El Paso Independent School District

Young Women's STEAM Research & Preparatory Academy

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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Mission Statement

Mission*:* To sustain a culture that encompasses- **S**elf-Directed Learning; **T**rust, Respect, & Responsibility; **E**ngagement in Community; **A**wareness & Preparation; and **M**eaningful Connections.

Vision

Vision*:* Building STEAM students empowered to DREAM, DESIGN, & DELIVER valuable solutions for a better world.

Value Statement

YWA will create confident young women leaders who are ready for post-secondary and career success.

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Comprehensive Needs Assessment

L1 Academic Excellence (Curriculum, Instruction, Assessment)

Summary

Several sources of data were reviewed at Young Women's STEAM Academy to develop a comprehensive understanding of curriculum, instruction, and assessment practices. These sources included lesson plan submissions, lesson plan fidelity data, and ongoing discussions of implementation trends during Professional Learning Community (PLC) meetings attended and monitored by the administrative team. Young Women's STEAM Academy has established structured PLC processes that support collaborative lesson planning, the review of high-impact instructional strategies, the development of common assessments, and the analysis of student performance data to inform corrective instruction and targeted interventions.

Classroom walkthroughs have been an essential component of the monitoring process, providing opportunities to identify areas of instructional need, with particular attention given to teacher monitoring and feedback practices, as well as the effectiveness of checks for student understanding during instruction. Additionally, the Instructional Leadership Team conducted calibrated walkthroughs to ensure consistency and alignment in observation practices across administrators. These collaborative observations enabled the team to accurately identify both teacher and student needs, strengthen instructional support systems, and ensure a unified approach to continuous improvement.

Strengths

Due to the initiated administrative calibration activities and the fidelity of implementation of walkthroughs, instructors are developing a common focus for student monitoring, providing feedback, checking for understanding and reflection of lessons. Based on walkthrough data from the 2025-2026 school year, the Leadership Team has completed a total of 489 walkthroughs.

When the EPISD Trend Walk team observed the campus instructors in action on two separate occasions during the 2025-2026 school year, they reinforced what was observed by the Instructional Leadership Team and provided Young Women’s Academy with very positive feedback to include the alignment of the curriculum with delivery of instruction and alignment to the assessments provided to students. The EPISD Trend Walk Team commented on and spoke highly of the Social Emotional Learning component that was observed during lessons.

Another strength at Young Women’s STEAM Academy is the use of Problem Based Learning lessons that challenge students’ thinking and promotes creativity. This student-centered educational approach is used by instructors at Young Women’s STEAM Academy to provide students with complex real-world problems to solve.

Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment) Needs

	Prioritized Need	Root Cause
1	Young Women's STEAM Academy will actively work to provide support for student who over commit themselves in clubs and as a result drop from competitions.	There may be limited structures in place to monitor student involvement across activities or to proactively intervene when students show signs of overextension.
2 ★	Young Women's STEAM Academy will prioritize the first teach and more engaging lessons for students as well as provide more targeted interventions for struggling students especially in 6th, 7th and 8th grade Math, and 8th Grade and Social Studies.	Young Women's STEAM Academy areas of need are middle school improvement of math, science and social studies tested core areas.
3 ★	Young Women's STEAM Academy will begin the year by identifying struggling students in each tested core content area and work to close the gaps by targeting instruction and provide differentiated instruction.	Young Women's STEAM Academy areas of need are middle school improvement of math, science and social studies tested core areas.
4 ★	Young Women's STEAM Academy will increase TSAI2 and SAT results especially in Math by developing and providing a support plan or program for students to increase passing rates.	Young Women's STEAM Academy has not implemented a developed a plan for success for students taking the TSIA2 and SAT Math assessments.

★ = Priority

L1 Academic Excellence (Student Achievement)

Summary

Young Women's STEAM Academy has an Overall Accountability Rating of an A, with a score of a 90. Student Achievement and School Progress Part B indicate a scale score of a 82 and 88 respectively, School Progress Part A indicates a score of a 74 and the Closing the Gaps score is at a 93 as shown in the chart below.

					Domain I				Domain II-A				Domain II-B				Domain III				Overall
Campus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
(071902019) Young Women's Steam Research & Preparatory Academy	N	53.5	443	443	443	1.3	82	1.066	443	1.3	74	0.962	443	1.3	88	1.144	443	1.3	93	1.209	90

Campus's 2026 Domain Scores Based on Proportional Weighting	Campus Domain I Score (Campus got 89 if Campus's D2 score <60 or 4 or 1 any campus D1 score <70 or any AEA D1 score <50)	82	Campus Domain II-A Score	74	Campus Domain II-B Score	88	Campus Domain III Score (Capped at 89 if: any campus D3 score <70 or any AEA D3 score <60)	93

70% of Campus Rating (Better of Domain I or Domain II) NOTE: The Campus's Domain II score is capped at 89 if the Campus's D2-A or D2-B score <60 or if any campus Domain II score <70 or AEA Domain II score <60	88	x .70	61.6
30% of Campus Rating (Domain III)	93	x .30	27.9
Campus's 2026 Overall Score Applying 3 Fs Rule, 3Ds Rule, and Campus Scaled Score Rule if applicable			90
Campus's 2026 Overall Letter Grade			A

The overall student Achievement Domain Rating is an B with a scaled score of 82. The 82 is the weighted percentage score based on District Assessment Growth Comparison, College, Career and Military Readiness and Graduation Rate. The table below details the breakdown of the information.

Details Behind the Score

	Raw Score	Scaled Score	Weight % of Score	Weighted Points
STAAR Performance	59	89	40%	36
College, Career and Military Readiness Source(TEA)	84	86	40%	34
Graduation Rate (or Annual Dropout Rate) **	89.7	60	20%	12
			Student Achievement Scaled Score	82
			Student Achievement Domain Rating	B

This table below displays the breakdown of all grade levels tested subject area percentages. As indicated on the table, all core subject areas except Social Studies shows an increase as compared by the previous year overall average scores.

District Assessment Growth Comparison

Subject	Approaches	Meets	Masters	Average/Letter Grade	Change from previous year
Math	83%	48%	15%	49%/B	+3% points
RLA	93%	76%	35%	68%/A	+1% points
Science	91%	66%	34%	64%/A	+8% points
Social Studies	76%	37%	21%	44%/C	-6% points
Overall	88%	61%	27%	59%/A	+3% points

Other data reviewed included the TSIA2 data and SAT Scores. The data indicates that Math TSIA2 support is required since on 17 students who have taken the TSIA2 Math test have passed. There are greater rates of passing the TSIA2 ELA portion of the assessment. Young Women's STEAM Academy is in need of a plan to support TSIA2 Math preparation. The review of SAT scores indicated that an average of 1059 is an increase as compared to the previous year's average of 1016. Math continues to be a need to address in SAT Scores.

Strengths

Young Women's STEAM Academy is ranked as one of the top 3 campuses in the district for High School and Middle School. There are many strengths that can be interpreted from the data above. Overall the campus is rated as an A campus. The Closing of the Gap score is a 93/A indicating that the time and effort placed on the first teach and the subsequent interventions implemented during the school year was a success. Data analysis, student reflection and journaling are also methods used to give students consistent feedback to improve upon their previous assessments has also shown to be a success. The increase in each of the content area subject percentage scores as compared to the previous years assessment scores is also a strength. These scores reinforce the work that the faculty and staff have shouldered to ensure students are successful..

Prioritized Needs Identifying L1 Academic Excellence (Student Achievement) Needs

	Prioritized Need	Root Cause
1 ★	Young Women's STEAM Academy Instructional Leadership Team will continue to monitor lesson delivery and will consistently follow up with coaching sessions for instructors to tweak and continue to improve upon their teaching.	Fidelity of continuous growth of instructors is the model that Young Women's Academy has embraced and the Instructional Leadership Team will work to improve their practices that will lead to increased student learning and positive outcomes for all.
2 ★	Young Women's STEAM Academy will prioritize lesson planning, lesson observations, and quality first teach to ensure fidelity to the implementation of the curriculum to increase math, science, social studies, and ELA scores.	Young Women's Academy areas of need are middle school math, science and social studies.
3 ★	Young Women's STEAM Academy will offer Dual Credit/NEON/ and Advanced Placement offerings so that students are provided courses that meet their needs and reduce the failure rates of students and support struggling learners.	Young Women's STEAM Academy only offers AP (advanced) courses for students.
4	Young Women's STEAM Academy Leadership Team will actively work to increase the number of conferences from a total of 16 as measured in January 2026 to 15 conferences weekly beginning in August 2026.	The low number of administrative-teacher conferences is due to a lack of a systematic process for scheduling and tracking conferences, combined with unclear expectations and competing leadership priorities.

★ = Priority

L2 Student Experience (Culture & Climate)

Summary

Based on the Winter 2025-2026 Student SEL Growth Measure results, Young Women's STEAM Academy has dropped no more than 3 percentage points in all areas, however, as compared to the district results Self-management and social awareness are 8% points above, teacher/student relationships is up 7% points and Sense of Belonging is 6% points above. These improvements suggest successful efforts in fostering a supportive and inclusive school environment. However, there were declines in Challenging Feelings (–11%) and Growth Mindset (–5%), indicating a potential rise in emotional challenges and a dip in students' confidence in their ability to grow.

When evaluating extra -curricular activities there is an apparent emphasis on the Arts in all content areas at Young Women's STEAM Academy. The Young Women's STEAM Academy has established a baseline for extracurricular participants and offers a variety of clubs and sports which students can participate in. YWA fully launched an all-girl Drumline which has grown from 12 members to over 80 members in 4 years and has created positive energy and excitement for students, teachers, families and community.

Positive Behavior and Implementation and Supports (PBIS) and other Social Emotional Learning (SEL) systems have been implemented to support students. The counselor caseload is approximately 220 per counselor, meeting the recommended ratio. The counselors are instrumental in ensuring the Core Essential Curriculum and providing real time support to students in need. An Advisory period of 30 minutes is used daily to implement Family Circles with all students at least once a week.

In terms of In-School Suspensions (ISS), Out of School Suspensions (OSS), and other Disciplinary removals there has been a 19% drop in overall occurrences from 26 occurrences in 2025 to 21 occurrences in 2026 based on discipline data from February 20, 2025.. Additionally, the number of students receiving discipline referrals has dropped 16% from 24 students in 2024 to 20 students in 2025.

Strengths

The Student SEL Growth Measure (Winter 2025–2026) survey results highlight several areas of strength for Young Women's STEAM Academy. Self-Management emerges as the strongest domain, with a school average of 70%, exceeding the district average by 8 percentage points. This indicates that students are effectively managing their emotions, behaviors, and responsibilities.

In the area of Social Awareness, 59% of students responded positively, also 8 percentage points above the district average, reflecting students' ability to demonstrate empathy and understand others' perspectives. Teacher–Student Relationships show 52% favorable responses, which is 7 percentage points higher than the district, suggesting generally positive connections between students and staff.

Additionally, Sense of Belonging shows 48% of students indicating they feel valued and included within the school community this is 6% points above the district average.

The Young Women's STEAM Academy displays a strong culture where students are supported by teachers, counselors, staff and a strong Social Emotional Learning program as evidenced and by extension of the survey results above.

Another strength at Young Women's STEAM Academy is the parent involvement in supporting students and assisting in creating a positive environment. The number of military families has decrease slightly from 122 students in 2025 to 120 students in 2026. Working with families is one of our priorities at Young Women's STEAM academy.

Prioritized Needs Identifying L2 Student Experience (Culture & Climate) Needs

	Prioritized Need	Root Cause
1 ★	YWA will establish consistent PBIS and progressive discipline methods and structures to further support a positive school climate.	Teachers, staff, administration, and parents need to be consistent in the implementation of school wide structures and routines.
2 ★	Young Women's STEAM Academy will increase the whole child opportunities for students to include the number of students participating in clubs/ extracurricular offerings and fine arts for economically disadvantaged students resulting in greater participation.	YWA retention rate is critical for the success of the campus.
3 ★	YWA will increase student culture and improve students' to cope with challenging feelings (11%) and a positive growth mindset (-5%) as indicated by the Student SEL Growth Measure (Winter 25-26).	YWA has a low retention rate as students move from 8th to 9th grade.

★ = Priority

L3 High Quality Staff (Staff Recruitment, Retentio &Prof. Dev)

Summary

Professional Development Needs: All teachers at Young Women's STEAM Academy are certified in their content area they teach and are encouraged to have multiple certifications to teach several subjects due to small staff numbers. Teacher are evaluated according to district and state guidelines using the T-TESS rubric. Teachers participate in weekly staff development during PLCs as well as BOY (Beginning of Year) staff development and Staff Development planning days throughout the year. Teachers can request and seek specific staff development opportunities that meet their needs.

Certification Data indicates that many teachers have multiple certifications in order to address the needs of campus teaching assignments. Thirty-two percent of the teachers have 1-5 years of teaching experience, 16% are experienced between 6-10 years, 44% of teachers at Young Women's STEAM academy have between 11-20 years of experience, and 8% have 21-30 years of experience. This data indicates that approximately 62% of the teaching staff is well experienced.

Strengths

Very few teachers leave Young Women's STEAM Academy and this is a strength because teachers are aware of the culture of high expectations for all students.. They promulgate those expectations to students and families at every opportunity. Teachers who hold multiple certifications are highly valued at Young Women's STEAM Academy due to the flexibility it provides to the Master Schedule and their willingness to teach multiple subjects. The number of walkthroughs completed by the administration is 489 for 34 teachers for the 2025-2026 school year. This translates to an average of 14 walkthroughs per teacher.

Prioritized Needs Identifying L3 High Quality Staff (Staff Recruitment, Retention &Prof. Dev) Needs

	Prioritized Need	Root Cause
1 ★	Young Women's STEAM Academy will prioritize staff development on Problem Based Learning (PBL) for teachers and administration to support a strong 1st teach and engaged lessons.	Young Women's STEAM Academy is founded in Problem Based Learning practices and the International Coalition of Girls Schools commitment to single-gender education. Recently, new staff have joined the campus who have not been officially trained in those guiding principles.
2 ★	Young Women's STEAM Academy will participate in all student and teacher recruitment efforts.	Young Women's STEAM Academy is striving to recruit 100 students per grade level as a five year goal, current enrollment at the high school drops from 8th to 9th grade.
3 ★	Young Women's STEAM Academy will prioritize Staff Development that supports Middle School Mathematics and Social Studies teachers.	Young Women's STEAM Academy middle school STAAR data needs improvement.

★ = Priority

L3 High Quality Staff (Perceptions, Facilities, Programs, Technology)

Summary

Year after year enrollment continues to grow slowly. The greatest challenge is working to ensure that students in 8th grade transition to 9th grade at Young Women's Academy. There are several programs that have been implemented to increase enrollment and to try to curve the attrition of 8th grade students so that the number of high school students continues to grow.

Young Women's STEAM Academy's students all have access to technology. Students who have lost or damaged device can request a loaner. All classrooms have the latest technology, reliable WiFi, district issued laptops, and new Mimios. 4 classrooms still have not been upgraded to a Mimio. YWA has a process for submitting technology repair requests. Teachers integrate technology into the classroom lessons on a regular basis.

Strengths

Young Women's STEAM Academy strengths include the following; teachers at YWA implement technology-integrated lessons and utilize the technology in classrooms and students are provided technology and are provided a loaner when their technology needs servicing or is damaged.

Prioritized Needs Identifying L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) Needs

	Prioritized Need	Root Cause
1	Young Women's STEAM Academy will focus on Professional Development in utilizing technology to meet the needs of students and teachers.	Challenges persist in effectively using campus technology. Closing the digital literacy gap is essential, as many teachers lack training and confidence, while students often struggle with focus and overdependence on technology.
2 ★	Young Women's STEAM Academy will increase overall attendance (ADA) and/or reduce chronic absenteeism.	Young Women's STEAM Academy attendance rate has not met the goal of 95.5% due to lack of parent awareness and student motivation to come to school.
3	With the advent of the increase use of Artificial Intelligence (AI) in the classroom, professional development for teachers in order to provide them with more training/technology support becomes a prioritized need.	Teachers must be prepared to address the access to AI tools for education and the ethical use of that technology to students.
4	Young Women's STEAM Academy will develop a Technology Plan after disemination of a technology survey.	Young Women's STEAM Academy lacks a current, data-informed understanding of its technology needs, infrastructure gaps, and stakeholder expectations; therefore, it cannot effectively develop a comprehensive Technology Plan until results from a technology survey are collected and analyzed.

★ = Priority

L4 Culture of Accountability (Parent & Community Engagement)

Summary

The Attendance Rating for the 2025-2026 school year was 94.98%. There are several activities and incentives that promote good attendance. Young Women's STEAM Academy provides various opportunities for parents and community partners to engage with our school. Parents are invited to at least two parent engagement events per month. Teachers sponsor various clubs/extracurricular activities so their student can participate in out of school events. In order to assist with engaging the community the communication program of Thrillshare has been implemented.

Strengths

Out of 74 schools in EPISD, Young Women's STEAM Academy has one of the highest attendance rates with a 94.98% attendance rate. A new system that sends communication home to families has been implemented to notify parents of absenteeism. The school also provides other multiple communication venues that includes Thrillshare, Social Media, newsletters and daily announcements available to the EPISD Community via our website. Young Women's STEAM Academy also provides at least two parent engagement opportunities per month. Currently, Young Women's STEAM Academy has had 35 events this fall semester with 977 attendants. Evaluation forms indicate that parents has a positive experience when attending parent engagement activities. The Young Women's STEAM Academy Drumline has also been instrumental in promoting the school at venues across the El Paso Region including parades, UTEP basketball games and Chihuahua Baseball games.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

	Prioritized Need	Root Cause
1 ★	Young Women's STEAM Academy will provide parents various opportunities to participate in their student's educational career, both in and out of the classroom.	Young Women's STEAM Academy parent engagement will continue to build membership for the upcoming school year.
2 ★	Young Women's STEAM Academy will prioritize attendance and good discipline through the use of the PBIS committee.	Young Women's STEAM Academy attendance rate is currently at 95.18% with a goal of 96% for the upcoming school year.
3 ★	Young Women's STEAM Academy will implement various methods for communicating with all stakeholders.	Young Women's STEAM Academy parent and community engagement activities will continue to be a focus.

★ = Priority

L5 Global Skills (Demographics)

Summary

In terms of Equity of the student body, the following data was part of the Texas Academic Performance Report (TAPR) for the 2024-2025 school year: Staff/Student Demographics: The Young Women's STEAM Research and Preparatory Academy has a total staff of 37.8, with 100% being professional staff, including teachers (69.4%), professional support (22.7%), and campus administration (7.9%). The staff is predominantly Hispanic (83.6%), followed by African American (12.1%) and White (4.3%). Gender distribution among teachers is nearly equal, with 40% male and 60% female. In terms of education, 55.1% hold a bachelor's degree, 39.4% have a master's, and 3.8% possess a doctorate. The student body consists of 443 female students, with the majority being Hispanic (76.3%), followed by White (14.45%) and African American (4.06%). The students are distributed across grades 6 to 12, with the highest percentage in grade 7 (25.73%). Additionally, 53.5% of students are economically disadvantaged, 10.38% are English learners, 10.38% are in special education, 29.8% are gifted and talented, and 25.96% are military connected. The school's attendance rate for the 2025-2026 school year was 94.98%.

TELPAS Growth: Composite Scores/Reading: 33% of EB students scored an advanced high-composite score, 54% scored an advanced composite score, and 9% scored as an intermediate composite score and 2% are classified as Beginners. With the high number of composite scores that were Advanced High-12 students were exited from the EB program.

High School Courses: Young Women's STEAM Academy is considered to be an AP Magnet High School therefore; all high school students will have an opportunity to take Advanced Placement Courses during their High School Career some starting as early as their freshmen year. Pre-AP courses will be offered again this year with the access to College Board resources for students and teachers.

Middle School Courses: Young Women's STEAM Academy is preparing middle schoolers to take AP courses in high school, with that in mind, most middle school core classes are Honors based or Pre-AP based. There are a few students who have taken an AP Spanish course while in Middle School.

Advanced Courses: Participation in AP coursework has tripled since 2020-2021 school year. ALL students in the High School are enrolled in at least one AP Course and up to 7 AP courses for our Seniors. YWA offers various avenues for parents to learn more about AP coursework and TELPAS test awareness. YWA has been recognized for three years in a row as a College Board Platinum School, an AP Access School and has received the Diversity Award for Girls in Computer Science.

Strengths

The strengths can be identified in Demographics to include an all inclusive female student body focused on Science, Technology, Engineering, Arts and Mathematics. All students are exposed to Honors class in middle school and Pre-AP or AP courses in High School. All students are invited and encouraged to participate in extra-curricular and sports related activities. Young Women's STEAM Academy is the campus with the highest percentage of students passing AP exams in the EPISD.

Prioritized Needs Identifying L5 Global Skills (Demographics) Needs

	Prioritized Need	Root Cause
1 ★	Young Women's STEAM Academy will provide workshop opportunities for parents to understand the course work offerings and support needed for students to be successful on AP, pre-AP, and dual credit coursework.	Young Women's STEAM Academy needs to improve parent engagement and understanding of graduation requirements and rigorous coursework.
2 ★	Young Women's STEAM Academy will increase the language development for EB students as a measure on TELPAS.	EB students perform at lower rates.
3	Young Women's STEAM Academy will support students who are unable to access learning.	Low socio-economic students, EBs, and at-risk students perform below student groups.

★ = Priority

Priority Problem Statements

	Prioritized Need	Root Cause
1 ★	Young Women's STEAM Academy will participate in all student and teacher recruitment efforts.	Young Women's STEAM Academy is striving to recruit 100 students per grade level as a five year goal, current enrollment at the high school drops from 8th to 9th grade.
2 ★	Young Women's STEAM Academy will prioritize staff development on Problem Based Learning (PBL) for teachers and administration to support a strong 1st teach and engaged lessons.	Young Women's STEAM Academy is founded in Problem Based Learning practices and the International Coalition of Girls Schools commitment to single-gender education. Recently, new staff have joined the campus who have not been officially trained in those guiding principles.
3 ★	Young Women's STEAM Academy will prioritize Staff Development that supports Middle School Mathematics and Social Studies teachers.	Young Women's STEAM Academy middle school STAAR data needs improvement.
4 ★	Young Women's STEAM Academy will prioritize attendance and good discipline through the use of the PBIS committee.	Young Women's STEAM Academy attendance rate is currently at 95.18% with a goal of 96% for the upcoming school year.
5 ★	Young Women's STEAM Academy will provide parents various opportunities to participate in their student's educational career, both in and out of the classroom.	Young Women's STEAM Academy parent engagement will continue to build membership for the upcoming school year.
6 ★	Young Women's STEAM Academy will offer Dual Credit/NEON/ and Advanced Placement offerings so that students are provided courses that meet their needs and reduce the failure rates of students and support struggling learners.	Young Women's STEAM Academy only offers AP (advanced) courses for students.

7 ★	Young Women's STEAM Academy will prioritize lesson planning, lesson observations, and quality first teach to ensure fidelity to the implementation of the curriculum to increase math, science, social studies, and ELA scores.	Young Women's Academy areas of need are middle school math, science and social studies.
8 ★	Young Women's STEAM Academy will prioritize the first teach and more engaging lessons for students as well as provide more targeted interventions for struggling students especially in 6th, 7th and 8th grade Math, and 8th Grade and Social Studies.	Young Women's STEAM Academy areas of need are middle school improvement of math, science and social studies tested core areas.
9 ★	Young Women's STEAM Academy will implement various methods for communicating with all stakeholders.	Young Women's STEAM Academy parent and community engagement activities will continue to be a focus.
10 ★	Young Women's STEAM Academy will provide workshop opportunities for parents to understand the course work offerings and support needed for students to be successful on AP, pre-AP, and dual credit coursework.	Young Women's STEAM Academy needs to improve parent engagement and understanding of graduation requirements and rigorous coursework.
11 ★	Young Women's STEAM Academy will increase the whole child opportunities for students to include the number of students participating in clubs/ extracurricular offerings and fine arts for economically disadvantaged students resulting in greater participation.	YWA retention rate is critical for the success of the campus.
12 ★	YWA will increase student culture and improve students' to cope with challenging feelings (11%) and a positive growth mindset (-5%) as indicated by the Student SEL Growth Measure (Winter 25-26).	YWA has a low retention rate as students move from 8th to 9th grade.

13 ★

Young Women's STEAM Academy will begin the year by identifying struggling students in each tested core content area and work to close the gaps by targeting instruction and provide differentiated instruction.

Young Women's STEAM Academy areas of need are middle school improvement of math, science and social studies tested core areas.

14 ★

Young Women's STEAM Academy will increase overall attendance (ADA) and/or reduce chronic absenteeism.

Young Women's STEAM Academy attendance rate has not met the goal of 95.5% due to lack of parent awareness and student motivation to come to school.

15 ★

Young Women's STEAM Academy will increase TSAI2 and SAT results especially in Math by developing and providing a support plan or program for students to increase passing rates.

Young Women's STEAM Academy has not implemented a developed a plan for success for students taking the TSIA2 and SAT Math assessments.

16 ★

Young Women's STEAM Academy will increase the language development for EB students as a measure on TELPAS.

EB students perform at lower rates.

17 ★

YWA will establish consistent PBIS and progressive discipline methods and structures to further support a positive school climate.

Teachers, staff, administration, and parents need to be consistent in the implementation of school wide structures and routines.

18 ★

Young Women's STEAM Academy Instructional Leadership Team will continue to monitor lesson delivery and will consistently follow up with coaching sessions for instructors to tweak and continue to improve upon their teaching.

Fidelity of continuous growth of instructors is the model that Young Women's Academy has embraced and the Instructional Leadership Team will work to improve their practices that will lead to increased student learning and positive outcomes for all.

★ = **Priority**

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**
- ☑ **Local Accountability Systems (LAS) data**
- ☑ **Community Based Accountability System (CBAS)**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and**

workforce readiness

- [x] Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- [x] SAT and/or ACT assessment data
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] State-developed online interim assessments

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data
- [x] Dual-credit and/or college prep course completion data
- [x] STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Attendance data

- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 ACADEMIC EXCELLENCE Young Women's STEAM Academy champions high levels of learning for all students.

Performance Objective 1 ☑ High Priority

By June 2027, Young Women's STEAM Academy will increase Student Achievement as measured by Domain 1 STAAR Performance in all subjects from 59% to 63% based on On point Accountability Data

All Students 59% to 63%
8th Grade: 68% to 70% (reading); 45% to 50% (math)

E.B. 52% to 55%.

SPED 37% to 40%.

Evaluation Data Source: Tableau, Eduphoria, On Point
TAPR

Strategy 1

Young Women's STEAM Academy will providing tutoring through highly qualified tutors/staff will provide opportunities for HB1416 tutoring during the school day, after school, Saturdays, and Intercession

Strategy's Expected Result/Impact: Students STAAR achievement scores will increase.

Staff Responsible for Monitoring: All staff.

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will prioritize the first teach and more engaging lessons for students as well as provide more targeted interventions for struggling students especially in 6th, 7th and 8th grade Math, and 8th Grade and Social Studies.	Young Women's STEAM Academy areas of need are middle school improvement of math, science and social studies tested core areas.
3	Young Women's STEAM Academy will begin the year by identifying struggling students in each tested core content area and work to close the gaps by targeting instruction and provide differentiated instruction.	Young Women's STEAM Academy areas of need are middle school improvement of math, science and social studies tested core areas.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's STEAM Academy will increase Domain 2 Student Growth Raw Score in Reading and Math from 70 to 74.

Evaluation Data Source: Interim STAAR Data
STAAR/EOC Data 2024

Strategy 1

Young Women's STEAM Academy will seek staff development and resources to support Mathematics Instruction for 6th-8th Grade and Algebra 1

Strategy's Expected Result/Impact: Increased student achievement in math

Staff Responsible for Monitoring: Principal
Math IC
Assistant Principal
Math Teachers

Prioritized Needs: L3 High Quality Staff (Staff Recruitment, Retention &Prof. Dev) 3

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Prioritized Needs Identifying L3 High Quality Staff (Staff Recruitment, Retention &Prof. Dev)

	Prioritized Need	Root Cause
3	Young Women's STEAM Academy will prioritize Staff Development that supports Middle School Mathematics and Social Studies teachers.	Young Women's STEAM Academy middle school STAAR data needs improvement.

Performance Objective 3 ☑ High Priority

By June 2027, Young Women's s STEAM Academy will increase TELPAS (Composite) growth from 42% to 44%.

Evaluation Data Source: TELPAS

Strategy 1

YWA will progress monitor EB students and provide additional supports to improve students Composite and Reading levels. (Summit Advisory)

Strategy's Expected Result/Impact: Increase students meeting advanced high
increased student attendance

Staff Responsible for Monitoring: LPAC Assistant Principal
LPAC Clerk
Teachers
Content Teaching Coaches

Prioritized Needs: L5 Global Skills (Demographics) 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 3 Prioritized Needs Identifying L5 Global Skills (Demographics)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will increase the language development for EB students as a measure on TELPAS.	EB students perform at lower rates.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's STEAM Academy will increase Graduates who are college, career, or military ready (CCMR) from Domain 1 from 84% to 100%.

Evaluation Data Source: TAPR, OnPoint Early Indicator, Tableau

Strategy 1

Young Women's STEAM Academy will ensure every high school student has been provided focused training and resources to support successful attempts in passing the TSIA2 exam by December of 2026.

Strategy's Expected Result/Impact: Increased TSIA2 Successful Completion
Increase college enrollment

Staff Responsible for Monitoring: Principal
Assistant Principals
College Career Readiness Advisory
Counselors

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 4

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Young Women's STEAM Academy will ensure all students graduate prepared for college and/or career as measured by an increase in the number of students that meet criteria for CCMR Outcome Bonus by 5%.

Strategy's Expected Result/Impact: Increased students meeting CCMR
Increased graduation rate

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
College Readiness Advisor

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 4

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Performance Objective 4 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

	Prioritized Need	Root Cause
4	Young Women's STEAM Academy will increase TSAI2 and SAT results especially in Math by developing and providing a support plan or program for students to increase passing rates.	Young Women's STEAM Academy has not implemented a developed a plan for success for students taking the TSIA2 and SAT Math assessments.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's STEAM Academy will increase the percent of students meeting the Texas Success Initiative requirements for college readiness in both reading and math (not including College Prep) from 79% to 100%. (SAT, ACT, or TSIA)

Evaluation Data Source: Tableau and OnPoint

Strategy 1

Students will use Khan academy weekly and provide an intensive program to prepare student for the TSIA2.

Strategy's Expected Result/Impact: Students passing rates on the TSIA2 will increase.

Staff Responsible for Monitoring: Administration

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 4

Formative Reviews

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Performance Objective 5 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

	Prioritized Need	Root Cause
4	Young Women's STEAM Academy will increase TSAI2 and SAT results especially in Math by developing and providing a support plan or program for students to increase passing rates.	Young Women's STEAM Academy has not implemented a developed a plan for success for students taking the TSIA2 and SAT Math assessments.

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's Academy will increase percent of graduates who earn an Industry-Based Certifications (IBC) in the Program of Study in which they are designated as a Completer from 5% to 10%.

Strategy 1

Young Women's Academy will support any student seeking an Industry Based Certification by assisting them to enroll at CCTE.

Strategy's Expected Result/Impact: Increase in CCTE enrollment into an Industry Based Certification Program.

Staff Responsible for Monitoring: Counselors
Assistant Principal
Principal

Prioritized Needs: L2 Student Experience (Culture & Climate) 2

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

Formative Reviews

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Performance Objective 6 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will increase the whole child opportunities for students to include the number of students participating in clubs/ extracurricular offerings and fine arts for economically disadvantaged students resulting in greater participation.	YWA retention rate is critical for the success of the campus.

Performance Objective 7

By June 2027, Young Women's Academy will increase percent of graduates earning college credit (AP/IB, Dual Credit, NEON, OnRamps) courses from 74% to 80%.

Strategy 1

Counselors will meet with every student to encourage enrollment and the benefits of being enrolled in college credit bearing courses.

Strategy's Expected Result/Impact: Increase in College Credit bearing courses.

Staff Responsible for Monitoring: Counselors/Administration

Prioritized Needs: L1 Academic Excellence (Student Achievement) 3

Title I: 2.5.1

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Performance Objective 7 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

	Prioritized Need	Root Cause
3	Young Women's STEAM Academy will offer Dual Credit/NEON/ and Advanced Placement offerings so that students are provided courses that meet their needs and reduce the failure rates of students and support struggling learners.	Young Women's STEAM Academy only offers AP (advanced) courses for students.

Performance Objective 8 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's STEAM Academy will increase student achievement outcomes as measured by the percent of 6th-8th grade, Eng I, Eng II students that score "Meets" grade level or above on STAAR Reading from 76% to 80% with all student groups meeting board approved metrics.

Evaluation Data Source: STAAR Interim Data
STAAR/EOC Data 2025

Strategy 1

Young Women's STEAM Academy will provide staff development and resources to support ELAR Instruction for students in grades 6-8, English I & II.

Strategy's Expected Result/Impact: Principal
Assistant Principal
ELR Teachers
RLA/SS IC

Prioritized Needs: L3 High Quality Staff (Staff Recruitment, Retention &Prof. Dev) 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 8 Prioritized Needs Identifying L3 High Quality Staff (Staff Recruitment, Retention &Prof. Dev)

	Prioritized Need	Root Cause
1	Young Women's STEAM Academy will prioritize staff development on Problem Based Learning (PBL) for teachers and administration to support a strong 1st teach and engaged lessons.	Young Women's STEAM Academy is founded in Problem Based Learning practices and the International Coalition of Girls Schools commitment to single-gender education. Recently, new staff have joined the campus who have not been officially trained in those guiding principles.

Performance Objective 9 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's STEAM Academy will increase student achievement outcomes in Reading

"All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade & EOCs at the Meet or Masters Level (SPED & EB will increase by 5%).
SPED from 35% to 40%
EB from 68% to 73%
8th grade 73% to 78%

Evaluation Data Source: STAAR Interim Data
STAAR/EOC Data 2025

Strategy 1

Young Women's STEAM Academy will closely monitor special sub groups' progress on all campus & district assessments. (3/6/9 benchmarks, MAP, diagnostics)

Strategy's Expected Result/Impact: increase student achievement
increase student attendance

Staff Responsible for Monitoring: Principal
Assistant Principals
Special Education Coach
Sped Teachers
Teachers (Regular Ed)

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L1 Academic Excellence (Student Achievement) 2

Title I: 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 9 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

	Prioritized Need	Root Cause
3	Young Women's STEAM Academy will begin the year by identifying struggling students in each tested core content area and work to close the gaps by targeting instruction and provide differentiated instruction.	Young Women's STEAM Academy areas of need are middle school improvement of math, science and social studies tested core areas.

Performance Objective 9 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will prioritize lesson planning, lesson observations, and quality first teach to ensure fidelity to the implementation of the curriculum to increase math, science, social studies, and ELA scores.	Young Women's Academy areas of need are middle school math, science and social studies.

Performance Objective 10 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's STEAM Academy will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade, Algebra 1 at the Meet or Masters Level (SPED & EB will increase 5%).
SPED from 26% to 31%
EB from 44% to 49%
8th grade 46% to 51%

Strategy 1

Young Women's STEAM Academy will closely monitor special sub groups' progress on all campus & district assessments. (3/6/9 benchmarks, MAP, diagnostics) in Middle School Math classes including Algebra 1.

Strategy's Expected Result/Impact: Increased student achievement
Increased student attendance

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L1 Academic Excellence (Student Achievement) 2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 10 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

	Prioritized Need	Root Cause
3	Young Women's STEAM Academy will begin the year by identifying struggling students in each tested core content area and work to close the gaps by targeting instruction and provide differentiated instruction.	Young Women's STEAM Academy areas of need are middle school improvement of math, science and social studies tested core areas.

Performance Objective 10 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will prioritize lesson planning, lesson observations, and quality first teach to ensure fidelity to the implementation of the curriculum to increase math, science, social studies, and ELA scores.	Young Women's Academy areas of need are middle school math, science and social studies.

Performance Objective 11 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's Academy will ensure all students graduate prepared for college as measured by increase students average SAT score from 1110 to 1115 from a score of 591 to 596 (Reading) and a score of 518 to 523 (Math). [HB3]

Evaluation Data Source: OnPoint Data

Strategy 1

Young Women's STEAM Academy will ensure students are prepared to take the SAT by providing a program or intense review sessions.

Strategy's Expected Result/Impact: Increase overall SAT Average score

Staff Responsible for Monitoring: Principal
Assistant Principal
College Success Advisory

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 4

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 11 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

	Prioritized Need	Root Cause
4	Young Women's STEAM Academy will increase TSAI2 and SAT results especially in Math by developing and providing a support plan or program for students to increase passing rates.	Young Women's STEAM Academy has not implemented a developed a plan for success for students taking the TSIA2 and SAT Math assessments.

Performance Objective 12

By June 2027, Young Women's Academy will ensure all students graduate prepared for college and/or career as measured by an increase in the number of students that meet criteria for CCMR Outcome Bonus by 5% [from 40% to 45% (Econ. Dis.), and 56% to 61% (Non-Econ Dis).

Strategy 1

Young Women's STEAM Academy will provide SAT training modules, and use IXL and Khan Academy online materials in TSIA2 to provide targeted support for students to pass the college readiness exams. All student will also be enrolled in Advanced Placement course in order to increase the number of students that meet the criteria for the CCMR Outcome Bonus.

Strategy's Expected Result/Impact: Students reach the CCMR Outcome Bonus

Staff Responsible for Monitoring: College Success Advisor
Principal
Assistant Principal

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 4

TEA Priorities: Connect high school to career and college

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Performance Objective 12 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

	Prioritized Need	Root Cause
4	Young Women's STEAM Academy will increase TSAI2 and SAT results especially in Math by developing and providing a support plan or program for students to increase passing rates.	Young Women's STEAM Academy has not implemented a developed a plan for success for students taking the TSIA2 and SAT Math assessments.

Goal 2

STUDENT EXPERIENCE Young Women's STEAM Academy fosters learning experiences for students to thrive to include social, physical & mental health, student buy-in, and high-quality academic programs for all.

Performance Objective 1

☑ **High Priority**

By June 2027, Young Women's STEAM Academy will increase student experience as measured by a student survey.
Students: from 49% to 54%

Evaluation Data Source: CK-12 Campus Climate survey

Strategy 1

Young Women's STEAM Academy will implement SEL strategies in advisory classes to increase student morale.

Strategy's Expected Result/Impact: Increased satisfaction on climate survey
increased student attendance
increased student achievement

Staff Responsible for Monitoring: Principal
Assistant Principal
CCCT team

Prioritized Needs: L2 Student Experience (Culture & Climate) 1, 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Young Women's STEAM Academy will implement SEL strategies during Faculty meetings and weekly PLCs to increase teacher morale.

Strategy's Expected Result/Impact: Improved teacher satisfaction on campus culture survey

Staff Responsible for Monitoring: Administrators, CCCT team

Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3

Young Women's STEAM Academy will implement SEL strategies with Parents during 100% of parent engagement events/activities.

Strategy's Expected Result/Impact: Increased parent morale on campus culture survey

Staff Responsible for Monitoring: Administrators and CCCT team

Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

	Prioritized Need	Root Cause
1	YWA will establish consistent PBIS and progressive discipline methods and structures to further support a positive school climate.	Teachers, staff, administration, and parents need to be consistent in the implementation of school wide structures and routines.
3	YWA will increase student culture and improve students' to cope with challenging feelings (11%) and a positive growth mindset (-5%) as indicated by the Student SEL Growth Measure (Winter 25-26).	YWA has a low retention rate as students move from 8th to 9th grade.

Performance Objective 1 Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement)

	Prioritized Need	Root Cause
1	Young Women's STEAM Academy will provide parents various opportunities to participate in their student's educational career, both in and out of the classroom.	Young Women's STEAM Academy parent engagement will continue to build membership for the upcoming school year.

Performance Objective 2 ☑ High Priority

By June 2027, Young Women's STEAM Academy will increase the percent of students participating in one or more extra-curricular and co-curricular activities from 99% to 100%.

Evaluation Data Source: Survey results

Strategy 1

Young Women's STEAM Academy will provide students opportunities to participate in extra curricular activities through intramurals, Flex days, and expo nights, UIL, Academic, and athletic activities.

Strategy's Expected Result/Impact: Student interest in UIL and extra curricular activities will increase.

Staff Responsible for Monitoring: Principal
Assistant Principals
SAM
Sponsors
Teachers
Athletic Coaches

Prioritized Needs: L2 Student Experience (Culture & Climate) 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 2 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will increase the whole child opportunities for students to include the number of students participating in clubs/ extracurricular offerings and fine arts for economically disadvantaged students resulting in greater participation.	YWA retention rate is critical for the success of the campus.

Performance Objective 3 ☑ High Priority

By June 2027, Young Women's STEAM Academy will implement MTSS, and PBIS/SEL frameworks with accessible student support systems, established behavior expectations, and measurable implementation data demonstrating successful framework operation from 55% to 60% based on number of meetings.

Evaluation Data Source: District Developed Tracking Rubric
Increased student academic achievement
Increased student attendance

Strategy 1

Young Women's STEAM Academy will hold biweekly CCCT meetings with admin to evaluate student needs, as well as create a check in/check out process.

Strategy's Expected Result/Impact: Students will be better prepared to learn and be more successful.

Staff Responsible for Monitoring: CCCT team, administrators, all staff.

Prioritized Needs: L2 Student Experience (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 2

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

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Strategy 2

Coordinate a student health program and fitness assessment, setting goals and objectives based on fitness assessment data, student academic performance data, attendance, percentage of economically disadvantaged students, to ensure students participate in moderate to vigorous physical activity.

Strategy's Expected Result/Impact: Improve health of all students

Staff Responsible for Monitoring: Admin

Prioritized Needs: L2 Student Experience (Culture & Climate) 3 - L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) 2

Formative Reviews

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Performance Objective 3 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

	Prioritized Need	Root Cause
1	YWA will establish consistent PBIS and progressive discipline methods and structures to further support a positive school climate.	Teachers, staff, administration, and parents need to be consistent in the implementation of school wide structures and routines.
3	YWA will increase student culture and improve students' to cope with challenging feelings (11%) and a positive growth mindset (-5%) as indicated by the Student SEL Growth Measure (Winter 25-26).	YWA has a low retention rate as students move from 8th to 9th grade.

Performance Objective 3 Prioritized Needs Identifying L3 High Quality Staff (Perceptions, Facilities, Programs, Technology)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will increase overall attendance (ADA) and/or reduce chronic absenteeism.	Young Women's STEAM Academy attendance rate has not met the goal of 95.5% due to lack of parent awareness and student motivation to come to school.

Performance Objective 3 Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will prioritize attendance and good discipline through the use of the PBIS committee.	Young Women's STEAM Academy attendance rate is currently at 95.18% with a goal of 96% for the upcoming school year.

Performance Objective 4

By June 2027, Young Women's STEAM Academy will increase student attendance rate from 94.98% to 95.5%.

Strategy 1

Young Women's STEAM Academy will disseminate attendance-related communications via Thrillshare, provide student incentives, and implement class-level competitions to promote and strengthen student attendance.

Strategy's Expected Result/Impact: Increase of student attendance

Staff Responsible for Monitoring: Administration

Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2

Title I: 2.5.2

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Performance Objective 4 Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will prioritize attendance and good discipline through the use of the PBIS committee.	Young Women's STEAM Academy attendance rate is currently at 95.18% with a goal of 96% for the upcoming school year.

Performance Objective 5 ☑ High Priority

By June 2027, Young Women's STEAM Academy will reduce all ISS, OSS, Disciplinary Removal for all student groups from 3% to 2%.

Evaluation Data Source: On Point Discipline Action Summary Report

Strategy 1

Young Women's STEAM Academy will implement a Check in/Check out Cards (Mentorship program) for any student who has a discipline referral.

Strategy's Expected Result/Impact: Students will learn to manage and own their behavior through mentorship (check in/check out).

Staff Responsible for Monitoring: All staff/Admin

Prioritized Needs: L2 Student Experience (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Young Women's STEAM Academy will implement CCCT progressive discipline process based on the Positive Behavioral Interventions and Supports framework that focuses primarily on improving student behavior.

Strategy's Expected Result/Impact: Increase student achievement
Decrease discipline referrals

Staff Responsible for Monitoring: Principal
Assistant Principal
CCCT Team
Counselors

Prioritized Needs: L2 Student Experience (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 5 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

	Prioritized Need	Root Cause
1	YWA will establish consistent PBIS and progressive discipline methods and structures to further support a positive school climate.	Teachers, staff, administration, and parents need to be consistent in the implementation of school wide structures and routines.

Performance Objective 5 Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will prioritize attendance and good discipline through the use of the PBIS committee.	Young Women's STEAM Academy attendance rate is currently at 95.18% with a goal of 96% for the upcoming school year.

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

By June 2027, Young Women's STEAM Academy will provide relevant and challenging coursework through multiple pathways as measured by an increase of 5 percent of students in grades 9-12 who earn college credit by completing an Advanced Placement (AP).

Evaluation Data Source: TEAL TEA Data File (Accountability),
TAPR (final)
District Created Tableau dashboard

Strategy 1

Young Women's STEAM Academy will provide two AP College Board workshops to parents (Fall/ Spring) to discuss the importance of parent involvement and understanding of AP coursework requirements, differentiation between Dual Credit course and AP courses and the benefits of each program.

Strategy's Expected Result/Impact: Increased students receiving college credit from AP exams
Increase in Student Achievement

Staff Responsible for Monitoring: Principal
Assistant Principal
College Success Advisor
Counselors
AP Teachers

Prioritized Needs: L5 Global Skills (Demographics) 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Young Women's STEAM Academy will purchase materials/supplies to support participation in extending college readiness activities through AP and Pre-AP Classrooms, and college prep events.

Strategy's Expected Result/Impact: Increase student achievement on college exam (AP)
Increase students securing college credit

Prioritized Needs: L1 Academic Excellence (Student Achievement) 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 3

Young Women's STEAM Academy will continue to seek out college credit bearing courses offered through the NEON program and Dual Credit courses offered by EPCC to provide students with opportunities to earn college credit.

Strategy's Expected Result/Impact: Increase college credit for students
Experience in working in different modalities for college courses.

Staff Responsible for Monitoring: Administrators
Instructors of courses
Counselors
College Success Advisor

Prioritized Needs: L1 Academic Excellence (Student Achievement) 3

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 6 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

	Prioritized Need	Root Cause
3	Young Women's STEAM Academy will offer Dual Credit/NEON/ and Advanced Placement offerings so that students are provided courses that meet their needs and reduce the failure rates of students and support struggling learners.	Young Women's STEAM Academy only offers AP (advanced) courses for students.

Performance Objective 6 Prioritized Needs Identifying L5 Global Skills (Demographics)

	Prioritized Need	Root Cause
1	Young Women's STEAM Academy will provide workshop opportunities for parents to understand the course work offerings and support needed for students to be successful on AP, pre-AP, and dual credit coursework.	Young Women's STEAM Academy needs to improve parent engagement and understanding of graduation requirements and rigorous coursework.

Goal 3 HIGH-QUALITY STAFF Young Women's STEAM Academy invests in high-quality staff.

Performance Objective 1 ☑ High Priority

By June 2027, Young Women's s STEAM Academy will attract and retain top talent by implementing an employee recruiting and retention plan designed to maintain filled teacher positions on first day of school at 100% or above.

Strategy 1

Young Women's STEAM Academy will continue to seek qualified personnel for recruitment and retention by attending all job fairs, work with our partners at UTEP and implementing a rigorous interview process.

Strategy's Expected Result/Impact: Recruitment of Highly Qualified Personnel

Staff Responsible for Monitoring: Principal
Assistant Principal

Prioritized Needs: L3 High Quality Staff (Staff Recruitment, Retention &Prof. Dev) 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

October	January	March	June

Performance Objective 1 Prioritized Needs Identifying L3 High Quality Staff (Staff Recruitment, Retention &Prof. Dev)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will participate in all student and teacher recruitment efforts.	Young Women's STEAM Academy is striving to recruit 100 students per grade level as a five year goal, current enrollment at the high school drops from 8th to 9th grade.

Performance Objective 2

By June 2027, Young Women's STEAM Academy will successfully implement all Teacher Incentive Allotment (TIA) capture year requirements, ensuring eligible teachers complete the data collection, observation, and student growth measures necessary to establish a strong foundation for future TIA designations.

Strategy 1

Young Women's STEAM Academy will provide teachers with coaching conversations and spot check data showing their results to promote growth of teacher pedagogy in order meet TIA measures.

Strategy's Expected Result/Impact: Teachers meeting TIA acknowledgments levels

Staff Responsible for Monitoring: Administration

Prioritized Needs: L1 Academic Excellence (Student Achievement) 1, 2

Title I: 2.5.2

Formative Reviews

October	January	March	June

Performance Objective 2 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

	Prioritized Need	Root Cause
1	Young Women's STEAM Academy Instructional Leadership Team will continue to monitor lesson delivery and will consistently follow up with coaching sessions for instructors to tweak and continue to improve upon their teaching.	Fidelity of continuous growth of instructors is the model that Young Women's Academy has embraced and the Instructional Leadership Team will work to improve their practices that will lead to increased student learning and positive outcomes for all.
2	Young Women's STEAM Academy will prioritize lesson planning, lesson observations, and quality first teach to ensure fidelity to the implementation of the curriculum to increase math, science, social studies, and ELA scores.	Young Women's Academy areas of need are middle school math, science and social studies.

Goal 4

CULURE OF ACCOUNTABILITY Young Women's STEAM Academy cultivates a culture of transparency, care, and service and is committed to addressing disparities across the district as well as building fiscal stability.

Performance Objective 1 ☑ High Priority

By June 2027, Young Women's STEAM Academy will cultivate a culture of transparency, care, and service as reflected in an increase in the family survey from 75% to 78% based on the Panorama Survey Data on communication. .

Evaluation Data Source: Community Events Documentation

Strategy 1

Young Women's STEAM Academy will participate in 100% of the district sponsored/required parent/community engagement events.

Strategy's Expected Result/Impact: Listing of District Mandatory events

Staff Responsible for Monitoring: Principal
Assistant Principals
SAM

Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 1 Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement)

	Prioritized Need	Root Cause
3	Young Women's STEAM Academy will implement various methods for communicating with all stakeholders.	Young Women's STEAM Academy parent and community engagement activities will continue to be a focus.

Performance Objective 2

By June 2027, Young Women's Academy will implement and expand a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders in 100% of classrooms.

Strategy 1

Young Women's STEAM Academy will provide training sessions for families in using the Thrillshare communication system and in utilizing TEAMS to reach out to teachers.

Strategy's Expected Result/Impact: Increased communication between families and school

Staff Responsible for Monitoring: Administration
PTSO

Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

October	January	March	June

Performance Objective 2 Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement)

	Prioritized Need	Root Cause
1	Young Women's STEAM Academy will provide parents various opportunities to participate in their student's educational career, both in and out of the classroom.	Young Women's STEAM Academy parent engagement will continue to build membership for the upcoming school year.

Goal 5

GLOBAL SKILLS Young Women's STEAM Academy empowers learners with durable skills for life to include critical thinking, collaboration, problem solving, respect, and communication.

Performance Objective 1

By June 2027, Young Women's STEAM Academy will empower learners with durable skills for life to include critical thinking, collaboration, problem solving, respect, and communication as reflected in an increase in student survey from 72% to 77%.

Evaluation Data Source: Student Survey

Strategy 1

Young Women's STEAM Academy will continue to integrate SEL strategies during Advisory classes to build collaboration and respect among students.

Strategy's Expected Result/Impact: Increase in Student Survey results

Staff Responsible for Monitoring: Administrators/Counselors

Prioritized Needs: L2 Student Experience (Culture & Climate) 2

Title I: 2.5.2

Formative Reviews

October	January	March	June

Performance Objective 1 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will increase the whole child opportunities for students to include the number of students participating in clubs/ extracurricular offerings and fine arts for economically disadvantaged students resulting in greater participation.	YWA retention rate is critical for the success of the campus.

Performance Objective 2

By June 2027, Young Women's STEAM Academy students in all grades will read more complete books annually, with grade appropriate increases in whole-book reading and greater opportunities for sustained reading of fiction and non fiction from baseline to +5%.

Strategy 1

Young Women's STEAM Academy will bring in classes to the library every two to four weeks so students can check out and renew books that they have not completed.

Strategy's Expected Result/Impact: Increase book circulation

Staff Responsible for Monitoring: Librarian/Administration

Prioritized Needs: L2 Student Experience (Culture & Climate) 2

Title I: 2.5.2

Formative Reviews

October	January	March	June

Performance Objective 2 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will increase the whole child opportunities for students to include the number of students participating in clubs/ extracurricular offerings and fine arts for economically disadvantaged students resulting in greater participation.	YWA retention rate is critical for the success of the campus.

Performance Objective 3

By June 2027, Young Women's STEAM Academy will increase the percentage of graduates achieving the Biliteracy Performance Acknowledgement from 58% to 60%.

Evaluation Data Source: Final Audit Cards

Strategy 1

Scheduling students in the appropriate courses so that by their senior year they have completed and achieved a Biliteracy Performance Acknowledgement.

Strategy's Expected Result/Impact: Bilingualism/College Ready/College Credit

Staff Responsible for Monitoring: G&I/Counselors

Prioritized Needs: L5 Global Skills (Demographics) 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 3 Prioritized Needs Identifying L5 Global Skills (Demographics)

	Prioritized Need	Root Cause
2	Young Women's STEAM Academy will increase the language development for EB students as a measure on TELPAS.	EB students perform at lower rates.

Funding Summary

Funding Summary

185 SCE (Campus)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$13,390.00
				+/- Difference	**$13,390.00**

211 ESEA Title I Part A (Campus)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$22,800.00
				+/- Difference	**$22,800.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services	--	Isabel White	9/26/2025
Child Abuse and Neglect	Academics - Counseling & Advising	--	Isabel White	9/26/2025
Coordinated Health Program	Student Services-Athletics	--	Isabel White	9/26/2025
Disciplinary Alternative Education Program (DAEP)	Academics-Whole Learner Support and Intervention	--	Isabel White	9/26/2025
Dropout Prevention	Academics - Counseling & Advising	--	Isabel White	9/26/2025
Dyslexia Treatment Program	Academics-Specialized Learning	--	Isabel White	9/26/2025
Post-Secondary Preparedness	Academics - Counseling & Advising	--	Isabel White	9/26/2025
Recruiting Teachers and Paraprofessionals	Human Resources	--	Isabel White	9/26/2025
Technology Integration	Information Security and Technology	--	Isabel White	9/26/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Police Services	--	Isabel White	9/26/2025