

Fort Worth Independent School District
083 Young Men's Leadership Academy (YMLA)
2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness



Mission Statement

The mission of the Paul Laurence Dunbar Young Men's Leadership Academy is to cultivate and empower all young men through Perseverance, Resilience, Integrity, Discipline, and Excellence by developing academic scholars for generations to come.

Vision

YMLA will cultivate and empower all young men for academic and social success through data driven collaboration and inquiry. YMLA scholars will grow academically and socially with an intentional focus on reading, writing, organization, speaking and reasoning.

Value Statement

YMLA values our belief that every scholar enrolled is expected to learn and entitled to achieve academic and social success through the planning and efforts of the educators that serve them. We value that all of our scholars are destined for college, as we challenge them to take the most rigorous coursework we offer on their quest to college and career readiness. We pride our selves on having a culture where every young man is known, valued, and inspired to meet and exceed his potential.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
District Goals	10
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.	11
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.	13
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	15
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	20
Title I	25
1. Comprehensive Needs Assessment (CNA)	26
1.1: Comprehensive Needs Assessment	26
2. Campus Improvement Plan	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.3: Available to parents and community in an understandable format and language	26
2.4: Opportunities for all children to meet State standards	26
2.5: Increased learning time and well-rounded education	26
2.6: Address needs of all students, particularly at-risk	26
3. Annual Evaluation	26
3.1: Annually evaluate the schoolwide plan	26
4. Parent and Family Engagement (PFE)	26
4.1: Develop and distribute Parent and Family Engagement Policy	26
4.2: Offer flexible number of parent involvement meetings	27
5. Targeted Assistance Schools Only	27
Campus Funding Summary	27

Comprehensive Needs Assessment

Revised/Approved: May 23, 2022

Demographics

Demographics Summary

The Young Men's Leadership Academy is the first single gendered school for boys in the FWISD. The campus opened its doors to interested families in the Fall of 2012, where the campus began with 150 6th and 7th grade scholars. YMLA added a grade level every year thereafter, where the first graduating class graduated in 2018.

The Young Men's Leadership Academy is a 6-12 school of choice in the FWISD. YMLA accepts new scholars thru the School of Choice district lottery process in grades 6th, 7th, and 9th grades. Our lottery process does not exclude any scholar that is enrolled in the district, as the only criteria to be admitted is for the young man to have passed the previous grade level. All of our accepted young men register in the Spring before they begin school. We are a college preparatory campus which has specialized programs in Engineering and Business Marketing. Our current demographic is 45% African American 48% Hispanic, with the rest of the campus being White, Asian American, and other. YMLA has done exceedingly well on state assessments, historically. Based on our academic performance, we have been recognized by the National Center of Urban School Transformation, from San Diego State University. We have been recognized twice by NCUST, while winning Silver and Bronze awards.

Our campus employs 38 teachers which are 50% male and 50% female. We are racially diverse, outside of only having three hispanic teachers. We have approximately 400 scholars enrolled. 233 middle school young men and 167 high school young men. To date we have 100% college acceptance from all of our graduates.

Demographics Strengths

Our campus profile for employees is racially diverse and gives our scholars an opportunity to learn from a diverse group of educators.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an 20% increase in our ELL population for the last 6 years, with 30% of our scholars regressing on the 2020 TELPAS exam in the speaking category. **Root Cause:** The campus has provided 7 Steps to A Language Rich Classroom from the district ESL Department, yet the implementation of the training is inadequate related to our 2020 TELPAS regressions. Accountability in lesson plans and walkthroughs are not focused on ESL/ELL strategies as well as processes for accountability of usage of ESL/ELL strategies for all teachers.

Problem Statement 2: There is a 15 % rise in African American disciplinary referrals and suspension rates as measured by YMLA FOCUS reports through the first 5 six weeks. **Root Cause:** The campus has a loose discipline protocol for all teachers, which has led to increased infractions for African American students. referrals that are input, must show teacher interventions and parent contact before they are reported and worked at the administration level. A refresher training and increased accountability on our campus discipline protocol and processes is needed.

Student Learning

Student Learning Summary

At our last school accountability rating in 2018-2019 we were rated "A" by the state of Texas and have not been rated the last two years due to COVID-19. We do acceptable in areas of Science, Social Studies, and Math, but have opportunities for improvement in ELAR. We have acceptable attendance rates and have minimal discipline at the school to interrupt instruction. We have been taking MAP assessments this year to gauge how our young men are doing on the national normed test and we see GAPS in Math and Reading in every subgroup and every grade level in 6-9. We also see GAPS in our TSI and SAT/ACT testing, which is an opportunity for us to change some processes at our campus instructionally and for equity purposes. Due to our increasing population of ELL's, we must continue to focus on strategies to support the ESL and ELL population.

Student Learning Strengths

Students at YMLA do well with lessons specifically designed for their learning. The campus is an AVID campus which focus on strategies that will prepare the scholars for college. Specifically, our scholars learn best within the Collaboration subset of WICOR. Cooperative learning strategies that increase engagement and allow for specific questioning strategies yield high levels of motivation and success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading scores for middle school Reading middle school scholars are averaging 10% Masters, 21% Meets, and 30% Approaches , as measured by district benchmarks through the 5th six weeks. **Root Cause:** All teachers at YMLA need support on how to align to teach intentional Reading strategies. Interdisciplinary Literacy needs focus, while having each Department simulate best instructional practices by teaching lessons to their colleagues during Instructional Faculty Meetings, while also bringing student work to share high quality artifacts derived from the strategies.

Problem Statement 2 (Prioritized): YMLA entered the 2021-2022 academic year with 7% of 11th graders and 33 % of 12th graders being CCMR ready, as measured by the Texas Education Agency. **Root Cause:** Scholars are not meeting the threshold on ACT/SAT and TSI to be CCMR met before they get to 12th grade. YMLA is not intentional on making sure that grades 8-11 are being prepared and having opportunities to meet the accountability threshold before they become 12th graders.

School Processes & Programs

School Processes & Programs Summary

YMLA is a 6-12 grade campus with 2 administrators and 38 instructional staff. We have a Post Secondary Readiness Specialist, a College and Career Coach and 2 Counselors, an Interventionist and a Data Analyst. We have minimal turnover in staff unless employees are promoted to other leadership areas within their expertise field. All of our young men are scheduled according to their achievement data from previous state assessments unless parents have a valid data to change schedules based on some other data point. At the beginning of each year we distribute the parent compact and teach parents to check FOCUS and Parent Portal, while inviting them to join our PTSA. (Parent Teacher Scholar Association). Our PTSA is newly restructured to provide college trip opportunities for the scholars.

Our school is a relationship focused school, so we strive to have morning meetings atleast twice a week to bring the learning community together to discuss areas of improvements, while celebrating successes. This school system also allows us to set healthy and intentional competitions on our areas of weakness.

Programs offered in the school are Engineering, Business Marketing, AVID, and JROTC. These programs help promote the Leadership in our school name, while also exposing our kids to colleges amnd industry opportunities.

School Processes & Programs Strengths

Our school has a high retnetion rate for staff and a high retnetion rate for our middle school young men. We do lose high school young men for various reasons. Our AVID program has raised academic progress for the scholars that are enrolled, while Engineering and Business are growing due to extra grant supplied resources we have been afforded.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: YMLA is striving to be an AVID recognized campus by focusing on WICOR samples from all teachers in all grade levels. The average amount of late work each six weeks from middle school scholars in 36%, which hinders student outcomes for content mastery. **Root Cause:** Young men do not have an organizational tool that is taught and used for accountability purposes schoolwide. The campus us not focusing on the "O" in WICOR, which could dramatically impact student outcomes.

Problem Statement 2 (Prioritized): YMLA teachers are not connected instructionally as a middle school and high school, as measured by Daily Measurable Objectives, instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results. **Root Cause:** YMLA does not have an instructional leadership team, which can decide on initiatives and procedures we will do as a campus after observing benchmark, achievement, and Learning Walk data.

Perceptions

Perceptions Summary

YMLA has a culture of brotherhood, college readiness and preparedness. We strive to be our brother's keeper, as we are only as strong as our brothers. We believe that all of our young men can grow and we try to accelerate every scholars on their own unique plan. We believe in competition, as well as all stakeholders developing strong social skillsets dealing with greeting, and setting a vision for the future. YMLA has administered culture and climate survey this year to see how the changes to education due to the pandemic has affected the perception. Historically we have had average to high perception rates in all areas, but this year we have a seen a need for more student voice. (according to the survey)

YMLA attempts to get stakeholders outside of the school involved, as we have a supportive Advisory Board, in which we have been funded in our many projects thru the Sid Richardson Foundation.

Perceptions Strengths

YMLA has a strong team of educators that like to give feedback and input on school systems and processes. Our strength is reaching our to faculty and staff once a six weeks to get feedback on systems, along with solutions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental engagement declines as student progress from 6-12 grade, as measured by our PTSA engagement and parents signing up for Parent Portal. **Root Cause:** There are not regular in person parent engagement events at the campus to engage and recruit parents to assist in higher student outcomes.

Problem Statement 2: Teachers and stakeholders need several opportunities during the year to assess our instructional program for consistency and focus areas. Many teachers are curious about the status of our instructional program. **Root Cause:** We do not have a Learning Walk system where stakeholder regularly assess the instructional program.

Priority Problem Statements

Problem Statement 1: There is an 20% increase in our ELL population for the last 6 years, with 30% of our scholars regressing on the 2020 TELPAS exam in the speaking category.

Root Cause 1: The campus has provided 7 Steps to A Language Rich Classroom from the district ESL Department, yet the implementation of the training is inadequate related to our 2020 TELPAS regressions. Accountability in lesson plans and walkthroughs are not focused on ESL/ELL strategies as well as processes for accountability of usage of ESL/ELL strategies for all teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 4: Parental engagement declines as student progress from 6-12 grade, as measured by our PTSA engagement and parents signing up for Parent Portal.

Root Cause 4: There are not regular in person parent engagement events at the campus to engage and recruit parents to assist in higher student outcomes.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: YMLA entered the 2021-2022 academic year with 7% of 11th graders and 33 % of 12th graders being CCMR ready, as measured by the Texas Education Agency.

Root Cause 2: Scholars are not meeting the threshold on ACT/SAT and TSI to be CCMR met before they get to 12th grade. YMLA is not intentional on making sure that grades 8-11 are being prepared and having opportunities to meet the accountability threshold before they become 12th graders.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: YMLA teachers are not connected instructionally as a middle school and high school, as measured by Daily Measurable Objectives, instructional and classroom management strategies, and lesson design as measured by administrative instructional walk throughs and benchmark results.

Root Cause 3: YMLA does not have an instructional leadership team, which can decide on initiatives and procedures we will do as a campus after observing benchmark, achievement, and Learning Walk data.

Problem Statement 3 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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

District Goals

Revised/Approved: September 16, 2022

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 18% to 35% 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 15% to 30% by May 2023.

Evaluation Data Sources: PSAT and TSI scores

Strategy 1: All middle school and 9th grade scholars will take the mandatory PSAT purchased by the YMLA Advisory Board. All scholars will be accountable for engaging in Khan Academy during their scholar success class time allocation. The goal will be a 100 point increase during the duration of the school year.

Strategy's Expected Result/Impact: An increase in more scholars meeting the state CCMR measure before they get to 11th grade.

Staff Responsible for Monitoring: Post Secondary Specialist, Freshman Success Coach, Principal.

Title I:





2.4

- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Action Step 1 Details	Reviews			
<p>Action Step 1: Make sure every six weeks we have transparency of the Scholar Success classes and their Khan Academy log in percentages and their mean PSAT score for the class.</p> <p>Intended Audience: Scholars, and all stakeholders</p> <p>Date(s) / Timeframe: Every Tuesday and Thursday after the 2 week of school</p>	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 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 73 % to 90 % 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 70 % to 85 % by May 2023.





Evaluation Data Sources: MAP scores, Interim Assessments, Benchmarks, STAAR scores, Report Card grades

Strategy 1: Students who have academic deficiencies will be a part of High Impact Tutoring and will be scheduled to tutor before or after school.

Strategy's Expected Result/Impact: For each scholar to reach his growth measure, as well as meet proficiency on his EOC or STAAR/.

Staff Responsible for Monitoring: Math Department, Principal, Data Analyst

Title I:
2.4, 2.5, 2.6

Action Step 1 Details	Reviews			
Action Step 1: Hire and retain a Data Analyst to drive the work of PLC's for increased student outcomes Intended Audience: All staff and scholars Date(s) / Timeframe: August 1, 2022 through May 31, 2023 Provider / Presenter / Person Responsible: Principal Collaborating Departments: All content areas at YMLA Funding Sources: Position of Data Analyst - Title I (211) - 211-13-6119-04N-083-30-510-000000-23F10 - \$79,000	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 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 71% to 85% 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 71% to 85% by May 2023.

High Priority

Evaluation Data Sources: Assessments, STAAR, Benchmarks, MAP





Strategy 1: Scholars will be immersed in High Impact tutoring and scheduled to come and get extra learning time to address their targeted deficiency.

Strategy's Expected Result/Impact: Increased growth for all students, while meeting their growth measure and meeting state standard.

Staff Responsible for Monitoring: Principal, Assistant Principal, ELA Department, Data Analyst

Title I:

2.4, 2.6

Action Step 1 Details	Reviews			
<p>Action Step 1: Assistant Principal will create the HIIT plan and offer the tutoring opportunity to core teachers. WE will scheduled tutoring during the day for the scholars that need it based on their STAAR scores and Benchmark scores.</p> <p>Intended Audience: All scholars who are not successful on STAAR or Benchmarks.</p> <p>Date(s) / Timeframe: October 17, 2022-May 31, 2023</p> <p>Provider / Presenter / Person Responsible: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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 __3% to __50__% 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 __0_% to __50_% by May 2023.

Evaluation Data Sources: Mathematics Benchmark scores and PSAT, SAT, ACT, and TSI scores.

Strategy 1: Scholars will be engaged with Khan Academy throughout the year during Advisory time. Scholars will be challenged to raise their PSAT and SAT scores by 100 points, as well as logging in at least 20 hours of seat time during the year.

Strategy's Expected Result/Impact: Increased PSAT and SAT scores





Staff Responsible for Monitoring: Post Secondary Specialist, College and Career Readiness Coach, Principal, Assistant Principal

Title I:

2.4, 2.5

- **TEA Priorities:**

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

Action Step 1 Details	Reviews			
Action Step 1: YMLA will monitor the usage of the Khan Academy accounts for all of our scholars and build time during the school day. Intended Audience: YMLA Learning Community Date(s) / Timeframe: August -May2023 Provider / Presenter / Person Responsible: Freshman Success Coach	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 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 90% to 95% 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 80% to 95% by May 2023.

Evaluation Data Sources: District Benchmarks, Teacher formative assessments, STAAR Algebra 1 scores.

Strategy 1: All scholars that need immense growth on their Algebra 1 EOC's will be scheduled for our Saturday tutorials and High Impact tutoring during the day or after school.

Strategy's Expected Result/Impact: Increased growth in our scholars' Algebra 1 scores.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:





2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Schedule and implement the High Impact tutoring Program for scholars that are deficient in Math. Intended Audience: All MS and HS Math scholars who need growth to meet mastery. Date(s) / Timeframe: September 2022-May 2023 Provider / Presenter / Person Responsible: Principal, Assistant Principal, Data Analyst	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 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 25% to 90% 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 25% to 90% by May 2023.

High Priority

Evaluation Data Sources: CCMR % and kids that qualify for advanced collegiate classes. (ie - Dual Credit)





Strategy 1: Create a TSI and SAT/ACT testing calendar with at least 3 times of opportunities each semester for scholars to test and achieve the intended outcome.

Strategy's Expected Result/Impact: Increased CCMR numbers for seniors at YMLA.

Staff Responsible for Monitoring: Posts Secondary Specialist, College and Career Readiness Coach, Principal

TEA Priorities:

Connect high school to career and college

Action Step 1 Details	Reviews			
Action Step 1: Individual student conferences on strengths and weaknesses of the test results.	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 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 __80% to __90% 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 __70_% to __90_% by May 2023.

Evaluation Data Sources: Report Card grades and Credit acquirement





Strategy 1: Schedule and calendar regular PLC's where teachers can review Freshman on track BAG data while coming up with individual action plans for scholars in need of support.

Strategy's Expected Result/Impact: Increased Freshman on Track data

Staff Responsible for Monitoring: Principal, Freshman Success Coach, Assistant Principal

ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Be transparent with BAG data and on track percentages by grade level. Highlighting scholars by grade, ethnicity, and teacher.</p> <p>Intended Audience: Entire learning community</p> <p>Date(s) / Timeframe: 8/15/2022 9 May 25, 2023</p> <p>Provider / Presenter / Person Responsible: Freshman Success Coach and Data Analyst, Assistant Principal and Principal</p> <p>Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Schedule out BAG data celebrations for the campus and freshman cohort for meeting and exceeding expectations. Publicly post the data for all to see and goal set or celebrate.</p> <p>Intended Audience: Whole campus</p> <p>Date(s) / Timeframe: August 31. 2022 thru May 25, 2023</p> <p>Provider / Presenter / Person Responsible: Freshman Success Coach and Data Analyst</p> <p>Collaborating Departments: Mr. Elems may be able to add scholarship and college acceptance totals to the transparency data.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 __88__% to __95__% 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 __75__% to __90__% by May 2023.

High Priority

Evaluation Data Sources: Six week grades, credit accumulation, etc.....

Strategy 1: Scholars will take their benchmarks and analyze their strengths and weaknesses based on their individualized data points. They will track their data throughout the year and participate in HIIT.

Strategy's Expected Result/Impact: Increased growth for all scholars in Algebra 1.

Staff Responsible for Monitoring: Principal, AP, Data Analyst, Algebra 1 teacher.

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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 __50% to 75__% 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 __15_% to __70_% by May 2023.

Evaluation Data Sources: CCMR metric reports, SAT scores, ACT scores and TSI scores.

Strategy 1: Create and adhere to a succinct testing calendar for CCMR meeting expectation purposes for all 8-12th graders. Ensure all students test at least twice a year while getting their results and knowing their strengths and weaknesses.

Strategy's Expected Result/Impact: Increased CCMR numbers in our high school, while aligns to increased enrollment in our advanced CCMR classes.

Staff Responsible for Monitoring: Principal, Assistant Principal





TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Action Step 1 Details	Reviews			
<p>Action Step 1: Test all kids (6-12) according to the calendar while communicating testing dates and expectations to students, families, and teachers.</p> <p>Intended Audience: YMLA Learning Community</p> <p>Date(s) / Timeframe: August thru May, 2023</p> <p>Provider / Presenter / Person Responsible: Miles, Elems, Garcia-Allen, and R. White.</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: During Scholar Success time create a platform and expectation around Khan Academy and the expectation of all scholars getting at least 30 hours of Khan Academy time during the school day in 2022-2023.</p> <p>Intended Audience: All students</p> <p>Date(s) / Timeframe: August 31, 2022 - May 25, 2023</p> <p>Provider / Presenter / Person Responsible: PSS, FSC, Data Analyst, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Plan our College Readiness Awards program in the Spring of 2023 to highlight and recognize young men that met CCMR or have increased their college readiness score during the year by 100 points or more. Also recognize and highlight Dual Credit young men that have acquired college hours, ONRAMPS scholars who are acquiring college hours, AP scholars, Superintendent scholars, and all young men that have met the CCMR threshold for CCMR status.</p> <p>Intended Audience: Whole school</p> <p>Date(s) / Timeframe: August 21, 2022 - March 30, 2023</p> <p>Provider / Presenter / Person Responsible: PSS, Data Analyst, FSC, AP, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 8% to 5% by May 2023.

High Priority

Evaluation Data Sources: Attendance Monthly Meetings, Leadership Team Meetings, Parent Engagement contacts and warm calls, Attendance Incentives and Recognition

Strategy 1: The YMLA PELT (Principal Executive Leadership Team) will meet monthly to review campus attendance numbers by grades and demographics to ensure we are reaching our attendance and academic goals. As a result of these meetings we will highlight campus attendance numbers transparently by grade levels and or PRIDE's while incentivizing scholars with enormous attendance growth and perfect attendance.

Strategy's Expected Result/Impact: Increased attendance for entire campus, while making sure that Tier 3 scholars have an monitored action plan.

Staff Responsible for Monitoring: Assistant Principal, Counselors, Intervention Specialist, Data Clerk

Title I:





2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Highlight campus attendance numbers transparently by grade levels and or PRIDE's while incentivizing scholars with enormous attendance growth and perfect attendance.</p> <p>Intended Audience: Entire Learning Community</p> <p>Date(s) / Timeframe: August 31, 2022-May 26, 2023</p> <p>Provider / Presenter / Person Responsible: Assistant Principal, Data Analyst, Data Clerk, Parent Engagement Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Strategy 2: Decrease the number of overall referrals while increasing teacher capacity to intervene, connect with families, and document intervention steps before correctly entering referrals for scholars. We want to decrease out of school discipline for all students, specifically African American young men.

Strategy's Expected Result/Impact: A decrease in discipline referrals and out of school suspensions for all scholars, while targeting our highest need in African American young men.

Staff Responsible for Monitoring: Assistant Principal, Principal, PELT

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Train all instructional staff on how the discipline program at YMLA will work with their specific and clear action items and expectations.</p> <p>Intended Audience: All instructional staff and Dream Team members</p> <p>Date(s) / Timeframe: August 8-12, 2022</p> <p>Provider / Presenter / Person Responsible: Assistant Principal</p> <p>Collaborating Departments: Data Analyst, Principal</p> <p>Delivery Method: In person training</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: At the end of every six weeks we will review and reflect on discipline numbers by grade level, content, ethnicity, and teacher name so we can plan accordingly for increased expected outcomes. Transparency of data strategy. PLC's will look at the data and adjust their interactions, engagement, and supports as needed.</p> <p>Intended Audience: Dream Team</p> <p>Date(s) / Timeframe: August 8-12, 2022, Ongoing reflections every six weeks thru the end of May, 2023.</p> <p>Provider / Presenter / Person Responsible: Assistant Principal, Data Analyst</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 20% to 10% 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 50% to 20% by May 2023.

High Priority

Evaluation Data Sources: ADQ and FOCUS data archives





Strategy 1: Decrease the number of overall referrals while increasing teacher capacity to intervene, connect with families, and document intervention steps before correctly entering referrals for scholars. We want to decrease out of school discipline for all students, specifically African American young men.

Strategy's Expected Result/Impact: Decrease in out referrals and out of school suspensions for African American scholars.

Staff Responsible for Monitoring: Assistant Principal and Principal (PELT)

ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Have transparency of data sessions based on discipline referrals and suspensions numbers each six weeks. Devise plans to increase academic success and lessen discipline at the campus.</p> <p>Intended Audience: All stakeholders</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal , Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 ___50% to _20%__ by May 2023.

Strategy 1: Decrease the scholars discipline at YMLA by incorporating merits to our behavior system.

Strategy's Expected Result/Impact: Decreased discipline and increased recognition for scholars meeting behavioral expectations.

Staff Responsible for Monitoring: Assistant Principal

Title I:

4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

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 __1__ to __4__ by May 2023.

Evaluation Data Sources: Parent engagement nights or events scheduled on the school calendar. PTSA membership increases, as well as PTSA engagement and supports throughout the year.

Strategy 1: Schedule at least two family engagement night or events per semester for every grade level.

Strategy's Expected Result/Impact: Increased parent and family engagement.





Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
Action Step 1: Develop the PTSA Executive Board to schedule out at least four parent engagement events during the year. Intended Audience: parents and community partnerships Date(s) / Timeframe: August 2022- May 2023 Provider / Presenter / Person Responsible: Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed due to th aligned CNA that the campus did.

2.3: Available to parents and community in an understandable format and language

Please see the Title 1 Parent Compact

2.4: Opportunities for all children to meet State standards

Opportunities for success are avaiable for all students, as we target young men based on their data regardless of ethnicity or demographic.

2.5: Increased learning time and well-rounded education

High Impact Tutoring and MTSS meetings during Conventus have been scheduled to ensure that we are maximizing instructional time.

2.6: Address needs of all students, particularly at-risk

Developed thru the comprehensive needs assessment.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The school wide plan was developed in tandem with the Title 1 Parent and School compact

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The student and parent compact was developed and approved during our annual Title 1 meeting on September 26 at 5p.m.

4.2: Offer flexible number of parent involvement meetings

We are working with our PTSA to offer atleast 2 parent events per semester to engage and build relationships between community and school.

5. Targeted Assistance Schools Only

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Position of Data Analyst	Data Analyst	211-13-6119-04N-083-30-510-000000-23F10	\$79,000.00
Sub-Total							\$79,000.00
Budgeted Fund Source Amount							\$80,190.00
+/- Difference							\$1,190.00
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							\$4,148.00
+/- Difference							\$4,148.00
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							\$1,687.50
+/- Difference							\$1,687.50
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$764.00
+/- Difference							\$764.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Budgeted	\$86,789.50
						Grand Total Spent	\$79,000.00
						+/- Difference	\$7,789.50