

Fort Worth Independent School District
081 Young Women's Leadership Academy (YWLA)
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a high performing school. We have an enrollment of 462 students and are 100% female. Our students live in over 40 varying zipcodes. 68% of our population lives at or below the poverty level. Our students are demographically, as follows 59% Hispanic, 20% African American, 14% white, 5% Asian/ Pacific Islander 2% two or more races. We have traditionally have a 100% high school graduation rate, 100% college acceptance rate. 100% of all students are enrolled in advanced or ccollege level courses. We have a 2% Sped Population and 5% 504 population.

Demographics Strengths

Our teaching staff and student is extremely diverse, religiously, racially and economically. While we are not a local school, our students bring their cultures, languages and experiences with them. Almost every zip code in FWISD is represented in the student body. As a small school, courses are homogenous in terms of placement. All students have the same expectations, irrespective of learning opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are not a neighborhood school and we represent over 40 different zip codes and elementary schools. **Root Cause:** We are a school of choice and serve the entirety of Fort Worth ISD.

Student Learning

Student Learning Summary

Math is our opportunity for improvement, as well as science. We did not receive distinctions in those areas. We are rated an A campus with a score 92. All students are expected to learn and achieve at advanced levels. To support deficiencies from the Pandemic, we have introduced the AVID program to our curriculum. While continuing to maintain high standards of achievement, we have tried to be innovative in the supports needed by students to reach those expectations.

Student Learning Strengths

85% of our students met benchmark on the English SAT. All students are enrolled in rigorous courses and expected to be successful in earning credit. 40% of all AP exams taken received a qualifying score. 9 students have received national recognition for their achievement on AP exams. 25 students have been identified as AP scholars and have been successful on 3 or more AP exams. Student performance on the SAT overall 1023, which is 150 points higher than the district and 63 points higher than the global average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 27% of students met the SAT Benchmark in math with an average of 485. **Root Cause:** Students are missing foundational skills needed due to loss of learning.

School Processes & Programs

School Processes & Programs Summary

We are a college preparatory program, which serves to empower young women. We offer sports for each season beginning in grades 7. We are 1:1 campus and all students have devices.

School Processes & Programs Strengths

Students have a voice in programming and policies. On Ramps courses are provided to support preparation on AP exams.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): African American and At Risk Student performance on AP exams and in On Ramps Courses is less than 90%.

Perceptions

Perceptions Summary

Students feel safe overall, within the building. Students felt disconnected due to the Pandemic, struggled to reacclimate back to school setting. We are high performing school, with a limited budget, but high local community support. Our stakeholders range from community leaders, to business leaders to YWLA families. Our enhanced funding may only be used for limited items, our students due to their diverse nature have varying needs. Parents feel welcomed in the building and are encouraged to be involved. While we are a high performing campus academically, we are a high need low performing school socially and emotionally. Our students struggle and are representatives of the environments they reside. There is a belief we have no needs, or our students are not in need of supports, as their neighborhood colleagues receive at their local schools.

Perceptions Strengths

Our community enjoys interacting with our students. Community stakeholders often want to help our mission. We garner great support from all levels of the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Achievement is viewed over social and emotional needs, therefore resources and funding are often not received. **Root Cause:** Funding is tied to academic success and not social needs.

Priority Problem Statements

Problem Statement 1: 27% of students met the SAT Benchmark in math with an average of 485.

Root Cause 1: Students are missing foundational skills needed due to loss of learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: African American and At Risk Student performance on AP exams and in On Ramps Courses is less than 90%.

Root Cause 2:

Problem Statement 2 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)

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from __86__% to __90__% by May 2023.

Increase the percentage of EL students from _62__% to _75__% by May 2023.

Evaluation Data Sources: PSAT scores

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 86% to 100% by May 2023.

Increase the percentage of EL from __69_% to 75% by May 2023.

High Priority

Evaluation Data Sources: EOC scores

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.





School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 89% to 100% 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 NA% to ___% by May 2023.

Evaluation Data Sources: EOC ELA II

Strategy 1: Hire a Data Analyst to maintain the progress of identified students.

Staff Responsible for Monitoring: Principal

Action Step 1 Details	Reviews			
Action Step 1: Data analyst will maintain records of progress for EL students and provide recommendations for instruction improvement. Funding Sources: - Title I (211) - 211-13-6119-04N-081-30-510-000000-23F10 - \$75,342	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT 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: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from ___% to ___% by May 2023. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2023.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% 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 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% 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 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% 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.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% 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 4: 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 4: 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 4: 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 4: 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 4: 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.

Strategy 1: Schedule parent engagement activities minimally once a month to ensure opportunities for parents to engage in the YWLA community.

ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Calendar and schedule events that promote parental participation. Funding Sources: - Parent Engagement - 211-61-6499-04L-081-30-510-000000-23F10 - \$1,000, - Parent Engagement - 211-61-6399-04L-081-30-510-000000-23F10 - \$634.50	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Tamara Albury	Principal
Classroom Teacher 1	Gaynell Bellizan	
Administrator	Imelda Dunlap	
Community Representative	Wafeeq Sabir	
Parent	Louis Carr	
Community Representative	Jennifer Brooks	
Classroom Teacher 2	Hsiang Chen	
Business Representative	Lynn Hammer	
Business Representative	Becky Fetty	
Community Representative	Sue Buratto	
Parent	Elisabet Westbye	
Classroom Teacher	Veanda Allen	
District-level Professional	Carlos Walker	
Professional District-Level Staff	Kenyail Carr	
Community Representative	Alexandra Thurston	

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-081-30-510-000000-23F10	\$75,342.00
Sub-Total							\$75,342.00
Budgeted Fund Source Amount							\$78,430.00
+/- Difference							\$3,088.00
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							\$3,332.00
+/- Difference							\$3,332.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	5	1	1		Snacks for Parents to promote participation	211-61-6499-04L-081-30-510-000000-23F10	\$1,000.00
4	5	1	1		Supplies and materials for parental involvement	211-61-6399-04L-081-30-510-000000-23F10	\$634.50
Sub-Total							\$1,634.50
Budgeted Fund Source Amount							\$1,634.50
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	\$0.00
						Budgeted Fund Source Amount	\$1,016.00
						+/- Difference	\$1,016.00
						Grand Total Budgeted	\$84,412.50
						Grand Total Spent	\$76,976.50
						+/- Difference	\$7,436.00