

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 083 - Young Men's Leadership Academy

Principal: White, Rodney

Executive Director: Rian Townsend

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: 96.5

Special Education: 3.4

Dual Language/ESL: 4.5

Gifted and Talented: 29.6

Career and Technology: 67.7

Percentage of at-risk students: 59.8

Percentage of English Language (EL) students: 4.5

Percentage of economically disadvantage students: 63.8

2019-2020 Campus Site-Based Committee

Name	Role
Rodney White	Principal
Nelson Walker	Campus Non-Teacher Professional
Linda Iglehart	Parent
Brittany Hatcher	Campus Non-Teacher Professional
Christopher Smith	Teacher
Albert Canales	Teacher
Reverend Bruce Datcher	Community Representative
Ty Stimpson	Business Representative
Cissy Mattingly	District Level Staff
Oscar Adams	Parent
Makala Deneffield	Parent
Penni Askew	Parent
Tonnette Coleman	Parent
Rachelle Blackwell	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Young Men's 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 79	86 - Met Standard
Domain 2: School Progress 85	
Domain 3: Closing The Gaps 88	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 1

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;

Yes the Texas Education Code;

Yes Title I, Part A; and

Yes 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. Strong recruitment of minority young men who can benefit from the standards that YMLA creates.	1. Recruit Hispanic teachers to reflect our growing hispanic population of students.	1. Have the AVID Site Team train the school on WICOR strategies and all of the components needed to be an AVID Site school.
	2. Valuing the cultures of all of our young men by hosting cultural awareness summits and programs.	2. Have one cultural awareness student lead summit during Conventus a month. Student led discussions will help formalize topics and spark interest in engagement for all stakeholders.	2. Have summer planning meetings with select HS young men (juniors and seniors) so that HS Conventus is sustainable and student led for maximum engagement from our HS stakeholders.
	3. The staff represents the student population except for one subgroup.	3. Continue to recruit at Title 1 schools that have low socio-economic status students, to ensure our school targets a population that needs this educational opportunity.	3. Train the tested content areas on the use of MOL's in their PLC's and how to track the data for strategic planning purposes to increase academic growth, particularly in Reading.
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	6.	6.	6.
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Student Achievement	1. Cyclic A B Honor Roll ceremonies each 6 weeks for MS and semester HS trips are scheduled for AB honor roll scholars for semester 1 and 2 alike.	1. Ensure all students are aware of how the scholarship process and College Acceptance Program goes from student input. Students from recent graduation will be asked to come back and speak about their college experiences.	8.
	2. Students who achieve A B Honor Roll for the 6 weeks are designated to become Principal or Dean of Instruction for the Day based on essay writing about why they are most qualified for the leadership opportunity.	2. Ensure the SAT prep is a focus for all students thru teacher training from Princeton Review. (Current grant that Mr. Scott is writing for teacher trainings and MBeam system for vocabulary development.) SAT prep needs to be a sound focus for all school wide and not just the juniors and seniors.	9.
	3. Students who receive college acceptances and scholarship offers and recognition are highlighted on our scholarship wall of fame in the front of the building.	3. All teachers will use AVID WICOR strategies embedded in lesson plans and evidenced by student work samples that are uploaded into a shared drive. MOL's in the form of All In Learning, are used to show mastery of the essential questions and SE's daily in % form.	10.
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School Culture and Climate	1.	Students are highlight every six weeks based on meritous behavior and academic performance. These MS students are referred as students of the week.	1.	Place a pristine focus for the middle school on tracking merits and demerits for PRIDE incentive purposes to motivate young men to do what we want instead of having punitive consequences for their mistakes.
	2.	GPA Wednesdays for free dress code fo having a 3.5 or higher is a hit, as young men are paying close attention to their GPA's every six weeks.	2.	To eliminate Friday Night Lights, have cyclic three week competitions for all of the high school young men for incentives based on 1. Dress Code, AB Honor Roll % and Attendance % by three week periods.
	3.	Conventus Fratrum, school wide morning meeting for both middle school and high school to help sustain a positive school culture of leadership and collegiality.	3.	Make sure that the high school Conventus Fratrum is all student led, by ensuring that we have summer planning with different groups of young men so they create the content and delivery expectations.
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Staff Quality/ Professional Development	1.	All staff know the results obtained from effective Tier One Instruction.	1.	Facilitate more walkthroughs from administration to meet the 7 per week goal with quality feedback for growth purposes.
	2.	White's and Walkers Winners provide s template to assess and spread effective teaching strategies among the campus. Teachers are empowered to be leaders to affect change.	2.	Have cyclic training every two weeks on WICOR strategies that are effective so that the staff can learn how to utilize the new AVID lesson planning tool to show evidence of the student work they are producing from the strategies. Train the team on how to use the Google Calendar as an organizational tool for all young men to utilize with their chromebooks.
	3.	YMLA Dream Team Book Study on how Boy's Learn Differently, where every department has a chapter to present to the staff.	3.	Train the staff on the new streamlined expectations for Conventus while justifying the purpose of the meeting from a staff perspective. Train the team in merits and demerits and HS on how to notate data from the competitive look fors that administration will be using to create a competitive environment.
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Curriculum, Instruction, and Assessment	1.	Following the scope and sequence of the FWISD Curriculum Frameworks for fidelity to the formative testing	1.	Training the instructional staff on how to utilize Lead4ward for the utilization of MOLs to show evidence of mastery for the aligned daily formative assessment to the objective.
	2.	Use of All In Learning as a Data Assessment tool to gauge quickly the students mastery.	2.	Training the team to become more proficient in AVID strategies so that quality student evidence may be used for Site Team visits.
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Family and Community Involvement	1.	Parent ratings on FaceBook about the school are high.	1.	Host parent events on the same set date every month so that parents will have more of a connection with the campus.
	2.	PTSA membership is higher than ever with 108 parents involved.	2.	Continue to support and prioritize the needs of the FWAS program to ensure that we have additional avenues to increase parental participation and contact.
	3.	FWAS Program allows more parental activities and engagement.	3.	
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School Context and Organization	1.	6 SBDM meeting s every year to ensure that stakeholder input is valued when doing different school initiatives and budget movement.	1.	Create a different focus for PLC meetings to ensure that teacher ownership is present for student work and grades received.
	2.	PLC cyclic meetings every 3 weeks to ensure that students needs are being met in the most efficient way.	2.	
	3.	YMLA Advisory Board meetings once a month to ensure we have extra resources to meet the needs of the campus, in which the school budget cannot assist.	3.	
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Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 083 - Young Men's Leadership Academy

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Math -Percent of students in Grades 6-8 performing on or above grade level standard on their STAAR Math assessment will increase from 22% to 30% by 2019.	89.34	52.79	11.17	30% Masters	
	College and Career Readiness - Percent of graduates who have met the criteria for CCMR indicator, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.				66%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Expose students to college and career ready field trips to enhance their academic performance. This will motivate them and give them insight on what a college and career culture entails.	Schedule and get all trips approved from central administration	Principal	5/5/2020		1,000	On Target	
2	Submit a written grant to the FWISD Grants Department which will afford YMLA to contract a tutoring company called "Victory Prep" to enhance our SAT scores by hiring highly successful SAT tutors that will teach classes on our master schedule to targeted scholars	Meet with the YMLA Advisory Board for approval and support. Write the grant for 40k to the Sid Richardson Foundation and submit to the FWISD Grants Department before July 31, 2019. Schedule the class on the master schedule once the grant is approved.						
3	Create a schedule of 2 TSI prep Saturdays per semester to increase TSI success on our campus, targeting seniors who have not passed the TSI. The goal is to obtain 100-% TSU passing before the end of the year.	Meet with Mrs. Miles and our CCRC Coach, Mr. Lowe and have them organize, schedule and invite selected students to the prep classes on Saturdays based on need.	Instructional Leadership	3/5/2020			Incomplete	
4 Title I	Using AVID WICOR Strategies, ensure that all math teachers are using quick writes for students to summarize their unit or concept learnings to enhance mastery and influence structured writing to support the ELA department and mastery in Reading and WRiting.	Have math teachers bring quick writes with other student work to PLC meetings as data to inform reteaching and "know/show" charts for student performance.	Teacher(s)	5/6/2020	Title I	0	Not Started	
5 Title I	Order supplemental library books and materials to support our AVID program.	Give the Librarian her yearly allocation.	Other	10/31/2019	Title I	7,000	Not Started	
6 Title I	Acquire professional subs for teacher pullouts to ensure that learning walks for campus consistency, small group pullouts and parent teacher conferences and coverage for college field trips happen regularly.	Schedule them and document attendance.	Principal	12/10/2019	Title I	5,000	Below Target	
7 Title I	Hire teachers to work the SAT/PSAT/TSI and scholarship writing campus for the campus. Also hire teachers to work family nights and Saturday Schools. We will also implement after school tutoring.	Schedule the events and have the teachers commit to the dates, while targeting students assigned.	Teacher(s)	2/3/2020	Title I	6,000	On Target	

8	Title I	Provide teachers and opportunity to learn and observe different AVID model schools to ensure we meet our year 1 goals for AVID campus. Ensure effective Conventus planning happens for the HS and MS scholars on a weekly basis. Provide opportunities for teachers to do inhouse PLC pullouts.	Schedule out assigned time for planning and collaboration.	Principal	4/8/2020	Title I	2,000	On Target	
9	Title I	Develop an organizational tool and extension curriculum for all GT students to track their academic progression at YMLA. This school wide composition notebook will be beneficial for our GT students to track the extension assignments that the teachers give them.	Identify students and schedule them for Duke TIP testing and ensure their needs are met for extension purposes.	Instructional Leadership	4/7/2020	Gifted & Talented	916	On Target	
10	CTE	Ensure that our CTE strand materials/supplies are specific and in house to ensure that our students can apply their learning on the district and teacher aligned CTE activities.	Have teacher do a needs assessment and order what we need for our specific strand of CTE.	Teacher(s)	12/10/2019	CTE	3,254	On Target	
11	SPED	Ensure our SPED scholars have the appropriate supplies they need to function seamlessly in an inclusion setting.	Work with lead Inclusion teacher to ensure our materials match the needs of the students in the SPED program.	Instructional Leadership	12/4/2019	Special Education	726	On Target	
12	Title I	Purchase ELL and ESL strategy books for our teacher develop to utilize with our bilingual students.	Do a needs assessment with ELA and content teachers to see what is needed to enhance the educational opps for our scholars.	Teacher(s)	12/12/2019	Bilingual	246	Not Started	
13	Title I	Order supplies needed for the administrative offices to function appropriately.	Meet with office staff and fulfill their needs to ensure the main office and all other offices within the school function appropriately.	Principal	2/19/2020	Local (Basic Allotment)	11,818	On Target	
14									
15									

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

BOY Status:

Principal Evidence: The data from MAP testing, BOY assessment thru FWISD and campus, as well as Edugence scores for all middle school scholars as a baseline to use with formative assessment daily data to drive PLC action planning. Create a tracking form for all MS. scholars for Readiness Standards to ensure mastery and targeted instruction.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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12								
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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: PLC expectations and minutes from Reading PLC's, which will track MOL's of data from Readiness standards. Teachers will document "know" and "show" charts holistically for their classes, with evidence of student work to ensure effectiveness of implementation.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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

BOY Status:

Principal Evidence: Calendar dates/ agendas and sign in sheets for all parent meetings throughout the school year.
Merit and Demerit tracking spreadsheet with evidence of the physical merits and demerits written for each student.

Leadership Feedback: • Add Target Strategy and Action Step for Health Goal

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

