Fort Worth Independent School District

081 Young Women's Leadership Academy (YWLA)

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

Mission Statement

The Young Women's Leadership Academy of Fort Worth (YWLA) is a collaboration between the Young Women's Preparatory Network, Fort Worth Independent School District, and the Foundation for YWLA. Our campus is part of a state-wide network of all-girls public schools which focus on college readiness, responsible leadership, and health and wellness.

Vision

YWLA is a high performing, Title I, urban, public school that works to develop the full potential of every girl by fostering an educational environment that encourages critical thinking, inspires student confidence, and nurtures both the intellectual and social development necessary to graduate college and become successful women leaders in the global community.

Value Statement

Fort Worth ISD's first single-gender school, the Young Women's Leadership Academy (YWLA), opened its doors in August 2010 to 75 sixth-graders and 75 seventh-graders. The YWLA meets the needs of young women by providing an outstanding college preparatory curriculum emphasizing math, science, and technology. YWLA offers girls a dynamic learning experience that encourages critical thinking, inspires confidence, and nurtures the intellectual and social development necessary for college, career, and life success. Challenging coursework, field-based exploration, and personalized counseling help students transition from middle school to high school, higher education, and beyond.

The YWLA is made possible by a partnership between the Fort Worth ISD and the Young Women's Preparatory Network. The YWLA is also supported in part by the Foundation for the Young Women's Leadership Academy of Fort Worth.

Additional YWLA highlights:

- Leadership skills are emphasized along with excellence in math, science, and technology
- YWLA is designed for students with a strong commitment to graduating from college
- A grade level was added each year, with the first graduating class in 2016
- YWLA offers Career Pathways in Robotics and Engineering, Graphic Design, and Advanced Art/Visual Arts
- Students may participate in UIL Cheer, Volleyball, Basketball, Soccer, Cross Country, Flag Football, Swimming, and Track and Field.
- Fort Worth ISD provides transportation for YWLA students who reside within the District

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

n/a

Demographics

Demographics Summary

At the Young Women's Leadership Academy, we are dedicated to providing a comprehensive college preparatory education for GEMS (Girls Excelling in Math and Science) in grades 6 through 12. Our curriculum is designed to ensure that our GEMS are not only prepared for college admission but also equipped to thrive throughout their college journey. We emphasize key areas such as Art, Graphic Design, Architecture, and Civil Engineering, integrating these disciplines with a strong focus on health and wellness, college readiness, and the cultivation of responsible leadership skills.

We take immense pride in our 100% graduation rate, a testament to the hard work and dedication of our GEMS and faculty. As an all-female institution, we create a supportive and empowering environment for young women to excel academically and personally. Our student body consists of 386 students, representing a diverse array of backgrounds from over 40 zip codes and 80 elementary schools, which enriches our community with a wide range of perspectives and experiences.

Our student population is predominantly Hispanic at 61.2%, followed by Black students at 18.5%, White students at 13.8%, Asian students at 4%, and students identifying with two or more races at 2.2%. With 68% of our GEMS qualifying for free and reduced lunch, we are committed to supporting economically disadvantaged students and ensuring that financial barriers do not impede their educational success. Our special needs population is 1.3%, which is notably lower than district and state averages, allowing us to provide more focused resources and support.

The student-teacher ratio at our academy is 14:1, which allows for personalized attention and tailored instruction to meet the individual needs of each student. Our teaching staff is diverse, with 58% identifying as White, 24% as Black,18% as Hispanic. This diversity among our educators enriches the learning environment and provides our GEMS with role models from various cultural backgrounds, further enhancing their educational experience.

Demographics Strengths

Our school proudly serves the city of Fort Worth and all of Fort Worth ISD with a diverse student body that reflects the rich tapestry of cultures and backgrounds found throughout the area. This diversity is not only a strength but a cornerstone of our educational environment, allowing the GEMS (Girls Excelling in Math and Science) to learn from one another and gain a broader understanding of the world. Our student body represents every neighborhood in the district, ensuring a wide range of perspectives and experiences that enrich classroom discussions and foster a more inclusive community.

We have demonstrated strong achievement in our College, Career, and Military Readiness (CCMR) measures, which is a testament to our commitment to preparing students for life beyond high school. Our GEMS are encouraged to take college readiness assessments beginning in 6th grade, and there is a strong commitment among them to apply to post-secondary education. This focus on future readiness ensures that our students are well-equipped to pursue their goals and succeed in their chosen paths.

The relatively low number of Special Education students in our school allows us to provide more individualized interventions, ensuring that the GEMS receive the attention and support they need to thrive. This personalized approach to education is a key factor in our ability to meet the diverse needs of our student population and help every student reach their full potential.

Our school benefits from a low mobility rate, meaning that many of our students remain with us throughout the academic year. This stability allows us to build strong

relationships with our students and their families, creating a supportive and consistent learning environment. Additionally, our discipline practices are rooted in Restorative Practices, which are implemented with veracity throughout the building. This approach helps to maintain a positive school climate and encourages students to take responsibility for their actions while fostering a sense of community and mutual respect.

Our GEMS have the unique opportunity to learn from a diverse group of educators, which enhances their educational experience and provides them with role models who reflect their own backgrounds and beliefs. Each student can identify with at least one faculty member on the basis of beliefs, religion, ethnicity, or culture, ensuring that they feel seen and supported within our school community. This connection is vital for student engagement and success, as it helps to create a sense of belonging and encourages students to fully participate in their education.

Addressing these underlying factors is essential to create an environment where all students have the opportunity to succeed and reach their full potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores.
Root Cause: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Problem Statement 2 (Prioritized): Our student body lacks representation of the broader FWISD population, potentially due to our status as a school of choice and our unique location on a non-traditional campus in Downtown Fort Worth.
Root Cause: The school's distinct position as a school of choice, coupled with its downtown location, may inadvertently limit accessibility and appeal to a diverse range of students

Student Learning

Student Learning Summary

At YWLA, we are committed to providing our GEMS (Girls Excelling in Math and Science) with a challenging academic environment from an early age. Beginning in the 6th grade, the GEMS are introduced to advanced courses and college assessments, which sets a strong foundation for their future academic endeavors. However, given that students enter our program with varying levels of readiness, it is imperative that we implement targeted interventions to ensure that all students can meet the rigorous expectations of our curriculum.

Our definition of college readiness is clear and ambitious: students must meet the benchmark on the SAT and achieve at least one qualifying score on an AP test before graduation. While our GEMS' SAT scores consistently surpass district and state averages, we recognize that they are not yet at a level that guarantees college funding or acceptance for every graduating student. This highlights the need for continued focus on improving these scores to open more opportunities for our GEMS.

We take pride in our 100% AP participation rate, as it reflects our commitment to challenging every student to engage with college-level material. However, we must address the discrepancy between our AP passing rates and the **potential indicated by our AP Potential Data**. This suggests that while students are participating, there is room for improvement in their performance on these exams.

Additionally, our On Ramps data does not align with the achievements our students demonstrate on other assessments such as STAAR, EOC, PSAT, and SAT. This inconsistency in support from the UT Austin OnRamps team indicates a need to evaluate and enhance our instructional strategies and support systems to ensure that all assessments accurately reflect our GEMS' capabilities and achievements.

We have students achieving the at all levels on the Algebra I EOC,; however, the Approaches percentage is an area of concern. Less than 20% of our students are eligible for college credit in On Ramps Math courses, even though they have met or mastered the EOC previously. Our SAT math scores are at or above the district and state.

Student Learning Strengths

Last year, 100% of our GEMS (Girls Excelling in Math and Science) met the CCMR metric and were provided with a variety of options to achieve this metric. **82%** of our students met the benchmark on the SAT for ELA. This is more than double the district and **23%** higher than the state and global percentages. **62%** of our students met the benchmark in math, which is **12%** points higher than the state and global percentages. Our average SAT is a **1062. 14** students scored below a score of 1000 on the SAT, out of a class of **49**. **7** students scored below the district average in total score. **63%** of the students a 3 or higher on at least one AP exam prior to graduation. We gave **452** exams to **252** students. **40%** of our students scored a score of 3 of higher, which is almost meeting the percentage of 2019 at **43%**. We gave the largest number of AP exams in the history of the program. We had the 2nd highest number of qualifying scores in the history of AP at YWLA. Our number of qualifying scores increased from **60 to 102**. We increased our percentage of passing exams from **26.09%** in 2021 to 40.48% in 2022. 100% of our students were accepted to at least one 4-year college or university. Our students earned 11.5 million dollars in merit scholarships. Our students earned 11 full ride scholarships to college.

Our students are consistently performing at slightly lower percentiles in Math compared to their performance in English Language Arts and Reading (ELAR), indicating a disparity in achievement levels between these core subjects.

Root Cause: This discrepancy may stem from a variety of factors, including potential gaps in foundational math skills, differences in instructional strategies, or varying levels of student engagement and interest in Math compared to ELAR. Additionally, there may be a need for more targeted professional development for teachers to enhance their math instruction techniques and to better address diverse learning needs within the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite our efforts to support student learning, 10% of our students are not demonstrating academic progress, as evidenced by stagnant or declining grade book performance and GPA.
Root Cause: This lack of progression may be attributed to a combination of factors, including insufficient personalized learning strategies, potential gaps in foundational knowledge, and limited access to academic support resources. Also, external factors such as socio-economic challenges and varying levels of parental involvement may also contribute to the students' inability to achieve the desired outcomes.

Problem Statement 2 (Prioritized): Our students are consistently performing at slightly lower percentiles in Math compared to their performance in English Language Arts and Reading (ELAR), indicating a disparity in achievement levels between these core subjects.
Root Cause: This discrepancy may stem from a variety of factors, including potential gaps in foundational math skills, differences in instructional strategies, or varying levels of student engagement and interest in Math compared to ELAR. Additionally, there may be a need for more targeted professional development for teachers to enhance their math instruction techniques and to better address diverse learning

Problem Statement 3 (Prioritized): Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores.
Root Cause: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

School Processes & Programs

School Processes & Programs Summary

At YWLA, we pride ourselves on being a college preparatory campus that provides our GEMS (Girls Excelling in Math and Science) with access to advanced courses designed to challenge and prepare them for higher education. Our administrative team consists of two dedicated administrators and two counselors, each specializing in the unique needs of middle and high school students. Additionally, we have a Post Secondary Success Specialist and a College Success Advisor who work tirelessly to ensure our students are well-prepared for their future academic endeavors.

Our curriculum is enriched by programs that focus on the Art, Graphic Design, and Engineering Pathways, providing students with diverse opportunities to explore their interests and develop specialized skills. The enhancement funding we receive is strategically allocated to support our three foundational pillars: college readiness, responsible leadership, and health and wellness. These pillars guide our efforts to expose students to college environments and experiences annually, ensuring they are well-prepared for the transition to higher education.

To further develop our students' leadership skills, we offer etiquette and networking opportunities that build their capacity as future leaders. We believe in recognizing and celebrating all achievements that contribute to college readiness, and we do so through awards ceremonies and celebrations that honor our students' hard work and dedication.

Our commitment to fostering a culture of success is evident in our chartering of the National Junior Honor Society, National Art Honor Society, and National Spanish Honor Society. These organizations provide students with opportunities to excel academically and artistically while promoting community service and leadership. Additionally, students have the opportunity to participate in programs such as the Student Council, which further enhances their leadership skills and involvement in school governance.

School Processes & Programs Strengths

The implementation of the AVID (Advancement Via Individual Determination) program in grades 6-9 has been a significant step forward in enhancing our educational framework. This program is designed to close the achievement gap by preparing all students for college readiness and success in a global society. By integrating AVID strategies, we are equipping our students with the skills necessary to excel academically and develop a strong foundation for future learning.

Our core teachers have undergone comprehensive AVID training, which has empowered them with the tools and methodologies to effectively incorporate AVID strategies into their daily instruction. This professional development ensures that our educators are well-prepared to support our students in developing critical thinking, organizational, and study skills that are essential for academic success.

The role of our AVID Coordinator is pivotal in maintaining the integrity and consistency of the program across all classrooms. By ensuring that all teachers are utilizing AVID structures, the coordinator helps to create a cohesive and supportive learning environment. This oversight guarantees that the AVID strategies are being implemented with fidelity, thereby maximizing their impact on student learning and achievement.

Problem Statement: Students are struggling to manage and complete the increasing volume of academic work, which is impacting their ability to maintain consistent performance and engagement in their studies.

Root Cause: The root cause of this issue appears to be an imbalance between the workload assigned and the time available for students to effectively process and

complete their tasks. This may be exacerbated by a lack of effective time management skills, insufficient support resources, or an overwhelming curriculum that does not adequately consider the diverse learning paces and needs of students. Addressing these underlying factors is essential to help students better manage their workload and improve their overall academic experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our high school currently faces a challenge where not all students achieve an unweighted GPA of 3.5 or higher, hindering their academic potential and future opportunities.
Root Cause: The root cause of this issue may stem from a combination of factors, including varying levels of student engagement, differences in instructional methods, and potential gaps in foundational knowledge.Addressing these underlying issues is crucial to ensuring that all students have the support and opportunities necessary to reach the desired GPA benchmark.

Problem Statement 2 (Prioritized): Students are struggling to manage and complete the increasing volume of academic work, which is impacting their ability to maintain consistent performance and engagement in their studies.
Root Cause: The root cause of this issue appears to be an imbalance between the workload assigned and the time available for students to effectively process and complete their tasks. This may be exacerbated by a lack of effective time management skills, insufficient support resources, or an overwhelming curriculum that does not adequately consider the diverse learning paces and needs of students.

Perceptions

Perceptions Summary

Our school is strategically located in the heart of downtown Fort Worth, which offers a vibrant and dynamic environment for our students. The central location not only provides easy access to a variety of cultural and educational resources but also fosters a strong connection with the local community. This proximity to downtown amenities is a significant draw for our families, contributing to the high demand for enrollment and resulting in an annual waiting list of interested parents eager to join our school community.

The support from our community is truly remarkable and plays a crucial role in the success of our school. Our parents appreciate the unique opportunities that come with being situated downtown, and their enthusiasm is reflected in their active involvement and support. This strong community backing is a testament to the positive impact our school has on the families we serve and the broader community.

We have one vacancy due to the retirement of a longstanding Teacher in our district. We are actively seeking the right fit to ensure that we continue to provide high-quality education to our students. Our ability to maintain high staff retention rates is a reflection of the positive and supportive work environment we cultivate. This stability within our teaching staff is essential for maintaining continuity in our educational programs and fostering strong relationships with our students.

Our school is nearing its program capacity, with fewer than 100 spots remaining, which underscores the high demand for our educational offerings. This demand is a clear indicator of the value that families place on the education and experiences we provide. We are committed to managing our growth carefully to ensure that we continue to deliver personalized and effective education to each student.

The Young Women's Leadership Academy (YWLA) is proud to foster a culture of sisterhood, which is integral to our identity and success. This culture is supported by the involvement of many community stakeholders who share our vision and commitment to empowering young women. Our Foundation Board is particularly supportive, funding numerous projects that enhance our educational programs and facilities. Additionally, we actively seek and receive outside grants that enable us to implement various enhancement initiatives, further enriching the educational experiences we offer to our students.

Perceptions Strengths

At YWLA, we are fortunate to have robust community and stakeholder support, which plays a crucial role in the success and development of our school. This support manifests in various forms, from active participation in school events to contributions that enhance our educational programs. The involvement of our community and stakeholders ensures that we are aligned with the needs and expectations of those we serve, fostering a collaborative environment that benefits our students and staff alike.

Our visibility is on an upward trajectory, thanks in part to our strategic engagement with media outlets. By sharing our achievements and initiatives through various media channels, we are able to reach a broader audience, thereby enhancing our reputation and attracting more resources and opportunities for our students. This growing visibility not only highlights the accomplishments of our school but also serves to inspire and motivate our students and staff.

The Foundation Board at YWLA plays a pivotal role in amplifying our school's presence and addressing our needs. Through their dedicated efforts, they work tirelessly to advocate for our school, ensuring that our successes and requirements are communicated effectively to potential supporters and partners. Their commitment to increasing our visibility is instrumental in securing the resources necessary to provide a high-quality education for our students.

Our students are consistently recognized for their poise and readiness for college, a testament to the rigorous academic programs and supportive environment we provide. This perception is a reflection of the hard work and dedication of both our students and educators, who strive to prepare our young women for the challenges and opportunities of higher education. By fostering a culture of excellence and ambition, we are proud to see our students poised to succeed in their future academic endeavors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At YWLA GEMS, there is a prevailing belief that our students do not require the same level of social-emotional support typically provided by interventionists at tier 2 and tier 3 campuses.
Root Cause: This perception may stem from the high level of resilience and self-sufficiency our students often exhibit. However, it is crucial to recognize that all students, regardless of their academic standing or perceived independence, can benefit from social-emotional learning and support. By fostering an environment that prioritizes emotional well-being, we can ensure that our students are not only academically ready

Problem Statement 2 (Prioritized): Our school has consistently experienced a significant attrition rate, with nearly 20 students transitioning from 8th grade to 9th grade choosing to leave our institution each year. This trend not only impacts our enrollment numbers but also affects the continuity of our educational programs and the community we strive to build within our school
Root Cause: The root cause of this attrition may be multifaceted, involving factors such as students seeking specialized programs or extracurricular opportunities not available at our school, perceived or actual gaps in academic rigor or support during the transition to high school, or external influences such as family relocation or preferences for alternative educational environments.

Problem Statement 3 (Prioritized): Our student body lacks representation of the broader FWISD population, potentially due to our status as a school of choice and our unique location on a non-traditional campus in Downtown Fort Worth.
Root Cause: The school's distinct position as a school of choice, coupled with its downtown location, may inadvertently limit accessibility and appeal to a diverse range of students

Priority Problem Statements

Problem Statement 1: At YWLA GEMS, there is a prevailing belief that our students do not require the same level of social-emotional support typically provided by interventionists at tier 2 and tier 3 campuses.

Root Cause 1: This perception may stem from the high level of resilience and self-sufficiency our students often exhibit. However, it is crucial to recognize that all students, regardless of their academic standing or perceived independence, can benefit from social-emotional learning and support. By fostering an environment that prioritizes emotional well-being, we can ensure that our students are not only academically ready

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Our school has consistently experienced a significant attrition rate, with nearly 20 students transitioning from 8th grade to 9th grade choosing to leave our institution each year. This trend not only impacts our enrollment numbers but also affects the continuity of our educational programs and the community we strive to build within our school

Root Cause 2: The root cause of this attrition may be multifaceted, involving factors such as students seeking specialized programs or extracurricular opportunities not available at our school, perceived or actual gaps in academic rigor or support during the transition to high school, or external influences such as family relocation or preferences for alternative educational environments.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Our student body lacks representation of the broader FWISD population, potentially due to our status as a school of choice and our unique location on a non-traditional campus in Downtown Fort Worth.

Root Cause 3: The school's distinct position as a school of choice, coupled with its downtown location, may inadvertently limit accessibility and appeal to a diverse range of students

Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: Despite our efforts to support student learning, 10% of our students are not demonstrating academic progress, as evidenced by stagnant or declining grade book performance and GPA.

Root Cause 4: This lack of progression may be attributed to a combination of factors, including insufficient personalized learning strategies, potential gaps in foundational knowledge, and limited access to academic support resources. Also, external factors such as socio-economic challenges and varying levels of parental involvement may also contribute to the students' inability to achieve the desired outcomes.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our students are consistently performing at slightly lower percentiles in Math compared to their performance in English Language Arts and Reading (ELAR), indicating a disparity in achievement levels between these core subjects.

Root Cause 5: This discrepancy may stem from a variety of factors, including potential gaps in foundational math skills, differences in instructional strategies, or varying levels of student engagement and interest in Math compared to ELAR. Additionally, there may be a need for more targeted professional development for teachers to enhance their math instruction techniques and to better address diverse learning

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores.

Root Cause 6: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: Our high school currently faces a challenge where not all students achieve an unweighted GPA of 3.5 or higher, hindering their academic potential and future opportunities.

Root Cause 7: The root cause of this issue may stem from a combination of factors, including varying levels of student engagement, differences in instructional methods, and potential gaps in foundational knowledge.Addressing these underlying issues is crucial to ensuring that all students have the support and opportunities necessary to reach the desired GPA benchmark.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students are struggling to manage and complete the increasing volume of academic work, which is impacting their ability to maintain consistent performance and engagement in their studies.

Root Cause 8: The root cause of this issue appears to be an imbalance between the workload assigned and the time available for students to effectively process and complete their tasks. This may be exacerbated by a lack of effective time management skills, insufficient support resources, or an overwhelming curriculum that does not adequately consider the diverse learning paces and needs of students.

Problem Statement 8 Areas: School Processes & Programs

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
- 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
- Results Driven Accountability (RDA)

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) data
- Intervention 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Graduation plan types

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal 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
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from X% to Y%.

Performance Objective 1: Increase the percentage of 10th through 12th grade students scoring at or above the college ready standard on TSIA2 by assessment from 67% to 70% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 63% to 68% by June 2027.

High Priority

Evaluation Data Sources: PST Data

Strategy 1: Continue SAT Study Sessions for Juniors in February to support their efforts towards CCMR

Strategy's Expected Result/Impact: Higher PSAT scores amongst all students

Staff Responsible for Monitoring: College Success Advisor

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy** - **Results Driven Accountability**

Problem Statements: Demographics 1 - Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action: Research, purchase, and implement PSAT/SAT preparation resources aligned to College Board standards to support student growth, while providing essential classroom supplies to ensure equitable access to instruction and test readiness. Description: The campus will utilize Foundation for College funding to: Purchase PSAT/SAT prep materials (print and digital) grounded in College Board-aligned content to support skill development in reading, writing, and mathematics. Provide in-class support through general instructional supplies (paper, pencils, notebooks, calculators, and binders) to remove barriers to daily practice and assessment preparation. Integrate prep resources into core classes, advisory, and targeted intervention periods to maximize student access and participation. Expected Outcomes: Increased student familiarity with PSAT/SAT question types and academic rigor Improved PSAT and SAT growth indicators year over year Increased student participation and confidence in college readiness assessments Monitoring/Evidence: Student usage of prep materials Classroom implementation logs PSAT/SAT score growth data **Intended Audience:** MS and HS Students **Provider / Presenter / Person Responsible:** Campus administration, counselors, testing coordinator, and classroom teachers **Date(s) / Timeframe:** Materials secured by fall semester; implementation ongoing throughout the school year **Collaborating Departments:** CCMR **Delivery Method:** In-Person **Funding Sources:** Extra Duty - Title I (211) - 211-11-6116-502-081-30-081-101000 - $1,000, - Title I (211) - 211-XX-614X-502-081-30-081-101000 - $180	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action: Implement a structured, data-driven PSAT/SAT growth plan that recognizes annual improvement and targets skill gaps through intentional instruction, student goal-setting, and ongoing progress monitoring. Key Components: Analyze PSAT score reports each fall to identify cohort and individual growth trends aligned to College Board College Readiness benchmarks. Set individual student growth goals and campus targets tied to PSAT-to-SAT score gains. Embed PSAT/SAT-aligned practice (question-of-the-week, benchmark mini-assessments, and skill-focused bell work) across math, ELA, and AP/advanced courses. Provide targeted supports (tutoring, test strategy sessions, digital practice through Khan Academy/College Board partnership). Recognize and incentivize incremental growth (certificate recognition, assemblies, advisory shout-outs) to reinforce College Readiness Award criteria and student motivation. Monitoring & Evidence of Impact: Increase in average composite and section scores from PSAT to SAT year over year Growth in the percentage of students meeting College Readiness benchmarks Maintenance or expansion of College Readiness Awards eligibility Participation and completion data from SAT-aligned practice platforms **Intended Audience:** MS and HS GEMS **Provider / Presenter / Person Responsible:** Campus testing coordinator, counselors, department chairs, and classroom teachers **Date(s) / Timeframe:** Ongoing throughout the school year with formal data reviews after PSAT administration and prior to SAT testing windows **Collaborating Departments:** Campus testing coordinator, counselors, department chairs, and classroom teachers **Delivery Method:** In Person **Funding Sources:** General Supplies and Technology - Family Engagement (211) - 211-61-6399-503-081-30-081-101000 - $200, After School Support - Title I (211) - 211-11-6121-502-081-30-081-101000 - $2,530, - Title I (211) - 211-XX-614X-502-081-30-081-101000 - $455.40	Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Student Learning

Problem Statement 2: Our students are consistently performing at slightly lower percentiles in Math compared to their performance in English Language Arts and Reading (ELAR), indicating a disparity in achievement levels between these core subjects. **Root Cause**: This discrepancy may stem from a variety of factors, including potential gaps in foundational math skills, differences in instructional strategies, or varying levels of student engagement and interest in Math compared to ELAR. Additionally, there may be a need for more targeted professional development for teachers to enhance their math instruction techniques and to better address diverse learning

Problem Statement 3: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from X% to Y%.

Performance Objective 2: Increase the percentage of 10th through 12th grade students who are on track to complete a Program of Study and earn an associated IBC from 80% to 85% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 80% to 85% by June 2027.

High Priority

Evaluation Data Sources: CTE Dashboard

Strategy 1: Implement a vertically aligned Program of Study (POS) and IBC tracking system that begins at the end of 9th grade and continues through 12th grade, ensuring every student is actively monitored, supported, and on track to complete a POS and earn an Industry-Based Certification (IBC).
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Strategy's Expected Result/Impact: This strategy prioritizes early identification, continuous data monitoring using the district IBC dashboard, and timely interventions to increase student success

Staff Responsible for Monitoring: CTE Teachers and Counselor

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement Continuous POS/IBC Monitoring Using the District Dashboard Begin monitoring all students on the district IBC dashboard at the end of freshman year, establishing a baseline for POS entry and readiness. Track student progress each grading cycle (at least quarterly) from 10th-12th grade using the district IBC dashboard (course completion, certification alignment, testing status). Facilitate structured data reviews with counselors, CTE teachers, and administrators to identify students who are off-track. Develop individualized POS/IBC plans for each student, reviewed at least once per semester and adjusted based on dashboard data. Initiate targeted interventions within 2 weeks for students flagged as off-track (schedule corrections, tutoring, mentoring, certification prep). **Intended Audience:** GEMS **Provider / Presenter / Person Responsible:** CTE TEachers **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** FWISD CTE Department **Delivery Method:** in person and online	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen Certification Readiness and Completion Supports Align instruction and pacing to certification standards, embedding IBC readiness into daily lessons. Provide structured certification preparation opportunities: Built-in certification prep during class time Before/after-school support sessions Access to practice exams and digital tools Use dashboard data to prioritize students nearing certification readiness and ensure they are scheduled for testing. Offer multiple testing windows and retake opportunities to maximize certification attainment. Implement a recognition and incentive system (celebrations, cords, public recognition) tied to IBC completion. **Intended Audience:** GEMS to help Increase in IBC pass rates and reduction in students completing POS coursework without earning certification. **Provider / Presenter / Person Responsible:** CTE Teachers **Date(s) / Timeframe:** ongoing **Collaborating Departments:** FWISD CTE Department **Delivery Method:** in person and online.	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Student Learning

Problem Statement 3: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Goal 1: Increase the percent of graduates that meet the criteria for CCMR Outcomes Bonus from X% to Y%.

Performance Objective 3: Increase the percentage of 12th grade students who have completed 3 or more college applications from 100% to 100% by June 2027.

High Priority

Evaluation Data Sources: CSA Data

Strategy 1: Implement a comprehensive college application support and tracking system that ensures all seniors receive structured guidance, targeted support, and accountability to complete three or more college applications prior to graduation.

Strategy's Expected Result/Impact: This strategy emphasizes early preparation, consistent monitoring, and removing barriers to application completion.

Staff Responsible for Monitoring: College Advisor

Title I:
2.51
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy**

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish a Senior College Application Tracking and Monitoring System Create and maintain a college application tracking system (spreadsheet or platform) to monitor each senior's application progress (started, submitted, accepted). Set milestone deadlines (e.g., first application by October, second by December, third by February). Conduct monthly progress checks led by counselors, CCMR staff, or administrators. Provide targeted follow-up within 2 weeks for students not meeting milestones (one-on-one meetings, small group support). Engage families through communication campaigns (emails, meetings, workshops) to reinforce expectations for completing 3+ applications. Success Indicator: Increase in the percentage of seniors meeting each application milestone and completing at least three applications. **Intended Audience:** Seniors **Provider / Presenter / Person Responsible:** College Advisor **Date(s) / Timeframe:** July 2026-January 2027 **Collaborating Departments:** YWPN **Delivery Method:** in person and online	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide Structured Application Support and Access Opportunities Host dedicated college application sessions during the school day (English classes, advisory, or CCMR periods) and after school. Offer hands-on support for all parts of the application process, including: College selection Application completion (ApplyTexas/Common App) Essay writing workshops FAFSA/TASFA completion events Partner with colleges and community organizations to offer on-site application assistance and fee waiver opportunities. Coordinate "Apply Days" and "Decision Days" to build momentum and celebrate progress. Remove barriers by ensuring access to devices, internet, transcripts, and fee waivers. Success Indicator: Increase in completed and submitted college applications per student, particularly among historically underrepresented groups. **Intended Audience:** Seniors **Provider / Presenter / Person Responsible:** College Advisor and T3 support **Date(s) / Timeframe:** ongoing **Collaborating Departments:** YWPN **Delivery Method:** in person and online	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: At YWLA GEMS, there is a prevailing belief that our students do not require the same level of social-emotional support typically provided by interventionists at tier 2 and tier 3 campuses. **Root Cause**: This perception may stem from the high level of resilience and self-sufficiency our students often exhibit. However, it is crucial to recognize that all students, regardless of their academic standing or perceived independence, can benefit from social-emotional learning and support. By fostering an environment that prioritizes emotional well-being, we can ensure that our students are not only academically ready

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of 9th grade students that score meets grade level or above on ELAR six weeks assessments from 94% to 97% by June 2027.
Increase the performance of Hispanic students on our campus from 89% to 94% by June 2027.

High Priority

Evaluation Data Sources: Six Week Assessments

Strategy 1: Implement a data-driven, literacy-focused instructional framework that uses frequent assessment analysis, targeted intervention, and aligned Tier I instruction to ensure 9th grade students consistently meet or exceed grade-level expectations on ELAR six weeks assessments.

Strategy's Expected Result/Impact: This strategy prioritizes early identification of gaps, strong core instruction, and systematic intervention cycles.

Staff Responsible for Monitoring: Teachers, Data Analyst, Admin and FWISD Curriculum and Instruction

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement Ongoing Data Analysis and Targeted Intervention Cycles Analyze ELAR six weeks assessment data within one week of administration to identify student mastery gaps by standard (TEKS). Develop and implement targeted intervention plans for students not meeting grade level, including: Small group instruction during advisory/tutorial periods Skill-based reteach lessons aligned to missed standards Progress monitoring every 3 weeks Conduct data meetings each six weeks with ELAR teachers, instructional coaches, and administrators to adjust instruction and interventions. Track student progress over time to ensure movement from below grade level to meets/exceeds. Success Indicator: Increase in the percentage of students demonstrating growth and moving into "meets grade level or above" across each six weeks cycle. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Data Analyst **Date(s) / Timeframe:** ongoing **Collaborating Departments:** ADQ **Delivery Method:** in person	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen Tier I Instruction and Literacy Support Across Classrooms Ensure aligned, high-quality Tier I instruction through: Use of rigorous, standards-aligned curriculum Common lesson planning focused on priority TEKS Embedded formative assessments to guide instruction Integrate literacy across content areas (reading comprehension strategies, vocabulary development, writing practice). Provide professional development and coaching focused on: Differentiation strategies Close reading and text analysis Writing to demonstrate understanding Implement consistent instructional routines (e.g., annotation, structured discussion, writing responses) to build student proficiency. Success Indicator: Improved performance trends on formative assessments and six weeks assessments, with increased overall mastery rates. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** ongoing **Collaborating Departments:** C&I, DA, Admin **Delivery Method:** in person and online	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Student Learning

Problem Statement 1: Despite our efforts to support student learning, 10% of our students are not demonstrating academic progress, as evidenced by stagnant or declining grade book performance and GPA. **Root Cause**: This lack of progression may be attributed to a combination of factors, including insufficient personalized learning strategies, potential gaps in foundational knowledge, and limited access to academic support resources. Also, external factors such as socio-economic challenges and varying levels of parental involvement may also contribute to the students' inability to achieve the desired outcomes.

Problem Statement 3: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of 9th grade students that score meets grade level or above on ELAR benchmark assessments from 94% to 97% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement a data-driven, standards-aligned instructional and intervention system that uses ELAR benchmark assessment results to guide Tier I instruction, targeted intervention, and progress monitoring for all 9th grade students.

Strategy's Expected Result/Impact: This strategy ensures that benchmark data is used proactively to close skill gaps and increase the percentage of students meeting or exceeding grade-level expectations

Staff Responsible for Monitoring: Admin, DA

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize Benchmark Data to Drive Instruction and Interventions Analyze ELAR benchmark assessment data within one week of administration to identify trends, priority TEKS, and student performance levels. Disaggregate data by student groups and skill domains (reading comprehension, vocabulary, writing, analysis). Implement targeted intervention cycles for students not meeting grade level, including: Small group reteach based on specific TEKS gaps Intervention during advisory/tutorial periods Progress monitoring every 3-4 weeks using aligned formative assessments Conduct structured data meetings after each benchmark with teachers, instructional coaches, and administrators to adjust instruction and intervention plans. Track individual student growth from benchmark to benchmark to ensure progress toward grade-level performance. Success Indicator: Increase in the percentage of students improving performance between benchmark assessments and moving into "meets grade level or above." **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Admin, DA **Date(s) / Timeframe:** ongoing **Collaborating Departments:** C&I and ADQ **Delivery Method:** in person	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Strengthen Tier I Instruction Aligned to Benchmark Expectations Align daily instruction and common assessments to benchmark rigor and format, ensuring students regularly engage with grade-level texts and tasks. Implement common lesson planning focused on priority standards identified from benchmark trends. Embed high-impact literacy strategies, including: Close reading and annotation Text-based writing responses Academic vocabulary development Use frequent formative assessments (exit tickets, quick checks, writing tasks) to monitor understanding and adjust instruction in real time. Provide ongoing professional development and coaching focused on: Data-driven instruction Differentiation within Tier I Strategies for increasing rigor and student discourse Success Indicator: Improved student performance on classroom assessments and increased alignment between classroom instruction and benchmark expectations. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** ongoing **Collaborating Departments:** C&I, DA, ADQ **Delivery Method:** in person	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

Student Learning

Problem Statement 1: Despite our efforts to support student learning, 10% of our students are not demonstrating academic progress, as evidenced by stagnant or declining grade book performance and GPA. **Root Cause**: This lack of progression may be attributed to a combination of factors, including insufficient personalized learning strategies, potential gaps in foundational knowledge, and limited access to academic support resources. Also, external factors such as socio-economic challenges and varying levels of parental involvement may also contribute to the students' inability to achieve the desired outcomes.

Problem Statement 2: Our students are consistently performing at slightly lower percentiles in Math compared to their performance in English Language Arts and Reading (ELAR), indicating a disparity in achievement levels between these core subjects. **Root Cause**: This discrepancy may stem from a variety of factors, including potential gaps in foundational math skills, differences in instructional strategies, or varying levels of student engagement and interest in Math compared to ELAR. Additionally, there may be a need for more targeted professional development for teachers to enhance their math instruction techniques and to better address diverse learning

Problem Statement 3: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

School Processes & Programs

Problem Statement 1: Our high school currently faces a challenge where not all students achieve an unweighted GPA of 3.5 or higher, hindering their academic potential and future opportunities. **Root Cause**: The root cause of this issue may stem from a combination of factors, including varying levels of student engagement, differences in instructional methods, and potential gaps in foundational knowledge.Addressing these underlying issues is crucial to ensuring that all students have the support and opportunities necessary to reach the desired GPA benchmark.

Goal 2: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 3: Decrease the percentage of 9th grade students that score '0' on extended constructed responses (ECR) on the English 1 EOC from 93.2% to 95% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1: Implement a structured writing framework using the Jane Schaffer method, combined with targeted data-driven instruction and consistent practice of extended constructed responses (ECRs), to ensure 9th grade students develop the skills necessary to produce complete, text-based written responses on the English I EOC.

Strategy's Expected Result/Impact: This strategy emphasizes explicit writing instruction, frequent practice, and targeted intervention to eliminate "0" responses caused by lack of structure, evidence, or completion.

Staff Responsible for Monitoring: Admin, DA, Teachers

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy - Additional Targeted Support Strategy**

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement Schoolwide Use of the Jane Schaffer Writing Method for ECRs Train all ELAR teachers on the Jane Schaffer method (topic sentence, concrete detail, commentary, closing) to ensure consistency in writing instruction. Embed the Jane Schaffer structure into weekly writing tasks, specifically aligned to EOC-style ECR prompts. Model and practice paragraph construction regularly, including: Teacher think-alouds Guided writing Collaborative writing activities Require use of sentence stems and scaffolds for struggling writers to support completion of responses. Use exemplars and non-exemplars to teach students how to move from incomplete (0-level) to scorable responses. Success Indicator: Decrease in the number of students submitting blank or incomplete ECRs on classroom assessments and benchmarks. **Intended Audience:** ELAR Teachers **Provider / Presenter / Person Responsible:** C&I **Date(s) / Timeframe:** New Teacher **Collaborating Departments:** C&I **Delivery Method:** in person and online	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Use ECR Data to Target Intervention and Monitor Progress Analyze student ECR responses after each benchmark or common assessment to identify students scoring "0" or demonstrating minimal writing. Group students for targeted intervention focused on: Understanding the prompt Citing textual evidence Expanding commentary Completing full responses using the Jane Schaffer format Provide structured writing intervention sessions during tutorials/advisory at least twice per month. Progress monitor students every 3-4 weeks using short ECR prompts scored with a common rubric. Track individual student growth toward producing complete, scorable responses. Success Indicator: Reduction in the percentage of students scoring "0" on ECRs across benchmarks and formative assessments. **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** DA, Admin and Teachers **Date(s) / Timeframe:** ongoing **Collaborating Departments:** C&I and ADQ **Delivery Method:** in person and online	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.
Student Learning
Problem Statement 3: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

School Processes & Programs

Problem Statement 1: Our high school currently faces a challenge where not all students achieve an unweighted GPA of 3.5 or higher, hindering their academic potential and future opportunities. **Root Cause**: The root cause of this issue may stem from a combination of factors, including varying levels of student engagement, differences in instructional methods, and potential gaps in foundational knowledge.Addressing these underlying issues is crucial to ensuring that all students have the support and opportunities necessary to reach the desired GPA benchmark.

Perceptions

Problem Statement 1: At YWLA GEMS, there is a prevailing belief that our students do not require the same level of social-emotional support typically provided by interventionists at tier 2 and tier 3 campuses. **Root Cause**: This perception may stem from the high level of resilience and self-sufficiency our students often exhibit. However, it is crucial to recognize that all students, regardless of their academic standing or perceived independence, can benefit from social-emotional learning and support. By fostering an environment that prioritizes emotional well-being, we can ensure that our students are not only academically ready

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

Performance Objective 1: Increase the percentage of students that score meets grade level or above on ELAR benchmark assessments from 90% to 95% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen Tier 1 ELAR Instruction Through Data-Driven Practices

Strategy's Expected Result/Impact: Instructional Alignment & Rigor

Staff Responsible for Monitoring: AP, Teachers, Inclusion Teacher

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure ELAR instruction is tightly aligned to grade-level TEKS and the rigor of benchmark and state assessments. Implementation: Conduct quarterly alignment checks using ELAR lesson plans, benchmarks, and released assessment items. Emphasize text complexity, constructed response writing, and standards-driven questioning during core instruction. Evidence of Effectiveness: Benchmark data, lesson plan reviews, walkthrough feedback **Intended Audience:** All Students **Provider / Presenter / Person Responsible:** Teachers, AP, Principal, Counselors, Inclusion Teacher **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD Curriculum and Instruction **Delivery Method:** in person	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide targeted professional development and instructional coaching focused on high-impact ELAR strategies. Implementation: Train teachers on explicit reading comprehension strategies, academic vocabulary development, and writing across genres. Use coaching cycles and PLCs to analyze benchmark data and adjust instruction. Evidence of Effectiveness: PLC documentation, coaching logs, improvement in benchmark strand performance **Intended Audience:** YWLA Teachers **Provider / Presenter / Person Responsible:** Teachers, AP, Principal, Counselors, Inclusion Teacher **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD C&I **Delivery Method:** in person and online	 Considerable		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Implement targeted small-group ELAR interventions for students performing below grade level. Implementation: Use benchmark and formative data to identify priority students. Deliver interventions during designated intervention periods using evidence-based instructional resources. Evidence of Effectiveness: Progress monitoring data, benchmark growth from BOY to EOY **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD C&I **Delivery Method:** in person and online	 Considerable		

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Engage students in data-driven goal setting and reflection related to ELAR performance. Implementation: Review benchmark data with students and establish individual growth goals. Provide frequent feedback through conferencing, writing rubrics, and progress checks. Evidence of Effectiveness: Student goal sheets, conferencing logs, assessment score growth **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD C&I **Delivery Method:** in person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Equity & Student Group Performance: Culturally Responsive & Inclusive Instruction

Strategy's Expected Result/Impact: Implement culturally responsive instructional practices that reflect students' identities and experiences.

Staff Responsible for Monitoring: Admin and Teachers

Title I:
2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide professional learning on implicit bias, equitable grading practices, and culturally responsive teaching. Implementation: Facilitate annual equity-focused PD sessions. Conduct reflective PLC discussions using disaggregated student performance data. Evidence of Effectiveness: PD attendance records, lesson adaptations, improved subgroup outcomes **Intended Audience:** YWLA Faculty and Staff **Provider / Presenter / Person Responsible:** Administration **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD C&I **Delivery Method:** in person and online	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Implement targeted academic monitoring and mentoring for students in identified marginalized groups. Implementation: Assign mentors (teachers, counselors, administrators) to monitor progress, attendance, and engagement. Hold regular check-ins and adjust supports as needed. Evidence of Effectiveness: Mentorship logs, attendance data, benchmark performance growth **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** Mentor 2.0 and GM Financial **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** Mentor 2.0 and GM Financial **Delivery Method:** in person and online	 Moderate Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Strengthen family partnerships to support student academic progress and school engagement. Implementation: Host family workshops focused on academic expectations, ELAR strategies, and progress monitoring. Provide consistent communication and outreach through multiple platforms. Evidence of Effectiveness: Family participation data, communication logs, improved student outcomes **Intended Audience:** YWLA Community **Provider / Presenter / Person Responsible:** Community Partnerships **Date(s) / Timeframe:** Once a six-weeks **Collaborating Departments:** Community Partnerships **Delivery Method:** in person and online	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our student body lacks representation of the broader FWISD population, potentially due to our status as a school of choice and our unique location on a non-traditional campus in Downtown Fort Worth. **Root Cause**: The school's distinct position as a school of choice, coupled with its downtown location, may inadvertently limit accessibility and appeal to a diverse range of students
Student Learning
Problem Statement 1: Despite our efforts to support student learning, 10% of our students are not demonstrating academic progress, as evidenced by stagnant or declining grade book performance and GPA. **Root Cause**: This lack of progression may be attributed to a combination of factors, including insufficient personalized learning strategies, potential gaps in foundational knowledge, and limited access to academic support resources. Also, external factors such as socio-economic challenges and varying levels of parental involvement may also contribute to the students' inability to achieve the desired outcomes.
School Processes & Programs
Problem Statement 2: Students are struggling to manage and complete the increasing volume of academic work, which is impacting their ability to maintain consistent performance and engagement in their studies. **Root Cause**: The root cause of this issue appears to be an imbalance between the workload assigned and the time available for students to effectively process and complete their tasks. This may be exacerbated by a lack of effective time management skills, insufficient support resources, or an overwhelming curriculum that does not adequately consider the diverse learning paces and needs of students.

Perceptions

Problem Statement 1: At YWLA GEMS, there is a prevailing belief that our students do not require the same level of social-emotional support typically provided by interventionists at tier 2 and tier 3 campuses. **Root Cause**: This perception may stem from the high level of resilience and self-sufficiency our students often exhibit. However, it is crucial to recognize that all students, regardless of their academic standing or perceived independence, can benefit from social-emotional learning and support. By fostering an environment that prioritizes emotional well-being, we can ensure that our students are not only academically ready

Problem Statement 3:
Our student body lacks representation of the broader FWISD population, potentially due to our status as a school of choice and our unique location on a non-traditional campus in Downtown Fort Worth. **Root Cause**: The school's distinct position as a school of choice, coupled with its downtown location, may inadvertently limit accessibility and appeal to a diverse range of students

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

Performance Objective 2: Increase the percentage of students that score meets grade level or above on Math benchmark assessments from 87% to 90% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen Tier 1 Math Instruction Through Alignment and Rigor

Strategy's Expected Result/Impact: TEKS-Aligned Instructional Planning and Instructional Coaching & PLC Support

Staff Responsible for Monitoring: Admin and FWISD C&I Department

Title I:
2.51, 2.53
- **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
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Ensure Math instruction is consistently aligned to grade-level TEKS and benchmark rigor. Implementation: Conduct recurring lesson internalization and assessment alignment checks using benchmark blueprints and released items. Emphasize conceptual understanding, mathematical reasoning, and multi-step problem solving during daily instruction. Evidence of Effectiveness: Lesson internalization, walkthrough feedback, strand-level benchmark data **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** YWLA Admin and FWISD C&I **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD C&I **Delivery Method:** in person and online	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide ongoing professional development and coaching focused on high-impact Math instructional strategies. Implementation: Train teachers in problem-based learning, math discourse, and use of multiple representations. Use PLCs to analyze benchmark data and design targeted re-teach plans. Evidence of Effectiveness: PLC agendas/minutes, coaching logs, improvement in benchmark scores **Intended Audience:** YWLA Teachers **Provider / Presenter / Person Responsible:** YWLA Admin and C&I **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD C&I **Delivery Method:** in person and online	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Targeted Intervention and Student Ownership of Learning

Strategy's Expected Result/Impact: Data-Driven Math Interventions and Student Goal-Setting & Feedback

Staff Responsible for Monitoring: Data Coordinator

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement targeted small-group Math interventions for students scoring below grade level. Implementation: Identify students through benchmark and formative assessment data. Provide intervention during designated intervention times using evidence-based resources. Evidence of Effectiveness: Progress monitoring tools, benchmark growth reports **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** YWLA Title I Teacher Assistant and Teachers **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** Data Coordinator **Delivery Method:** in person and online **Funding Sources:** Title I Teacher Assistant - Title I (211) - 211-11-6129-502-081-30-081-101000 - $22,326, - Title I (211) - 211-XX-614X-502-081-30-081-101000 - $4,018.68	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Engage students in tracking their Math progress and setting achievement goals. Implementation: Review benchmark data with students and establish individual growth targets. Provide regular feedback through conferences and formative assessments. Evidence of Effectiveness: Student data trackers, conferencing logs, score improvements **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** YWLA Teachers **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** Data Coordinator **Delivery Method:** in person and online	 Considerable		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Incorporate culturally responsive instructional practices to increase engagement and access to rigorous Math instruction. Implementation: Use real-world problem contexts connected to students' experiences. Promote structured math talk, collaboration, and student reasoning. Evidence of Effectiveness: Student work samples, walkthrough observations, engagement indicators **Intended Audience:** YWLA Staff **Provider / Presenter / Person Responsible:** YWLA Admin and C&I Department **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD C&I **Delivery Method:** In person and online	 Considerable		

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Provide staff training focused on equitable Math practices and bias awareness. Implementation: Facilitate professional learning on growth mindset, equitable grouping, and grading practices. Analyze disaggregated benchmark data in PLCs to identify and address gaps. Evidence of Effectiveness: PD attendance, instructional shifts, subgroup performance gains **Intended Audience:** YWLA Faculty and Staff **Provider / Presenter / Person Responsible:** YWLA Admin and outside resources **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD C&I **Delivery Method:** in person and online	 Considerable		

Action Step 5 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 5: Establish targeted mentoring and monitoring supports for students in identified groups. Implementation: Assign teachers or staff mentors to monitor academic progress, attendance, and engagement. Hold regular check-ins to adjust supports and interventions. Evidence of Effectiveness: Mentor logs, attendance data, benchmark growth **Intended Audience:** YWLA Community **Provider / Presenter / Person Responsible:** Community Partnerships **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** Community Partnerships **Delivery Method:** in person and online	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.
Student Learning
Problem Statement 2: Our students are consistently performing at slightly lower percentiles in Math compared to their performance in English Language Arts and Reading (ELAR), indicating a disparity in achievement levels between these core subjects. **Root Cause**: This discrepancy may stem from a variety of factors, including potential gaps in foundational math skills, differences in instructional strategies, or varying levels of student engagement and interest in Math compared to ELAR. Additionally, there may be a need for more targeted professional development for teachers to enhance their math instruction techniques and to better address diverse learning
Problem Statement 3: Our school faces a significant challenge with low achieving students who struggle to progress to a state of achievement, as evidenced by stagnant grade book improvements and GPA scores. **Root Cause**: The root cause of this issue appears to be a lack of personalized learning strategies that cater to the diverse needs and learning styles of these students. Additionally, there may be insufficient access to resources and support systems, such as tutoring or mentoring, that are crucial for fostering academic growth.

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

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 100% to 100% by June 2027.
Increase the percentage of students enrolled in JROTC courses from 0% to 20% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 62% to 70% by June 2027.

Strategy 1: Expand Awareness, Access, and Student Engagement in Extracurricular Programs

Strategy's Expected Result/Impact: Increase student participation in Fine Arts and Athletics by intentionally promoting programs, removing participation barriers, and providing structured opportunities for student recruitment, retention, and engagement.

Staff Responsible for Monitoring: Fine Arts and Athletics department

Title I:
2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Increase Awareness & Recruitment Action: Implement a coordinated campus-wide recruitment and awareness campaign highlighting the benefits of participation in Fine Arts, JROTC, and Athletics. Implementation Details: Host annual program showcases (pep rallies, assemblies, lunch demos, performances, athletic exhibitions). Share information through advisory lessons, campus announcements, social media, and family communication platforms. Engage current student participants as ambassadors to share experiences and recruit peers. Expected Outcome: Increased student awareness and interest in extracurricular opportunities. **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** Campus administration, Fine Arts directors, JROTC instructors, athletic coordinators, counselors, and Family Engagement Specialist **Date(s) / Timeframe:** Ongoing throughout the school year with semester reviews **Collaborating Departments:** FWISD Athletics **Delivery Method:** in person or online	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Improve Access & Reduce Barriers Action: Identify and reduce barriers that limit student participation in extracurricular programs. Implementation Details: Provide information on no-cut or entry-level options for Fine Arts and JROTC. Offer equipment, instrument, uniform, or fee support through campus or community partnerships. Coordinate transportation options or scheduling supports when possible. Collaborate with counselors to ensure students' course schedules allow participation. Expected Outcome: Increased equitable access and participation across student groups. **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** Campus administration, Fine Arts directors, JROTC instructors, athletic coordinators, counselors, and Family Engagement Specialist **Date(s) / Timeframe:** Ongoing throughout the school year with semester reviews **Collaborating Departments:** FWISD Athletics **Delivery Method:** in person or online	 Considerable		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Align Participation to Student Success & CCMR Outcomes Action: Connect extracurricular participation to academic success, leadership development, and college/career readiness pathways. Implementation Details: Track participation data and academic progress for students involved in programs. Promote Fine Arts, JROTC, and Athletics as pathways to scholarships, leadership skills, service learning, and CCMR indicators. Recognize students for participation, leadership, and improvement (certificates, announcements, awards). Expected Outcome: Improved student engagement, attendance, and persistence in programs. **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** Campus administration, Fine Arts directors, JROTC instructors, athletic coordinators, counselors, and Family Engagement Specialist **Date(s) / Timeframe:** Ongoing throughout the school year **Collaborating Departments:** FWISD Athletics **Delivery Method:** in person or online	 Considerable		

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Strengthen Family & Community Engagement Action: Engage families and community partners to support and sustain student participation. Implementation Details: Host family nights, performances, competitions, and ceremonies. Communicate program schedules, expectations, and benefits in multiple formats/languages. Partner with community organizations, military liaisons, and booster clubs to expand opportunities. Expected Outcome: Stronger family and community support leading to sustained participation. **Intended Audience:** YWLA Students **Provider / Presenter / Person Responsible:** Campus administration, Fine Arts directors, JROTC instructors, athletic coordinators, counselors, and Family Engagement Specialist **Date(s) / Timeframe:** Ongoing **Collaborating Departments:** FWISD Athletics **Delivery Method:** in person or online	 Considerable		

Action Step 5 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 5: Strengthen family engagement to support Math achievement. Implementation: Host family Math nights and workshops focused on benchmarks and learning strategies. Communicate student progress and support opportunities regularly. Evidence of Effectiveness: Family participation records, communication logs, improved outcomes **Intended Audience:** YWLA Community **Provider / Presenter / Person Responsible:** YWLA and Community Partners **Date(s) / Timeframe:** Ongoing all year long **Collaborating Departments:** FWISD **Delivery Method:** In person and online **Funding Sources:** - Family Engagement (211) - 211-61-6399-503-081-30-081-101000 - $725	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our high school currently faces a challenge where not all students achieve an unweighted GPA of 3.5 or higher, hindering their academic potential and future opportunities. **Root Cause**: The root cause of this issue may stem from a combination of factors, including varying levels of student engagement, differences in instructional methods, and potential gaps in foundational knowledge.Addressing these underlying issues is crucial to ensuring that all students have the support and opportunities necessary to reach the desired GPA benchmark.

Perceptions
Problem Statement 1: At YWLA GEMS, there is a prevailing belief that our students do not require the same level of social-emotional support typically provided by interventionists at tier 2 and tier 3 campuses. **Root Cause**: This perception may stem from the high level of resilience and self-sufficiency our students often exhibit. However, it is crucial to recognize that all students, regardless of their academic standing or perceived independence, can benefit from social-emotional learning and support. By fostering an environment that prioritizes emotional well-being, we can ensure that our students are not only academically ready

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 6% to 2% by June 2027.

Strategy 1: Action:
Implement an pbis program to provide students with structured opportunities to earn positive rewards for attendance.

Description:
Students make up missed instructional time and improve overall attendance rates.

Allow students to recover attendance hours through academic support, structured learning activities, and supervised coursework.
Prioritize students identified as chronically absent or at risk of attendance-related course failure.
Provide targeted academic assistance aligned to core content areas to reinforce learning while recovering time.
Communicate clearly with students and families regarding eligibility, expectations, and attendance recovery schedules.

Responsible Parties:
Campus administration, attendance clerk, counselors, and designated after-school staff
Timeline:
After-school sessions offered weekly throughout each grading period with periodic data reviews

Strategy's Expected Result/Impact: Increased student attendance and recovered instructional minutes
Reduction in course failures related to absences
Improved student engagement and accountability

Staff Responsible for Monitoring: Campus administration, attendance clerk, counselors, and designated after-school staff

Evidence:

Attendance recovery logs and sign-in sheets
Attendance percentage improvements by grading period
Course completion and credit accrual data

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

- Targeted Support Strategy

Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 2, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement an PBIS for attendance program to provide students with structured opportunities to make up missed instructional time and improve overall attendance rates. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Campus administration, attendance clerk, counselors, and designated school staff **Date(s) / Timeframe:** offered weekly throughout each grading period with periodic data reviews **Collaborating Departments:** Campus administration, attendance clerk, counselors, and designated after-school staff **Delivery Method:** in-person **Funding Sources:** - Title I (211) - 211-11-6116-502-081-30-081-101000 - $5,504, - Title I (211) - 211-XX-614X-502-081-30-081-101000 - $990.92	Accomplished	Accomplished	Accomplished

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Create and sponsor family nights that invite families into the campus. Including Snacks for parents to promote participation **Intended Audience:** YWLA Community **Provider / Presenter / Person Responsible:** Staff **Date(s) / Timeframe:** All year long **Collaborating Departments:** Campus Clubs **Delivery Method:** in-person and online	Considerable		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our student body lacks representation of the broader FWISD population, potentially due to our status as a school of choice and our unique location on a non-traditional campus in Downtown Fort Worth. **Root Cause**: The school's distinct position as a school of choice, coupled with its downtown location, may inadvertently limit accessibility and appeal to a diverse range of students

School Processes & Programs

Problem Statement 2: Students are struggling to manage and complete the increasing volume of academic work, which is impacting their ability to maintain consistent performance and engagement in their studies. **Root Cause**: The root cause of this issue appears to be an imbalance between the workload assigned and the time available for students to effectively process and complete their tasks. This may be exacerbated by a lack of effective time management skills, insufficient support resources, or an overwhelming curriculum that does not adequately consider the diverse learning paces and needs of students.

Perceptions

Problem Statement 2: Our school has consistently experienced a significant attrition rate, with nearly 20 students transitioning from 8th grade to 9th grade choosing to leave our institution each year. This trend not only impacts our enrollment numbers but also affects the continuity of our educational programs and the community we strive to build within our school **Root Cause**: The root cause of this attrition may be multifaceted, involving factors such as students seeking specialized programs or extracurricular opportunities not available at our school, perceived or actual gaps in academic rigor or support during the transition to high school, or external influences such as family relocation or preferences for alternative educational environments.

Problem Statement 3:
Our student body lacks representation of the broader FWISD population, potentially due to our status as a school of choice and our unique location on a non-traditional campus in Downtown Fort Worth. **Root Cause**: The school's distinct position as a school of choice, coupled with its downtown location, may inadvertently limit accessibility and appeal to a diverse range of students

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1		Fringe	211-XX-614X-502-081-30-081-101000	$180.00
1	1	1	1	Extra Duty	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-081-30-081-101000	$1,000.00
1	1	1	2	After School Support	Instruction | Extra Duty/Ot - Support (11-6121)	211-11-6121-502-081-30-081-101000	$2,530.00
1	1	1	2		Fringe	211-XX-614X-502-081-30-081-101000	$455.40
3	2	2	1		Fringe	211-XX-614X-502-081-30-081-101000	$4,018.68
3	2	2	1	Title I Teacher Assistant	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-502-081-30-081-101000	$22,326.00
5	1	1	1		Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-081-30-081-101000	$5,504.00
5	1	1	1		Fringe	211-XX-614X-502-081-30-081-101000	$990.92
						Sub-Total	$37,005.00
						Budgeted Fund Source Amount	$37,005.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	General Supplies and Technology	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-081-30-081-101000	$200.00
4	1	1	5		Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-081-30-081-101000	$725.00
						Sub-Total	$925.00
						Budgeted Fund Source Amount	$925.00
						+/- Difference	$0.00
						Grand Total Budgeted	$37,930.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Grand Total Spent	$37,930.00
						+/- Difference	$0.00