

Fort Worth Independent School District

081 Young Women's Leadership Academy (YWLA)

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Social Studies
Postsecondary Readiness



Board Approval Date: September 22, 2023
Public Presentation Date: September 29, 2023

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.

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 Civil Engineering and Architecture, Graphic Design, and Visual Arts
- Students may participate in UIL Volleyball, Basketball, and Track and Field
- Fort Worth ISD provides transportation for YWLA students who reside within the District

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Young Women's Leadership Academy is a 6-12 college preparatory campus, which focuses on preparing students for success, to and through college. The focus surrounds the areas of Art, Graphic Designs and Architecture and Civil Engineering, with a focus of health and wellness, college readiness and responsible leadership.

We currently have a 100% graduation rate. We are 100% female. We have students enrolled from grades 6-12. We have a steady enrollment of 450 students, that span over 40 zip codes and 80 elementary schools. Our racial breakdown is as follows: Hispanic 61.2%, Black 18.5%, White 13.8%, Asian 4% and Two or more races 2.2%. We are at 68% Free and Reduced Lunch. Our special needs population is 1.3%, which is significantly lower than the district or state. We are 73% economically disadvantaged. Our student teacher ratio is 14:1. The demographics of our teachers by race is 42% white, 35% Black, 19% Hispanic and 3% Asian. Our graduation rate is 100%, as we have a 100% CCMR measure. 19.5% of our students are Emergent Bilingual. 24% of our faculty are male, and 76% of our faculty are female. Our discipline increased substantially, with 3 placements into DAEP. Our At-Risk rate is 42%, which means that almost 50% of our students are in danger of not graduating high school. 52.5% of our population is labeled Gifted and Talented. We have 1.8% mobility rate, with an attrition rate of 14.7%.

Our discipline data increased with the result of placement into third party placements.

Demographics Strengths

We are diverse student body, which serves the city of Fort Worth. We have a strong achievement in our CCMR measures. Our low number of Special Education students provides the opportunity for more individualized interventions. Many of our students do not leave our campus during the year for other campuses. Our discipline is such that Restorative Practices can be implemented throughout the building, with veracity. Our students have the opportunity to learn from diverse educators, alongside diverse students from all areas of the city.

We have a low mobility rate of students. We have a diverse student body, which represents every pyramid in the district. All students take college readiness assessments and have a commitment to applying to a post secondary education. Each student has at least one faculty member they can identify with on the basis of beliefs, religion, ethnicity or culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While our faculty is primarily comprised of diverse students, there is a need to hire more teachers that reflect the demographic percentages of our students.

Root Cause: Our recruiting efforts are not as extensive in seeking qualified candidates. We have not conducted a Needs Assessment, when it comes to our hiring needs.

Problem Statement 2 (Prioritized): With the various zip codes represented, within our population, our events, while centrally located, do not meet the locale needs of all parents.

We would like to include more families in the culture of YWLA. **Root Cause:** Events are coordinated without needs of family being considered.

Student Learning

Student Learning Summary

Our students begin taking advanced courses beginning in the 6th grade, as well as college assessments. As our students enter at varying readiness levels, interventions are necessary to meet the rigorous expectations of the program.

The campus definition of college readiness is a met benchmark on SAT and at least one qualifying score on an AP test prior to graduation. While our SAT scores are above the district and state averages, they are still not at a level to ensure college funding or acceptance for students. Our AP participation rate 100%, with an expectation for students to take the exam at the end of the course. Our AP passing rates are not in line with our AP Potential Data. Our On Ramps data is not reflective of our student achievement on other assessments, such as STAAR, EOC, PSAT and SAT.

We have students achieving the Approaches Level on Algebra 1, we dropped double digits on our Meets and Masters Level. Less than 3% 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 about the district and state, they still are low.

Student Learning Strengths

100% of students meet the CCMR metric and are provided with a variety of options to achieve this metric. 76% of our students met the benchmark on the SAT for ELA. This is double the district and 20% higher than the state and global percentages. 35% of our students met the benchmark in math, which is only 5% points higher than the state and global percentages. Our average SAT is a 1034. 25 students scored below a score of 1000 on the SAT, out of a class of 54. 6 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 or 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are not achieving grade level or credit mastery in math courses, however they are meeting benchmarks on STAAR/EOC and PSAT. **Root Cause:** Math instruction and interventions is not structured to support struggling teachers.

Problem Statement 2 (Prioritized): Students are achieving AP Potential on PSAT exams, but are not receiving qualifying scores on AP exams. **Root Cause:** AP Program is not data focused and teacher capacity needs to be built.

Problem Statement 3 (Prioritized): Students are achieving passing rates on math On Ramps courses. **Root Cause:** Math instruction does not focus on process and does not follow UT sequence.

Problem Statement 4 (Prioritized): 100% of the students in high school do not have an unweighted GPA of 3.5. **Root Cause:** There is not a monitoring process for students, which actively tracks students progress.

School Processes & Programs

School Processes & Programs Summary

YWLA is a college prep campus that offers advanced courses. There are two administrators and two counselors, one designated for middle school and one for high school. We have a Post Secondary Success Specialist and a College Success Advisor and a Title I funded Data Analyst.

Programs offered surround the Art, Graphic Design and Engineering Pathways. In addition, our enhancement funding surrounds our three pillars: college readiness, responsible leadership and health and wellness. Our students are exposed to colleges and experiences. In addition, each grade participates in a train ride to Dallas to experience cultural events, such as museums and the aquarium.

Students participate in etiquette and networking to build their capacity, as leaders. In addition, we celebrate all achievements which lead to college readiness, through awards ceremonies and celebrations.

We have implemented a culture of success by chartering a National Junior Honor Society, National Art Honor Society and National Spanish Honor Society. Students may participate in programs such as Student Council.

School Processes & Programs Strengths

AVID is a structure that we implemented in grades 6-9. Core teachers have attended AVID training. Our AVID Coordinator ensures that all teachers are using structures in class.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students returned from the pandemic lacking structures and study skills necessary to support academic achievement. **Root Cause:** Students missed time in the classroom to build academic skills.

Problem Statement 2: Our core classes are not vertically aligned. **Root Cause:** There has not been a vertical alignment training to ensure all teachers understand what is to be taught each year.

Perceptions

Perceptions Summary

School is located in downtown Fort Worth. Community is very supportive of the school. We have a waiting list annually for interested parents. Our parents like being downtown, and like the opportunities that are provided. We hired three new teachers, due to vacancies. Our staff retention was high. We are less than 75 people from program capacity.

YWLA has a culture of sisterhood and involves many community stakeholders. We have a supportive Foundation Board, and they fund many projects. We receive outside grants to support enhancement initiatives.

Perceptions Strengths

YWLA has great community and stakeholder support. Our visibility is growing through media. Our Foundation Board works to increase visibility of school and school needs. Our students are perceived as poised and college bound.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental engagement is difficult due to our location. **Root Cause:** There is not a strong parental involvement plan that is implemented.

Problem Statement 2: Many local businesses are still unaware of our presence downtown. **Root Cause:** Not as many people work downtown, post pandemic and we do not have knowledge of how to access businesses downtown.

Problem Statement 3: There is the idea that we have more resources than we have been allocated. **Root Cause:** Many opportunities are provided for free that would normally cost funding.

Problem Statement 4: There is a belief YWLA students do not need social and emotional supports. **Root Cause:** Students perform well on assessments and meet college metrics of success.

Problem Statement 5: There is a belief that YWLA students do not need interventions in math and on college test prep. **Root Cause:** Students are expected to meet all grade level and CCMR measurements.

Problem Statement 6: There is a belief that our student body is not reflective of the FWISD or Fort Worth population. **Root Cause:** There is not much interaction between our students and the rest of the district.

Problem Statement 7: There is a belief that we are not a public school. **Root Cause:** We are a school of choice, we have a uniform and our model differs from traditional schools.

Priority Problem Statements

Problem Statement 1: With the various zip codes represented, within our population, our events, while centrally located, do not meet the locale needs of all parents. We would like to include more families in the culture of YWLA.

Root Cause 1: Events are coordinated without needs of family being considered.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our students are not achieving grade level or credit mastery in math courses, however they are meeting benchmarks on STAAR/EOC and PSAT.

Root Cause 2: Math instruction and interventions is not structured to support struggling teachers.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are achieving AP Potential on PSAT exams, but are not receiving qualifying scores on AP exams.

Root Cause 3: AP Program is not data focused and teacher capacity needs to be built.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 100% of the students in high school do not have an unweighted GPA of 3.5.

Root Cause 4: There is not a monitoring process for students, which actively tracks students progress.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are achieving passing rates on math On Ramps courses.

Root Cause 5: Math instruction does not focus on process and does not follow UT sequence.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

Revised/Approved: September 25, 2023

District Goal 1: Maintain the percentage of students graduating with a CCMR indicator 100% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from ___% to ___% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2023.

District Goal 1: Maintain the percentage of students graduating with a CCMR indicator 100% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from __% to __% by May 2023. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2023.

District Goal 1: Maintain the percentage of students graduating with a CCMR indicator 100% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from ___% to ___% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2023.

Strategy 1: Hire a data analyst to ensure the monitoring of student progress.

Strategy's Expected Result/Impact: All 9th grade students will achieve the level of meets on the Algebra 1 assessment.

Staff Responsible for Monitoring: Data Analyst





Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

- **Targeted Support Strategy**

Action Step 1 Details		Reviews			
Action Step 1: Assign hired Data Analyst the role of creating a data driven campus. Intended Audience: All students enrolled in an assessed math course. Date(s) / Timeframe: June 2023 Collaborating Departments: All departments Funding Sources: - Title I (211) - 211-13-6119-04N-081-30-510-000000-24F10 - \$80,370		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

District Goal 1: Maintain the percentage of students graduating with a CCMR indicator 100% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from ____% to ____% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ____% to ____% by May 2023.

District Goal 2: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from __% to __% by May 2023.

District Goal 2: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from ____ to ____ by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ____ to ____ by May 2023.

District Goal 2: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ____ to ____ by May 2023.

District Goal 2: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 7 to 10 by May 2023.

High Priority

Evaluation Data Sources: Agenda, calendars

District Goal 2: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

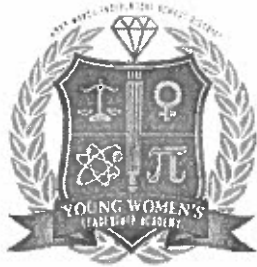
School Performance Objective 5: The YWLA community will hold 10 events to encourage parental involvement in the decision making process at YWLA.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Data Analyst	211-13-6119-04N-081-30-510-000000-24F10	\$80,370.00
Sub-Total							\$80,370.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							-\$80,370.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$1,800.00
+/- Difference							\$1,800.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$3,825.00
+/- Difference							\$3,825.00

CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$11,641.00
+/- Difference							\$11,641.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$539.00
+/- Difference							\$539.00
Grand Total Budgeted							\$17,805.00
Grand Total Spent							\$80,370.00
+/- Difference							-\$62,565.00

Addendums



Young Women's Leadership Academy

Family Engagement Policy

2023-2024

The purpose of **Young Women's Leadership Academy's Family Engagement Policy** is to create a positive learning environment that is supportive and collaborative for all students, parents, and the community. Emphasis is placed on building strong relationships of trust and respect. Parental engagement activities focused on social connection and education are scheduled throughout the school year. Keeping families well informed through clear, productive, informative and courteous communication helps foster collaboration. To assist our families, YWLA works to maintain a non-intimidating, confidential system to provide families information and tools to access community and school resources. These efforts to involve our parents in the YWLA community and in the education of their children are crucial to the academic and social achievement of our students.

Developing the Policy

The Family Engagement Policy and Compact are developed in conjunction with the Site Based Decision Making Team (SBDM), and reviewed annually. This team consists of a group of parents, community members, and campus staff who meet to plan, implement, and review the policy and compact. Meetings are conducted on the school campus or virtually at a convenient time for SBDM members. The policy and compact will be sent to parents and posted on the school website.

Annual Meeting

In order to ensure parent participation during the annual meeting, this meeting will be conducted as a part of the school's Open House and/or Coffee with the Principal (either in-person or virtual) at the beginning of the school year. Information will be sent prior to this meeting through Facebook, ParentLink and the school's website. During this meeting, school test data, parental and family engagement activities, school curriculum and school procedures will be shared. In addition, families will be given an opportunity to make suggestions regarding improving participation in parental and family activities.

Parent-Student-School Compact

A Parent-Student-School Compact will be available to all families through ParentLink and the YWLA website. All compacts will be maintained in the office files during the school year. The compact will outline how parents, students and school staff share responsibility for successful student academic achievement.

Programs and the School Community

Parent input for improving parent engagement is encouraged on a regular basis during scheduled meetings or a parent may schedule an individual appointment with the Principal to discuss ideas for improvement. With parental input, the policy will be updated periodically to meet the changing needs of parents, students and YWLA.

Staff-Parent Communication

Ongoing communication between the school and parents is essential to student success. Parents are encouraged to attend frequent informational meetings, join the PTSA and parent social organizations and participate in their child's school activities. Information regarding special events or conferences will be delivered by ParentLink, Facebook and/or the school's website. Parents will be encouraged to use Parent Portal. Parents will be consistently notified regarding their child's progress at school. Parents of students who display a lack of academic progress or behavior concerns will be notified more frequently. In addition, Parent Engagement staff and teachers will return parent phone calls or process parent information requests in a timely manner. When possible, information relating to the school and parent programs will be sent to parents in an understandable format and language.

Evaluation

The Parent Engagement Program will be evaluated by SBDM and school staff.

Funding

The Family Engagement Policy budget and Family Communications budget will be used to purchase supplies and materials to implement this program. In addition, the Title1 instructional supplies budget will be used to purchase materials and supplies to implement learning instructional strategies or activities for the family program.

All Title I schools are allocated funding to support parental and family engagement activities. Funds can be used in any way that is allowable under EDGAR regulations, to support activities at the schools. Activities should be guided by addressing identified needs in the campus needs assessment. Please refer to the FWISD Family Communications website (<https://www.fwisd.org/Domain/5670>) or the FWISD Grants and Development website (<https://www.fwisd.org/Domain/991>) for more information concerning Title 1.

Open House

October 3, 2023



Agenda

Welcome

Information sessions:

5:30 Principal Talk

5:50 Campus Initiatives (Update to AVID, AP Courses)

6:10 Attendance

6:20 Character Card/HB 1614

6:30 Principal Talk

6:50 Campus Initiatives (Update to AVID, AP Courses)

7:10 Attendance

7:20 Character Cards/ HB 1614

7:30 Principal's Closure



Introduction of YWLA's Campus Leader

Rediesha C. Allen

A New ERA Of
Leadership



Welcome



2023-2024 Updates:

AVID (additions Grades 7 and 9)

AP Courses

- **AP PreCalculus**
- **AP Music Theory**
- **AP African American Studies**
- **AP Computer Science Principles**
- **AP Environmental Science**

On Ramps

- **Statistics**

Athletics

HS SOCCER

Title I



Coffee with the
Principal
2023-2024



What is Title 1?

Title 1 is a Federal program which supplements state and local education funding for low-income students to help “ensure economically disadvantaged children receive a fair, equitable, and high-quality education, by helping to close academic achievement gaps.”

Each campus that receives Title 1 Part A funds is required to:

- Hold an Annual Title 1 Parent Meeting
- Develop a Family Engagement Policy
- Create a Parent Compact



The Relationship Between Title 1 and Family Engagement



There is a clear correlation between family engagement and student performance.

Title 1 defines family engagement as parent participation in **regular, two-way, meaningful communication** involving **student academic learning** and **other school activities** to help ensure that:

- Parents understand that they play an integral role in their child's learning
- Parents are encouraged to be actively involved at school, and
- Parents are full partners in their child's education.

Parent Engagement Policy



The Parent Engagement Policy addresses how the school will implement the parent and family engagement program. The policy includes:

- Convene an annual meeting
- Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child

Mission

YWLA

- Develop the full potential of every girl
- Foster an environment that encourages critical thinking, inspires student confidence, and nurtures intellectual and social development
- Empower girls to graduate college and become successful leaders in the global community



Our GEMS (YWLA by The Numbers)



- 436 Students
 - Middle: 221 Students
 - High: 215 Students
- 68% qualify for Free/Reduced Lunch
- Wide-Spread Enrollment
- Demographics
 - 61% Hispanic or Latino
 - 20% Black or African-American
 - 14% White
 - 3% Asian or Pacific Islander
 - 2% Two or More

Our GEMS (YWLA by The Numbers) Cont'd



100% High school graduation rate

100% Acceptance to a 4-year college

1034 Average SAT score 11th 2023

6 million Academic and merit-based scholarships awarded to the class of 2023

Leading Up to Signing Day

[Signing Day Video](#)



YWLA Creed

I am a Gem of the
YWLA



Goal Themes

- **Coursework College Preparation**
- **College Test Readiness**
- **College Admissions Preparation**

AP Courses

Advanced Placement courses provide a college-level curriculum. After completing AP courses, students are expected to take the Advanced Placement Exams. Based on the AP Exam scores and individual university course recognition procedures, students may earn college credit. The YWLA curriculum includes twenty-three Advanced Placement courses.

Academic Rigor

At the YWLA, all of our middle school core courses are Honors courses. Emphasis is given to the skills and strategies needed to succeed in Advanced Placement and Dual Enrollment courses which will be taken in the high school.

‘WE ARE EXTRAORDINARY NOT BECAUSE WE SAY IT, BUT BECAUSE WE WORK HARD AT IT’

Middle School Trajectory and course work

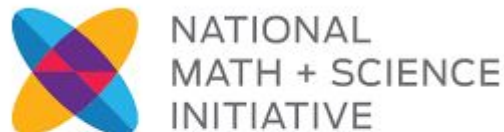
Academic Trajectory							
GRADE	English		Math		Science	Social Studies	
6TH	Grade 6 HONORS ELA 6 (Course #: 0015)		Grade 6 HONORS Math 6 (Course #: 0204)	Grade 6 HONORS Math (Course #: 0204)	Grade 6 Honors Accelerated Math (Course #: 0313)	Grade 6 Accelerated (Course #: 0313)	Grade 6 HONORS Social Studies (Course #: 0325)
7TH	Grade 7 HONORS ELA 7 (Course #: 0019)		Grade 7 HONORS Math (Course #: 0207)	Grade 7 HONORS Math 7 (Course #: 0303)	Grade 7 Honors Algebra I (Course #: 0303)	Grade 7 Accelerated (Course #: 0303)	Grade 7 HONORS Social Studies (Course #: 0327)
8TH	Grade 8 HONORS ELA 8 (Course #: 0025)	Grade 8 HONORS ENG I (Course #: 3090)	*Grade 8 HONORS Pre- Algebra (Course #: 01998AB)	Grade 8 Honors Algebra I (Course #: 7055)	Grade 8 HONORS Geometry (Course #: 7073 AB)	Grade 8 IPC (Course #: 07524) or HONORS Science (Course #: 0329)	Grade 8 HONORS Social Studies (Course #: 0329)
9TH	Grade 9 HONORS ENG I (Course #: 3090)	Grade 9 HONORS ENG II (Course #: 3092)	Grade 9 Honors Algebra I (Course #: 7055)	Grade 9 HONORS Geometry (Course #: 7073 AB) / OnRamps Algebra II	Grade 9 OnRamps Algebra II (Course #: 7050AB)	Grade 9 HONORS Biology (Course #: 7574AB)	Grade 9 AP Human Geography (Course #: 8009)
10TH	Grade 10 HONORS ENG II (Course #: 3092)	Grade 10 AP Seminar (Course #: 3065 AB)	Grade 10 HONORS Geometry (Course #: 7073 AB) / OnRamps	Grade 10 AP Pre Calculus (Course #:)	Grade 10 AP Pre Calculus (Course #:)	Grade 10 OnRamps Chemistry (Course #: 7597 AB)	Grade 10 AP World History (Course #: 8035)
11TH	Grade 11 AP Eng. Language (Course #:)	Grade 11 AP Eng. Language (Course #:)	Grade 11 AP Pre Calculus (Course #:)	Grade 11 AP Calculus AB (Course #:)	Grade 11 AP Calculus AB (Course #:)	Grade 11 OnRamps Physics (Course #:)	Grade 11 OnRamps US Hist (Course #: 8049)
12TH	Grade 12 AP Eng. Literature (Course #: 3064)	Grade 12 AP Eng. Literature (Course #: 3064)	Grade 12 AP Calculus AB (Course #: 7124AB) or AP Statistics (Course #: 7145AB)	Grade 12 AP Calculus AB (Course #: 7124AB) or AP Statistics (Course #: 7145AB)	Grade 12 AP Calculus AB (Course #: 7124AB) or AP Statistics (Course #: 7145AB)	Grade 12 AP Biology* (Course #: 7590AB) or AP Environment al Science (Course #: 7145AB)	Grade 12 AP Government (Course #: 8078 T) / AP Economics (Course #: 8098 T)

In order to be placed on the accelerated math track, students must take and pass

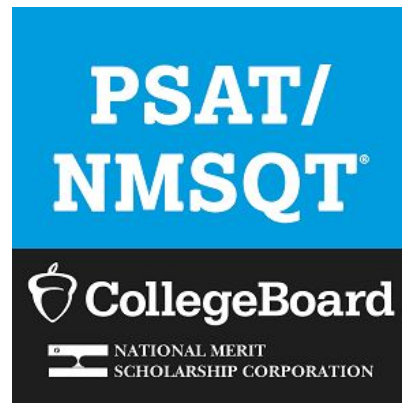
Middle School CCMR Prep and Supports



Advancement via Individual
Determination



Transforming Math & Science Education
nms.org



AVID

YWLA AVID



Attendance Matters

Laura Bennett
Attendance Administrator

Consuelo Vera
Attendance Clerk

[Attendance Overview](#)



Character Cards



Character Cards (Demerits)

- At the beginning of each six weeks your student will receive a character card
- This card is organized by week with spaces for the each period of each day
- Teachers will communication behavior both positive and areas of opportunity by the period/day box using the key below that is located at the top of the Character Card.

Key

1-School Policies
2- Disruptive/
Disrespectful

3- No Homework
4- Uniform Violation
3- Inappropriate
Cell Phone use



Teacher Positive Feedback

Comments

Advisory Teacher _____



- 1 – School Policies
- 2 – Disruptive/Disrespectful Behavior
- 3 – No homework/Unprepared
- 4 – Uniform Violation
- 5 – Inappropriate Cellphone use

★ **Teacher Positive Feedback** (see comments for more details)

- **5 demerits** = Tuesday Reflection Hall (TRH), Counselor Referral
- **10 demerits** = TRH, Parent/student Teacher conference and Counselor Referral
- **15 demerits** = TRH, Administrative conference, Counselor Referral w/Behavior Plan Development
- **20 demerits** = TRH, Administrative Conference w/ Probationary Contract Implementation and Parent/Admin Conference.

Failure to attend Thursday Reflection Hall will result in mandatory Saturday School

Week 1	1	2	3	4	A	5	6	7	8
Mon									
Tues									
Wed									
Thurs									
Fri									

Parent Signature _____

Week 2	1	2	3	4	A	5	6	7	8
Mon									
Tues									
Wed									
Thurs									
Fri									

Parent Signature _____

[illegible]

Character Cards

Cont'd



Merit/ Demerit

Behavior that display the values and integrity of a GEM

Merits, positive recognition, out of dress code day, special lunch activities and much much more

Behavior that is not in line with how GEMS should be represented.

5 Demerits . Thursday Reflection Hall, Interventionist referral

10 Demerits- TRH, Parent/Student/Teacher Conference

15 Demerits TRH, Administrators Conferences and behavior plan

20 Demerits TRH Admin Conferences with Probationary Contract and Parent/Admin Conference

Failure to attend Thursday Reflection Hall will result in mandatory Saturday School.

House Bill 1416

High Impact Tutorials



HB1416

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3-8 or EOC assessments be provided accelerated instruction.

2022-2023 STAAR Performance Levels

- Low Did not meets (HB1416)
- High Did not meets (HB1416)
- Low Approaches
- High Approaches
- **Meets ******
- **Mastery ******

YWLA - In-School Intervention time and After school program.

A parent meeting for those students will be held Oct 16th to discuss in full detail and to outline a plan of instruction for their students.

PSAT Announcements

Oct. 12th



All students in grades 6th -12th will take the PSAT exam on October 12th.

Start time is 8:30AM.

This is a digital, timed exam. Student must bring their charged district device with the charger.

11th Grade - PSAT/NMSQT - qualify for the National Merit Scholarship Program and other scholarships.

6th-10th - Serves as practice for the SAT and to annually track academic progress and growth.