027, SPOT observation data will reflect overall growth in instructional delivery and student engagement across all content areas.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> • Facilitate weekly PLCs focused on instructional best practices, lesson alignment, and student engagement. • Conduct daily SPOT observations and provide actionable coaching feedback. • Facilitate professional development sessions focused on rigor, differentiation, scaffolds, and classroom management. • Utilize assessment and observation data to identify campuswide instructional trends and professional development needs. • Provide opportunities for teachers to observe highly effective instructional practices across the campus.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Teachers will actively participate in PLCs, professional development sessions, and coaching cycles.
- Teachers will implement instructional strategies learned during professional development into daily instruction.
- Teachers will analyze student data regularly to adjust instructional practices and interventions.
- Teachers will collaborate with peers to share best practices and improve instructional delivery.
- Teachers will engage in reflective practices and goal setting based on SPOT observation feedback.

Key Action FOUR: Staff Development

Who: All Teachers, Instructional Leaders, Department Chairs, and Support Staff

What: Professional development focused on lesson internalization, classroom management, student engagement, differentiation, data analysis, multiple response strategies, annotation, exemplar usage, and STAAR rigor.

When: Summer 2026, Pre-Service August 2026, Weekly PLCs, Monthly Faculty Meetings, and Ongoing Coaching Cycles Throughout the 2026-2027 School Year

Where: YWCPA Campus, HISD Professional Development Sessions, Rice University, and District Training Sites

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development	Professional development sessions and instructional coaching support	0
Materials/resources	Curriculum resources, instructional planning tools, and engagement materials	0
Purchased services	NA	
Other		
Other		
TOTAL		0
Funding sources:		

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