

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: White, Rodney

Campus Name: 083 - Young Men's Leadership Academy
Fort Worth ISD Mission Statement

Executive Director: Arista Owens-McGowan

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 100

Special Education: 3.3

Dual Language/ESL: 10.4

Gifted and Talented: 31.5

Career and Technology: 70.1

Percentage of at-risk students: 45.2

Percentage of English Language (EL) students: 10.7

Percentage of economically disadvantage students: 78.9

2020-2021 Campus Site-Based Committee

Name	Role
Rodney White	Principal
Nelson Walker	District Level Staff
Ashley Weeg	Teacher
Jareem Williams	Teacher
Christopher Smith	District Employee Relations Council Representative
Tonya Veasey	Parent
Bruce Datcher	Community Representative
Shawntelez Clater-Tezeno	Parent
Victoria Kendall	Principal
Cissy Mattingly	District Level Staff
Roderick Miles	Community Representative
Bill Koehler	Business Representative
Pete Geren	Business Representative
Sean Madison	Community Representative

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 2021-2022, 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 81	91 - A
Domain 2: School Progress 92	
Domain 3: Closing The Gaps 88	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

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 2020-2021 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

No 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Our campus serves 78% low socio-economic status families.	1. More Hispanic teachers are needed to match the student demographics of the campus. Hispanic male empowerment organizations needed to mentor and support college admissions process. 2. All ELA teachers need to have ESL certification to serve the needs 3.	1. 1. We will restructure our morning meeting time from the very beginning of the school year to have data driven interventions twice a week. (MS and HS) Teachers will select different scholars based on data driven needs quarterly during the year. 2. 2. We will have intentional parent meetings for parents with scholars who are consistently in need of improvement, to teach them how to better support their child's academic progress. Parent Liaison will initiate personalized contact.
	2. Student demographic breakdown is 62% African American, 34% Hispanic, 2% White, 2% Asian		
	3. Staff demographic breakdown is 50% males and 50% female, 65% African		
Student Achievement	1. Over 80% of the campus met standard on STAAR Assessments and EOC's in 2017-18 and were posed to score higher before COVID 19	1. Campus needs to improve the value added or growth of scholars in Reading across all grade levels.	3. 3 Scholars will all be accountable for tracking their Academic and Lexile progress during the course of the year. Scholars will goal set. MS scholar merits and demerits will be more intentionally used across the board with all MS scholars and teachers. 4. 4. HS scholars will be held accountable for utilizing an agenda book, like their MS brothers.
	2. YMLA received an 91 score for the academic rating in 2018-19	2. More academic time to have opportunities for in school tutoring	
	3. YMLA consistently ranks in the top tier of FWISD campuses for interim assessments.	3. Develop more ways to have unique and individual based interventions via At Home Learning.	
School Culture and Climate	1. Culture and climate surveys show that the teachers feel the campus is safe and is conducive to learning.	1. More guest speakers to come and speak to young men about leadership qualities. Recruit college going alumni to come pour into their brothers. 2. Conventus in HS needs to be more student led with student interests.(mock trials, debates, competitions and recognitions.) 3. Cultural awareness training updates are needed for the staff, to ensure that we are best reaching our scholars, while holding them accountable.	5.
	2. Survey data shows that teachers generally feel supported by administration.		
	3. The unified brotherhood and college going culture is strong at YMLA due to campus protocols and dress code expectations.		
Staff Quality/ Professional Development	1. Blended Learning, Clear Expectations, Tier One Instruction, Formative Assessments and Authentic Student Engagement are consistent among all classrooms.	1. Shmoop, MBeam, Brain Pop, Edmentum technology platform training. Flipped Classroom training to support in-person and virtual learning. At Home Learning Blended model formative assessments and student products. Project based learning professional development. 2. HS young men need to utilize Google Calendar to ensure that they are organized and are prioritizing their scholar habits and expectations. 3. Teacher created scope and sequence for tracking and MOL%.	
	2. SOAR Book Study by departments during the school year to better understand young men of color.		
	3. Technology trainings on Digital Portfolios, Formative Assessments and Student Engagement.		
Curriculum, Instruction, and Assessment	1. FWISD District curriculum is used to be on pace with interim assessments, etc....	1. All scholars need to take the MAP testing for math growth purposes, as we did not take it this year.	
	2.	2. Individual intervention plans implemented and tracked based on MAP testing and RIT scores.	
	3.	3. Scholarship writing at every grade level.	

Family and Community Involvement	1.	Breast Cancer Awareness, Rite of Passage, FWAS Family Nights, other programs.....	1.	Need more parental involvement, so push the advocacy of getting workshops and training's for the community at the campus.
	2.		2.	Schedule parent learning walks once a semester to ensure the parents have insight on our instructional core values and practices.
	3.		3.	
School Context and Organization	1.	School has the concept of competition with the four PRIDE structure. Young men are divided into PRIDES to create a healthy culture of competition while bonding.	1.	School merits and demerits need to be more involved for competitions and recognitions. MS training needs to happen and be reset for the campus.
	2.	Teachers are divided into PLC groupings horizontally by grade level.	2.	HS young men need to utilize an Google Calendar to ensure that they are organized and are prioritizing their assignments.
	3.	MS. Young men are held accountable for using their agenda books to track and organize their priorities.	3.	Implement AVID for the HS young men.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 083 - Young Men's Leadership Academy

Principal: White, Rodney

Executive Director: Arista Owens-McGowan

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--		
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	173.36	108.98	28.70		
	CCMR - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.	--	1088.99	--		

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Submit a written grant to the F.W.I.S.D. Grants Department which will afford Y.M.L.A. to contract a tutoring company called "Victory Step" to enhance our SAT scores by hiring highly successful SAT tutors that will teach classes on our master schedule to targeted high school scholars.	Meet with the Y.M.L.A. Advisory Board for approval and support. Write the grant for 40k to the Sid Richardson Foundation and submit to the FWISD Grants Department. Meet with Dr. Koehler and Mr. Scott. Schedule the class on the master schedule once the grant is approved. Host parent meeting and issue parent commitment forms.	Principal, External Stakeholder, Other	12/4/2020	Community Partner	20,000	On Target	Increase in aggregate SAT scores.
2 Title I	Analyze campus T.S.I. and SAT data while scheduling individual scholar and parent meetings with goal setting and action plans on how to achieve proficiency in T.S.I. and/or increase SAT scores. Create a schedule of 2 TSI prep Saturdays per semester or a weekly virtual schedule to increase T.S.I. success on our campus, targeting seniors who have not passed the TSI. The goal is to obtain 100% T.S.I. passing before the end of the year.	Meet with Mrs. Miles and our CCRC Coach, Mr. Colvin and have them organize, schedule and invite selected students to the prep classes on Saturdays based on need.	Principal, Student Support Services, Other	3/25/2021	Title I	2,000	Not Started	100% proficiency rating for all juniors and graduating seniors on T.S.I.
3 Title I	Acquire supplemental library books and materials to support our AVID program.	Complete a Needs Assessment of the Library inventory. Assess technology programs that can support increased literacy.	Assistant Principal, Instructional Leadership, Teacher(s), Other	4/23/2021	Title I	6,000	On Target	Increase in library media circulation of novels and books. Teachers engaging young men in meaningful challenges and competitions based on Reading goals.
4 Title I	Acquire professional subs for teacher pullouts to ensure that learning walks for campus consistency, small group pullouts, parent teacher conferences, and coverage for college field trips happen regularly.	Schedule them and document attendance.	Principal, Assistant Principal, Instructional Leadership, Teacher(s), Student Support Services, Other, Data Analyst	4/16/2021	Title I	5,000	On Target	Increased parental involvement.
5 Title I	Provide teachers and opportunity to learn and observe different AVID model schools to ensure we meet our year 2 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 in-house PLC pullouts.	Schedule student leadership meetings to find areas of student interest. Implement student led ideas during school activities and scheduled family engagement activities.	Assistant Principal, Instructional Leadership, Teacher(s)	10/16/2020	Title I	2,500	On Target	Increased student leadership opportunities.

6	Title I	Departmental budget allocations per pupil ratio for scholar supplies and content based technology platforms which can enhance the learning experiences.	Assign departmental budget amounts and require departments to meet and set goals with action plans toward accomplishing the goals.	Principal,Instructional Leadership,Teacher(s)	10/30/2020	Title I	35,000	On Target	Increased literacy scores as measured by STAAR exam growth.
7	Title I	Provide supplemental Reading and Math intervention services for all students who are deemed at risk. Particularly target at risk scholars by the MAP testing scores.		Principal,Assistant Principal,Teacher(s)	4/30/2021	SCE	2,683	On Target	Increase of proficiency and mastery for at risk students
8	CTE	Provide additional funding to supplement the materials needed to support our local and state drone and solar car competitions.	Schedule out after school and weekend workshops for drone and solar car competitions	Principal,Assistant Principal,Teacher(s)	3/30/2021	CTE	3,780	On Target	Increase of enrollment of student participation on CTGE teams for Drone and Solar Car
9	LEP	Provide all teachers will documented research based strategies that will enhance learning opportunities for all identified LEP scholars on the campus.	Monitor all of our identified LEP scholars for increased proficiency as identified by the TELPAS	Principal,Assistant Principal,Instructional Leadership	4/30/2021	Bilingual	311	On Target	Decrease in identified LEP scholars monitored at the end of the year. Successful TELPAS testing.
10	Title I	Provide supplemental resources thru SHMOOP, Edmentum, and Study Island that will allow scholars identified thru grades and progress testing to advance and accelerate to higher grade level content and beyond.	Identify scholars who are beyond successful on MAP and campus formative assessments to provide them with resources to further scaffold their learning beyond their current grade level.	Principal,Assistant Principal,Instructional Leadership	7/9/2021	Gifted & Talented	916	Not Started	Increase CCMR for HS at YMLA
11	Title I	Provide YMLA SPED department funding to service the needs of the SPED students on campus to ensure they are progressing in grade level proficiency and CCMR rates.	Documented ARD meetings	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services	5/27/2021	Special Education	978	On Target	Increased academic outcomes and dismissal of SPED services for current SPED students, as identified by performance and ARD meetings.
12	Title I	Provide campus with technological resources, such as laptop carts and Ipads to increase the resources for scholars to utilize in the virtual learning setting.	Price and order technology resources that are aligned with district curriculum and district mission.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services	6/1/2021	Title I	83,398	Below Target	All scholars will have opportunities to engage in learning via virtual platforms.

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 2020-2021 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 on or above level in CCMR will increase from	80	90	EOY
	Campus health and safety will decrease numbers of those who got sick at school.			
	Increase student leadership opportunities for student group decisions.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Provide student leadership groups with resources they have decided on for leadership initiatives on campus for all grade levels.		Principal, External Stakeholder, Other	11/2/2020	Local (Basic Allotment)	4,500	On Target	Get invoice and get contract created and approved.
2 Title I	Student leadership activity funding for virtual morning announcements and CONVENTUS planning for morning meetings.	Create opportunities for student voice to be heard while implementing their leadership ideas via morning announcements and CONVENTUS morning meetings.	Principal, Assistant Principal, Instructional Leadership	5/27/2021	Local (Basic Allotment)	4,414	On Target	Increased engagement in participation in morning announcements and CONVENTUS scholar planning.

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:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from	70	85	6/1/2021
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	100	50	6/1/2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	80	85	6/1/2021

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Sustain the PTSA by hosting elections to vote in officials, while beginning to plan for campus activities to engage families and stakeholders	Have two different family nights each semester that will strengthen the relationship between school and home.	Teacher(s)	5/27/2021	Non-Profit	10,000	On Target	Increase family engagement with all families and teachers.

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:

083 - Young Men's Leadership Academy

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 8,914.00	\$ 2,683.00	\$ 3,780.00	\$ 311.00	\$ 916.00	\$ 978.00	\$ 133,898.00	\$ 151,480.00

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Budget Summary

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Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	-	\$ 2,683.00	\$ 3,780.00	\$ 311.00	\$ 916.00	\$ 978.00	\$ 133,898.00	\$ 142,566.00
Mission	\$ 8,914.00	-	-	-	-	-	-	\$ 8,914.00
Learning Environment Goals	-	-	-	-	-	-	-	-
Total Allocated	\$ 8,914.00	\$ 2,683.00	\$ 3,780.00	\$ 311.00	\$ 916.00	\$ 978.00	\$ 133,898.00	\$ 151,480.00
Percent Budgeted	100%	100%	100%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	\$ 20,000.00	-	\$ 10,000.00	-	-	-	\$ 30,000.00