

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 081 - Young Womens Leadership Academy

Principal: Albury, Tamara

Executive Director: Benjamin Leos

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 97.3

Special Education: 0.3

Dual Language/ESL: 2.6

Gifted and Talented: 48.3

Career and Technology: 88.2

Percentage of at-risk students: 45.3

Percentage of English Language (EL) students: 2.6

Percentage of economically disadvantage students: 59.8

2019-2020 Campus Site-Based Committee

Name	Role
Tamara Albury	Principal
Olga Hickman	Parent
Ginger Darden	Parent
Lisa Inzar	Parent
Eva Williams	District Level Staff
Sue Buratto	Community Representative
Becky Fetty	Business Representative
Jennifer Brooks	Community Representative
Freda Calabrese	Campus Non-Teacher Professional
Gaynell Bellizan	District Employee Relations Council Representative
Courtney Radcliffe	Community Representative
Clara Cantu	Community Representative
Daphne Brookins	Community Representative
James Jones	Parent
Cassandra Miles	Campus Non-Teacher Professional
Rose Ramirez	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Young Womens Leadership Academy. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 93	92 - Met Standard
Domain 2: School Progress 91	
Domain 3: Closing The Gaps 90	

Campus Distinction Designations

Academic Achievement in Mathematics: 1	Postsecondary Readiness: 1
Academic Achievement in Science: 1	Top 25 Percent: Comparative Closing the Gaps: 1
Academic Achievement in English Language Arts/Reading: 1	
Top 25 Percent: Comparative Academic Growth: 0	

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

the Texas Education Code;

Yes Title I, Part A; and

Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. 77% Free and Reduced Lunch	1. We have doubled our at-risk numbers	1. Increase SAT ERW / TSI scores
	2. 100% Female	2. Our increased our ELL students by double digits	2. Increase parental involvement
	3. 66% Hispanic / 24% Black	3. Our students come from every pyramid in the district	3. Increase SAT math/TSI score
	4.	4.	4. Develop social emotional learning for students and teachers
	5.	5.	5. PD: Formative Assessment / Igniting passion for teaching and learning for students
	6.	6.	6.
Student Achievement	1. 100% Graduation Rate	1. 51% successful on AP exams Double digit losses in Masters Level in ELA and Math	7.
	2. 100% College Acceptance	2. 62% of seniors met the math benchmark on SAT 75% of juniors met math benchmark on SAT	8.
	3. A-rated campus	7/30 students stayed the same or regressed in TELPAS composite score	9.
	4.	3. 21% of students received masters on ELA STAAR 47% of students received masters on Math STAAR	10.
	5.	4.	
	6.	5. 6.	
School Culture and Climate	1. Pathway teachers work well together	1. Staff works in silos, not cohesive	
	2. Minimal turnover	2. Some teachers have a fixed mindset	
	3.	3. Teachers lay several different roles	
	4.	4.	
	5.	5.	
	6.	6.	
Staff Quality/ Professional Development	1. 4 teachers won Teaching Chair of Excellence awards (6 winners on campus)	1. Growing students academically(improved instructional practices)	
	2. Two teachers are AP readers	2. Culturally responsiveness	
	3.	3. Small campus, teachers wear many different hats, teachers spread thin and overwhelmed	
	4.	4.	
	5.	5.	
	6.	6.	

Curriculum, Instruction, and Assessment	1.	PSAT given in grades 6 -11	1.	Middle school science and math
	2.	All core courses are Pre-AP and AP. We have been selected to participate in the College Board Pre-AP program.	2.	increase real-world opportunities
	3.	High school courses are strong in vertical alignment	3.	Vertical alignment for all core courses
	4.		4.	
	5.		5.	
	6.		6.	
Family and Community Involvement	1.	Parental event have been successful	1.	We are not a neighborhood school
	2.	We have partnered with children at risk to create a comprehensive Parent Engagement Plan.	2.	We need to create more opportunities to build community
	3.	We have many community partnerships	3.	Effective means of communicating with families and creating opportunities for them to connect with each other.
	4.		4.	
	5.		5.	
	6.		6.	
School Context and Organization	1.		1.	How to have a quality PLC
	2.		2.	
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	

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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Reading will increase from	69	90

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Increase student access to various reading material	Provide each ELA teacher with a budget to purchase a classroom library	Teacher(s)		Title I	2,000		
2	Provide teachers with PD to address learning needs in ELA and Math	All ELA and math teachers attend QTEL training	Assistant Principal	6/27/2020	Local (Basic Allotment)	1,000		
3	Student interventions	Hold tutoring during advisory and after school for students not on grade level	Assistant Principal		SCE	1,155		
4	Increase student writing ability through teacher PD	ELA teachers will attend Jane Schaeffer	Assistant Principal		Local (Basic Allotment)	2,600		
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