Fort Worth Independent School District

083 Young Men's Leadership Academy (YMLA)

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

The Young Men's Leadership Academy (YMLA) is the first 6th - 12th grade School of Choice in Fort Worth ISD designed specifically to serve young men. The campus opened in Fall 2012, with an inaugural cohort of 150 sixth and sevetnh grade scholars. YMLA expanded by one grade level each subsequent year and celebrated its first graduating class in 2018.

YMLA welcomes new scholars through the District's School of Choice lottery process for entry into the 6th, 7th, and 9th grades. All accepted scholars complete registration in the spring in preparation for the upcoming academic year.

As a college preparatory campus, YMLA offers specialized programming in Engineering and Business Marketing. The current student demographic is 35% African American and 53% Hispanic, with the remaining population represented by White, Asian American, and other racial groups. Seventythree percent of scholars are identified as socioeconomically disadvantaged; 21% are Emergent Bilingual, and 12% receive Special Education services.

The campus employs 38 teachers with a staff composition of 39% male and 61% female educators. We are racially diverse, outside of only having four Hispanic teachers. We have approximately 407 scholars enrolled. 230 middle school young men and 177 high school young men. Our current teacher to scholar ratio is 1 to 11. To date we have 100% college acceptance from all of our graduates, 100% graduation rate and a 100% CCMR rating.

Our discipline data shows that our African American young men are dis-proportionally being written up and receiving consequences at a much higher rate than their peers (3:1). As of our most recent TAPR, our campus mobility rate is at 3.7% compared to 22.5% for the district and 16.4% for the state.

Demographics Strengths

The Young Men's Leadership Academy's greatest strengths are our culture and educational pathways.

Our school operates on the "house" system, which we call 'PRIDES'. Each PRIDE fosters a sense of community and belonging among the scholars. Each of our four PRIDES is named after distinguished men who have made significant contributions to the world, serving as inspirational figures for our scholars. This system not only encourages healthy competition and camaraderie but also instills values of leadership, teamwork, and respect. By aligning with the legacies of these influential individuals, we aim to motivate our scholars to strive for excellence and make meaningful contributions to society. Thus, we intentionally monitor behavior, attendance, and academic data to target and celebrate the wins along the way.

YMLA is proud to offer a robust selection of Dual Credit, Advanced Placement (AP), and On Ramps courses, which have seen a significant portion of our student body actively participating. Furthermore, YMLA is distinguished by its P-TECH program, which allows young men to enroll in embedded classes that simultaneously earn them both college and high school credits. This innovative program is designed to equip students with the necessary skills and knowledge to excel in their future careers, providing them with a seamless transition from high school to post-secondary education and beyond.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At YMLA, 71% of all documented disciplinary incidents involve African American scholars, reflecting a disproportionate rate of referrals. This equates to a 3:1 ratio when compared to scholars from other ethnic groups. Additionally, 51% of all discipline cases originate from our sixth- and seventh-grade students.
Root Cause: Scholars who are not fully engaged academically are more likely to exhibit disruptive behaviors in the classroom.

Problem Statement 2: YMLA is experiencing a growing population of Emergent Bilingual (EB) and Special Education (SPED) scholars. Currently, 22% of our students are identified as Emergent Bilingual and 12% receive Special Education services. The campus does not have a comprehensive, campus-wide system of support designed to enhance student engagement and promote consistent academic growth for these populations.
Root Cause: Our faculty and staff require targeted professional development to support our EB and SPED scholars. This is necessary for the scholars to grow academically in preparation for college.

Problem Statement 3: At YMLA, 87% of disciplinary infractions are issued by female staff members. Additionally, a disproportionate number of infractions involve our African American/Black scholars.
Root Cause: There has been limited training on effective strategies for intervention and redirection, particularly for scholars who rely on strong, authentic relationships to thrive.

Student Learning

Student Learning Summary

YMLA has achieved an "A" rating, with distinction designations in Social Studies and Postsecondary Success, as per the latest accountability rating. We are proud to have over 400 scholars enrolled from 6th to 12th grade, which is a historic achievement, this school year. Our attendance rate stands at a consistent 93%, which shows that we have opportunities for improvement in that area.

Our scholars have demonstrated exceptional performance on the STAAR/EOC exams. In 2024 and 2025, the scholars surpassed the district's averages in Mathematics and English at the "Meets" level by over 12% and 15%, respectively. To better understand and address educational needs, our scholars take the MAP test at the beginning, middle, and end of the year to assess their Mathematics and English comprehension. Through this process, we have identified educational gaps that we are committed to addressing through Professional Learning Communities (PLCs) targeted interventions and support.

YMLA is an AVID campus with our program brand rooted in AVID strategies. Our scholars have access to an agenda book where they write their daily measurable objectives for accountability purposes. They are also given a binder to organize their work for each class. As a campus, we have noticed areas of improvement as it pertains to organization, so that our young men are strengthened in priorities and meeting crucial deadlines.

We have observed an increase in our EB and SPED populations at YMLA. This growth presents an opportunity to enhance our inclusive practices and ensure that all scholars receive the support they need to succeed.

Currently, 58% of our high school scholars are enrolled in Dual Credit courses, with 20 seniors on track to obtaining their Associate's Degree. This achievement underscores our commitment to providing advanced learning opportunities and preparing our scholars for postsecondary success. Additionally, we are proud to be in our fifth year as a P-TECH campus, offering pathways that integrate high school and college coursework with industry experience.

Student Learning Strengths

At YMLA, we pride ourselves on maintaining a small teacher to scholar ratio of approximately 1:11, which allows us to prioritize and enhance learning outcomes for our scholars. Our intentional classrooms are curated to ensure that each scholar receives personalized attention and support, fostering an environment where individual academic needs can be addressed effectively. Our scholars are encouraged to engage in collaborative group work, which not only enhances their learning experience but also develops essential teamwork and communication skills. Our educators are committed to using Professional Learning Communities (PLCs) to disaggregate data, allowing them to focus on targeted instruction that promotes scholar growth and achievement.

YMLA is an AVID campus, as such, we emphasize the importance of organization and planning through the use of agenda books. Most of our teachers incorporate the agenda book into their teaching practices; however, we recognize that there is always room for development, and we are committed to continuously improving our strategies to better support our scholars' educational journey. As it pertains to schoolwork, our teachers provide scholars with the opportunity to submit work after deadlines. This approach is designed to support scholars in improving their grades and understanding of the material; however, it shows an opportunity for continued growth in our organizational skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Many scholars are lacking organizational skills when it comes to being organized and basic study skills.
Root Cause: The AVID strategies are not being fully utilized in all classrooms. YMLA staff are not trained efficiently/yearly on how to utilize AVID as a consistent program.

Problem Statement 2: YMLA scholars are not consistently providing written or evidence-based responses to questions presented during classroom instruction or assessments. Scholars are increasingly submitting short-hand responses or leaving their short-constructed responses (SCRs) blank on assessments.
Root Cause: YMLA staff can benefit from a campus-wide system of expectations and effective instructional practices for written responses in their classrooms

Problem Statement 3 (Prioritized): The campus has a growing population of Emergent Bilingual scholars enrolling that need specialized support and research-based strategies within their instruction.
Root Cause: Increased population of Emergent Bilingual (EB) scholars.

Problem Statement 4: The campus has a growing population of Special Education scholars. Additionally, there is an increase of scholars who need "Resource" class and our teachers need training and support to better serve their needs.
Root Cause: The increasing population of Special Education (SPED) scholars and their success lends to more teacher training from the district department and our inclusion team.

School Processes & Programs

School Processes & Programs Summary

YMLA is a 6-12th grade campus with two administrators, 38 instructional staff members, two counselors and a Post Secondary/Testing Specialist. All of our scholars are scheduled in classes according to Texas' graduation standards, achievement data, and scholar choice. Advanced classes are dictated from previous state assessments and teacher recommendation, unless parents have valid data to request schedule changes. Beginning with their Freshmen year, all scholars have the option to take Dual Credit courses to begin their pathway of an associate's degree.

YMLA has implemented a one-to-one technology device program, ensuring that each scholar is equipped with their own school issued device. If devices become inoperable, scholars and their parents have the opportunity to speak with the technology liaison who will fulfill their request.

At YMLA, the concept of "brotherhood" is something we take immense pride in. We emphasize the importance of community and connection, which is why we prioritize meeting at least twice a week for our morning meetings known as "Conventus Fratrum", which is Latin for "Meeting of the brothers". During the meetings, we discuss areas of improvements, while celebrating successes. This competitive brotherhood allows us to set healthy and intentional competitions on our areas of weaknesses. Additionally, the meeting of the brotherhood is scholar-led, with organizations and PRIDES responsible for each meeting. Lastly, the scholars revere in the PBIS merit and demerit system where their PRIDES are celebrated for obtaining the most points every 6 weeks.

YMLA offers two programs of choice pathways on our campus, "Business Marketing and Engineering". Scholars also have the opportunity to learning leadership and organizational skills through our AVID and JCC/JROTC programs. Outside of the classroom, our High School scholars participate in Student Council where other organizations are supported by the council.

School Processes & Programs Strengths

YMLA is the first single-gendered male school in Fort Woth ISD. As such, our campus is dedicated to addressing the unique educational needs of male learners. By placing students in their PRIDES, we create an environment that emphasizes brotherhood and healthy competition. The PRIDE meetings not only enhance their academic experience but also builds a sense of camaraderie and mutual support among scholars, which is essential for their personal and social development. Additionally, teachers are trained to teach to the competitive needs of the young men. There is shared responsibility in teacher and scholar led facilitation as Teachers are encouraged to teach in collaborative groups.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning.
Root Cause: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Problem Statement 2: Discipline has increased due to lack of competition and celebration in Conventus
Root Cause: YMLA's core values emphasize brotherhood and healthy competition; however, these elements are not currently reflected strongly in the campus culture

Perceptions

Perceptions Summary

YMLA is built on a culture of brotherhood, college readiness, and community collaboration. The five pillars of YMLA are grounded in the acronym PRIDE, representing Perseverance, Resilience, Integrity, Discipline and Excellence. As a collegeprep academy, we take pride in preparing scholars for postsecondary success. However, based on parent feedback, two key areas have been identified for improvement: effective communication and consistent grading practices.

YMLA scholars adhere to a strict dress code we have established, which is an important aspect of maintaining a professional and focused learning environment. However, there are challenges in consistently maintaining this dress code throughout the week. Teachers have shared that administration should address the dress code needs, as this will increase administrative visibility and allow the scholars to understand how serious the school takes dress code and expectations.

YMLA has a Community Advisory Board and an established PTSA this school year. Both organizations have supported YMLA's efforts in supporting our staff and scholars and bridging the gap between the school and our community.

Perceptions Strengths

The YMLA Community Advisory Board has played a pivotal role in amplifying our school's narrative to both the philanthropic and business communities. Their efforts have not only raised awareness about our mission and achievements but have also translated into tangible financial support. This backing has been instrumental in sustaining initiatives like the A/B Honor Roll and Senior week activities, which celebrate and motivate our scholars' academic and social accomplishments.

YMLA has established a robust PTSA team this year and they have made significant marks in our school's journey towards greater family and community engagement. This revitalized team has successfully orchestrated a series of events that not only empower our school community but also enhance awareness and involvement among families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: YMLA Teachers are not consistently submitting grades within the expected timelines.
Root Cause: Teachers are not fully utilizing the established grading policies set forth by Fort Worth ISD. Administration needs to ensure that Teachers understand and apply the grading policy.

Problem Statement 2 (Prioritized): Student culture is not measured to obtain feedback on how their school can improve and meet their needs.
Root Cause: No opportunities to survey scholars.

Priority Problem Statements

Problem Statement 1: At YMLA, 71% of all documented disciplinary incidents involve African American scholars, reflecting a disproportionate rate of referrals. This equates to a 3:1 ratio when compared to scholars from other ethnic groups. Additionally, 51% of all discipline cases originate from our sixth- and seventh-grade students.

Root Cause 1: Scholars who are not fully engaged academically are more likely to exhibit disruptive behaviors in the classroom.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus has a growing population of Emergent Bilingual scholars enrolling that need specialized support and research-based strategies within their instruction.

Root Cause 2: Increased population of Emergent Bilingual (EB) scholars.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning.

Root Cause 3: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student culture is not measured to obtain feedback on how their school can improve and meet their needs.

Root Cause 4: No opportunities to survey scholars.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percent of graduate that meet the criteria from CCMR outcomes bonus from 15% to 30%

Performance Objective 1: Maintain the percentage of 12th grade scholars attaining at least one CCMR indicator at 100%.
Increase the number of scholars completing their TSIA exam in 9th - 11th grade scholars by May 2027.

Evaluation Data Sources: TSIA status; Dual Credit Courses; AP Courses

Strategy 1: Equip Algebra II and English III teachers with targeted resources and supports to ensure that all seniors who have not yet met CCMR benchmarks through the TSIA are able to strengthen and refine the skills necessary for success.

Strategy's Expected Result/Impact: Result: Scholars will become stronger in Math and English, in alignment with College Readiness expectations.
Impact: There will be an increase of scholars who are TSIA met by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, High School Counselor, Assessment Coordinator

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Fund Family Engagement events regarding CCMR, FAFSA, Academic Achievement and extracurricular program nights. **Intended Audience:** All High School scholars. **Date(s) / Timeframe:** August 2026 - May 2027 **Funding Sources:** - Family Engagement (211) - 211-61-6399-503-083-30-083-101000 - $1,208			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide opportunities to support instruction through after-school tutorials to support TSI preparation and Credit Recovery. **Intended Audience:** All High School scholars **Funding Sources:** After-school tutorials to support TSI testing and CCMR on the campus. - Title I (211) - 211-11-6116-502-083-30-083-101000 - $3,000, Fringe - Title I (211) - 211-XX-614X-502-083-30-083-101000 - $540			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning. **Root Cause**: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Goal 1: Increase the percent of graduate that meet the criteria from CCMR outcomes bonus from 15% to 30%

Performance Objective 2: Increase the percentage of 10th through 12th grade students scoring at or above the college ready standard on TSIA assessment in order to increase the CCMR percentage from 44% to 60% by June 2027.
Increase the performance of Sophomore scholars CCMR met from 47.5% to 60% by May 2027.

Strategy 1: Equip Geometry and English II teachers with targeted resources and supports to ensure that all 10th and 11th graders who have not pass the TSIA exam are able to strengthen and refine the skills necessary for success.

Strategy's Expected Result/Impact: Result: Scholars will strengthen their understanding of analytical and problem-solving skills.
Impact: An increase in the percentage of scholars who are TSIA met by May 2027.

Title I:
2.52
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide opportunities to support instruction through after-school tutorials to support TSI preparation and Credit Recovery. **Intended Audience:** All High School scholars.			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning. **Root Cause**: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Goal 1: Increase the percent of graduate that meet the criteria from CCMR outcomes bonus from 15% to 30%

Performance Objective 3: Increase the percentage of scholars completing Associate's degrees and Industry Based Certificates at YMLA to maintain the 100% CCMR.

Strategy 1: Increase the number of scholars applying to 3 or more colleges from 93.9% to 100% by May 2027
Increase the percentage of scholars obtaining an Associate's Degree from 41% to 45% within the Class of 2027.

Staff Responsible for Monitoring: Administrators, Assessment Coordinator and High School Counselor

Title I:
2.52
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Equip the Assessment Coordinator and High School Counselor with targeted resources and supports to increase the number of scholars earning their associate's degrees. **Intended Audience:** All scholars **Provider / Presenter / Person Responsible:** Assessment Coordinator & High School Counselor **Date(s) / Timeframe:** August 2026 - May 2027			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning. **Root Cause**: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Goal 2: Increase the percentage of reaching the "Meets Grade Level" or above standard on the English I EOC by the end of 9th grade from 67% to 75% on the annual state performance measurement.

Performance Objective 1: Increase the performance of African American scholars in 9th grade on the Meets grade level from 63% to 75% by June 2027.

Evaluation Data Sources: Weekly DOLs, NWEA MAP Data, Benchmark Data, 6-week assessments.

Strategy 1: Utilize DOLs, NWEA MAP data, benchmark assessments, and six-week assessments to inform and drive data-based instructional decision-making within the classroom.

Strategy's Expected Result/Impact: Result: Teachers will be more equipped on how to utilize data to support their instruction.
Impact: There will be an increase in scholar achievement on their ELAR assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal and ELAR department.

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Based on assessment data, develop Tier 3 intervention groups in core and tested content areas to implement Zero Hour sessions. These sessions will be embedded within the school day and will provide targeted tutorial support, allowing scholars to engage with their teachers twice per week. **Intended Audience:** All scholars **Provider / Presenter / Person Responsible:** Principal, Assistant Principal and content tested teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** All content departments **Delivery Method:** Weekly schedule			

Action Step 2 Details	Formative Reviews		
Action Step 2: Provide classroom instructional materials and resources to staff to effectively support high-quality instruction. **Intended Audience:** All Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Funding Sources:** Instructional Supplies to support classroom Teachers. - Title I (211) - 211-11-6399-502-083-30-083-101000 - $20,000	Formative		
	Nov	Jan	Mar

Action Step 3 Details	Formative Reviews		
Action Step 3: Provide scholars with agenda binders to support the development of effective time management, organization, and calendaring skills throughout the school year. **Intended Audience:** All scholars **Funding Sources:** Purchase agenda binders, journals, and instructional supplies for scholars to aid with organization and planning. - Title I (211) - 211-11-6399-502-083-30-083-101000 - $7,647	Formative		
	Nov	Jan	Mar

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning. **Root Cause**: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Goal 2: Increase the percentage of reaching the "Meets Grade Level" or above standard on the English I EOC by the end of 9th grade from 67% to 75% on the annual state performance measurement.

Performance Objective 2: Increase the performance of Hispanic scholars in 9th grade on the Meets grade level from 74% to 80% by May 2027.

Evaluation Data Sources: Weekly DOLs, NWEA MAP Data, Benchmark Data, 6-week assessments.

Strategy 1: MTSS grade-level teams will collaborate to align academic expectations in order to enhance scholars' critical thinking and problem-solving skills, thereby increasing their mathematical awareness.

Strategy's Expected Result/Impact: Increase Student Achievement in Mathematics.
Increase STAAR Measures.

Staff Responsible for Monitoring: Principal, Assistant Principal & MTSS Teams

TEA Priorities:
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop the MTSS teams for the upcoming school year, so that they are equipped to use data-driven information to increase the mathematics outcomes for the campus. **Intended Audience:** All YMLA Teachers and Staff. **Provider / Presenter / Person Responsible:** Principal and Assistant Principal **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** All content areas. **Delivery Method:** On-campus professional development throughout the school year. **Funding Sources:** Professional Development for Staff Members - Title I (211) - 211-11-6399-502-083-30-083-101000 - $2,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Provide targeted professional development on best practices in instructional strategies to increase scholar engagement in mathematics. The scholars should be able to justify the rational of their responses when computing and problem solving in Mathematics. Additionally, with our growing Special Education

(SPED) and Emergent Bilingual (EB) population, these strategies would be helpful to increase their engagement in classes.

Strategy's Expected Result/Impact: Increase in Mathematics scores from middle school math to Algebra I. This increase would be seen on our DOLs, Benchmarks, NWEA MAP data and STAAR/EOC exams.

Staff Responsible for Monitoring: Principal and Assistant Principal.

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: We will ensure that all teachers are equipped with effective instructional tools and resources to enhance scholarly engagement in the classroom. Additionally, Emergent Bilingual (EB) and Special Education (SPED) scholars will receive targeted supports to promote meaningful participation in classroom discussions. **Intended Audience:** All scholars **Provider / Presenter / Person Responsible:** All teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** All content departments **Funding Sources:** Instructional & Supportive supplies for EB scholars. - Title I (211) - 211-11-6329-502-083-30-083-101000 - $1,000			

No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Facilitate ongoing, structured collaborative meetings to support Special Education (SPED) scholars, ensuring that teachers are equipped to make data-informed instructional decisions and consistently implement all identified accommodations with fidelity.

Strategy's Expected Result/Impact: Result: All Teachers will be fully trained on how to support our special education (SPED) scholars.
Impact: There would be an increase in instructional outcomes from our SPED scholars.

Staff Responsible for Monitoring: Administration and Inclusion Teachers

Title I:
2.51, 2.53
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Collaborate with the Inclusion Teachers to provide training opportunities for the Dream Team throughout the school year. **Intended Audience:** All Teachers **Provider / Presenter / Person Responsible:** Administration & Inclusion Team **Date(s) / Timeframe:** August 2026 - May 2027 **Funding Sources:** Professional Development for staff on EB and SPED scholars. - Title I (211) - 211-11-6399-502-083-30-083-101000 - $3,500			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Acquire Substitute Teachers to cover classes during professional development. **Intended Audience:** All Teachers on the MTSS teams. **Provider / Presenter / Person Responsible:** Principal & Assistant Principal **Funding Sources:** Hiring substitute teachers to support instructional pull-outs. - Title I (211) - 211-11-6112-502-083-30-083-101000 - $2,000, Fringe - Title I (211) - 211-XX-614X-502-083-30-083-101000 - $360			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Extra Duty Pay for Engagement Nights, Tutoring & Writing Camps **Intended Audience:** All Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Funding Sources:** Tutorial hours | Writing Camps | Saturday Camps - Title I (211) - 211-11-6116-502-083-30-083-101000 - $7,000, Fringe - Title I (211) - 211-XX-614X-502-083-30-083-101000 - $1,260			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: The campus has a growing population of Emergent Bilingual scholars enrolling that need specialized support and research-based strategies within their instruction. **Root Cause**: Increased population of Emergent Bilingual (EB) scholars.

School Processes & Programs

Problem Statement 1: As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning. **Root Cause**: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Goal 2: Increase the percentage of reaching the "Meets Grade Level" or above standard on the English I EOC by the end of 9th grade from 67% to 75% on the annual state performance measurement.

Performance Objective 3: Increase the performance of Asian scholars in 9th grade on the Meets grade level from 0% to 20% by June 2027.

Evaluation Data Sources: Weekly DOLs, NWEA MAP Data, Benchmark Data, 6-week assessments.

Strategy 1: PLC time will be strategically utilized to analyze daily DOL data, enabling teachers to internalize lessons and prioritize instructional best practices that address the diverse needs of all scholars.

Strategy's Expected Result/Impact: Result: Teachers will be equipped to address the needs of their scholars during instructional time.
Impact: Instructional time will be maximized, and student achievement will increase.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: During PLCs, teachers will engage in micro-teaching to develop and refine instructional strategies, with the goal of strengthening Tier 1 instruction and improving overall classroom effectiveness. **Intended Audience:** Science Teachers **Provider / Presenter / Person Responsible:** Principal and Assistant Principal **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** PLCs & Tier 1 Instruction			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Teachers will implement research-based strategies from Get Better Faster and Teach Like a Champion to enhance instructional effectiveness and maximize their impact on student learning in the classroom. **Intended Audience:** Scholars **Provider / Presenter / Person Responsible:** Science Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** Tier 1 Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning. **Root Cause**: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Goal 3: Reduce the number of schools that are rated F.

Performance Objective 1: To increase the "A" rated percentage from 94% to 99%. Increase the STAAR Performance in Domain 1 (Student Achievement) from the prior year to this school year from 79% to 90%.

Evaluation Data Sources: EOC and STAAR Assessment.

Strategy 1: Provide Professional Development to Teachers on how to utilize data to grow scholars in Mathematics and English.

Strategy's Expected Result/Impact: Result: Teachers will be equipped in all disciplines on how to increase the scholars' analytical and critical thinking skills.
Impact: A campus-wide shift on Reading/Writing culture. Increased outcomes on student achievement in all content areas, especially Mathematics and English.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize staff meetings to teach the Dream Team on how to use Data-driven decision making to increase the analytical and critical thinking skills of the scholars. **Intended Audience:** All Dream Team members. **Provider / Presenter / Person Responsible:** Principal and Assistant Principal **Date(s) / Timeframe:** August 2026 - May 2027			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: As a 6th-12th grade campus, instructional alignment across grade levels is limited. This is measured by instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. Strengthening vertical alignment and cross-curricular collaboration would enhance coherence and continuity in teaching and learning. **Root Cause**: YMLA needs to better utilize instructional leadership teams which can decide on instructional focus areas.

Goal 4: Increase student participation rates for Fine Arts, JROTC, and Athletics

Performance Objective 1: Increase the percentage of scholars enrolled in Fine Arts courses by 10% by June 2027.
Increase the percentage of scholars enrolled in JROTC courses by 10% by June 2027.
Increase the percentage of scholars enrolled in Athletics courses by 10% by June 2027.
Decrease the number of referrals for all scholars by 8% by June 2027.

Evaluation Data Sources: FOCUS, PEIMS

Strategy 1: Analyze school-wide disciplinary data during MTSS meetings to inform the development of targeted action plans for Tier 3 scholars.

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure all staff are adequately trained to utilize data within Branching Minds and FOCUS to effectively analyze and monitor student performance across all scholars. **Intended Audience:** YMLA Dream Team **Provider / Presenter / Person Responsible:** MTSS Leadership Team **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Attendance/Data Clerk & School Counselors **Delivery Method:** MTSS Meetings			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: At YMLA, 71% of all documented disciplinary incidents involve African American scholars, reflecting a disproportionate rate of referrals. This equates to a 3:1 ratio when compared to scholars from other ethnic groups. Additionally, 51% of all discipline cases originate from our sixth- and seventh-grade students. **Root Cause**: Scholars who are not fully engaged academically are more likely to exhibit disruptive behaviors in the classroom.

Goal 4: Increase student participation rates for Fine Arts, JROTC, and Athletics

Performance Objective 2: Decrease the number of out of school suspensions for African American scholars from 74% to 64% by May 2027.

Evaluation Data Sources: Discipline Reports

Strategy 1: Utilize Pride meetings and MTSS to review the discipline, attendance and grades of all our scholars.

Strategy's Expected Result/Impact: Transparency of data amongst all Dream Team members.

Staff Responsible for Monitoring: MTSS Teams

Title I:
2.52
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Calendar MTSS meetings throughout the school year to systematically review data and inform practices that strengthen the campus's instructional culture. **Intended Audience:** All Dream Team Members **Provider / Presenter / Person Responsible:** Principal and Assistant Principal **Date(s) / Timeframe:** May 2026 - August 2027			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: At YMLA, 71% of all documented disciplinary incidents involve African American scholars, reflecting a disproportionate rate of referrals. This equates to a 3:1 ratio when compared to scholars from other ethnic groups. Additionally, 51% of all discipline cases originate from our sixth- and seventh-grade students. **Root Cause**: Scholars who are not fully engaged academically are more likely to exhibit disruptive behaviors in the classroom.

Goal 5: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 14% to 11%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 34% to 20% by May 2027.
To increase the average daily attendance from 94.25% to 95.25%

Evaluation Data Sources: 6 Week Attendance Reports

Strategy 1: Equip the Attendance Committee with the necessary skills and capacity to effectively support efforts to increase the attendance rate at YMLA.

Staff Responsible for Monitoring: Assistant Principal & Data Analyst

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: The attendance committee will collaborate with the Pride Leaders to incentivize the scholars in increasing attendance rates on the campus. **Intended Audience:** All scholars and Dream Team members **Provider / Presenter / Person Responsible:** Attendance Committee **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** All departments			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At YMLA, 71% of all documented disciplinary incidents involve African American scholars, reflecting a disproportionate rate of referrals. This equates to a 3:1 ratio when compared to scholars from other ethnic groups. Additionally, 51% of all discipline cases originate from our sixth- and seventh-grade students. **Root Cause**: Scholars who are not fully engaged academically are more likely to exhibit disruptive behaviors in the classroom.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	After-school tutorials to support TSI testing and CCMR on the campus.	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-083-30-083-101000	$3,000.00
1	1	1	2	Fringe	Fringe	211-XX-614X-502-083-30-083-101000	$540.00
2	1	1	2	Instructional Supplies to support classroom Teachers.	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-083-30-083-101000	$20,000.00
2	1	1	3	Purchase agenda binders, journals, and instructional supplies for scholars to aid with organization and planning.	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-083-30-083-101000	$7,647.00
2	2	1	1	Professional Development for Staff Members	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-083-30-083-101000	$2,000.00
2	2	2	1	Instructional & Supportive supplies for EB scholars.	Instruction | Other Reading Materials (11-6329)	211-11-6329-502-083-30-083-101000	$1,000.00
2	2	3	1	Professional Development for staff on EB and SPED scholars.	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-083-30-083-101000	$3,500.00
2	2	3	2	Hiring substitute teachers to support instructional pull-outs.	Instruction | Subs - Professional (11-6112)	211-11-6112-502-083-30-083-101000	$2,000.00
2	2	3	2	Fringe	Fringe	211-XX-614X-502-083-30-083-101000	$360.00
2	2	3	3	Fringe	Fringe	211-XX-614X-502-083-30-083-101000	$1,260.00
2	2	3	3	Tutorial hours | Writing Camps | Saturday Camps	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-083-30-083-101000	$7,000.00
						Sub-Total	$48,307.00
						Budgeted Fund Source Amount	$48,307.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1		Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-083-30-083-101000	$1,208.00
						Sub-Total	$1,208.00
						Budgeted Fund Source Amount	$1,208.00
						+/- Difference	$0.00
						Grand Total Budgeted	$49,515.00
						Grand Total Spent	$49,515.00
						+/- Difference	$0.00