Ysleta Independent School District

Young Women's Leadership 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

Board Approval Date:
October 21, 2026

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Mission Statement

Young Women's Leadership Academy Mission

The Young Women's Leadership Academy is dedicated to promoting a nurturing environment that challenges students by offering an advanced placement college preparatory and STEAM (Science, Technology, Engineering, Arts and Math) curriculum, exemplifying a healthy and well balanced lifestyle empowering girls to lead, persevere and transform.

Vision

Young Women's Leadership Academy Vision

The Vision of the Ysleta Independent School District is to improve lives by eliminating opportunity gaps while ensuring all students have a high-quality education that ignites and instills the confidence, creativity, and conceptual thinking students need to graduate college, career, and community ready.

Value Statement

Young Women's Leadership Academy Creed

I am a Transformer, I am strong and independent. I am following my hopes and dreams. I believe in my future, I am a leader. From girls to women, we share the same goals to go to college and change the world. We show determination and pride in everything we do. We will start strong and finish stronger. We are united as one sisterhood. We are YWLA!

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

YWLA demonstrates strong overall performance, earning an A rating of 97, with high student achievement, a 100% CCMR rate, 100% four-year graduation rate, and 0% annual dropout rate. The comprehensive needs assessment identified academic growth, achievement gaps among special populations, consistent implementation of differentiation and progress monitoring, and English language development as priority areas for continued improvement. Campus improvement efforts will focus on strengthening data-driven instructional practices and targeted supports while maintaining the rigorous academic programs, high expectations, and college and career readiness systems that contribute to the campus's continued success.

Demographics

Summary

The Young Women's Leadership Academy was established in 2016, marking a significant milestone in our commitment to fostering female empowerment and academic excellence. At its inception, the academy welcomed an inaugural cohort of 230 young girls, spanning grades 6 and 7. This foundational year set the stage for a nurturing and challenging educational environment designed to cultivate leadership skills and academic prowess among our students.We currently serve 318 students in grades 6-12.

Strengths

At the Young Women's Leadership Academy, we take immense pride in our diverse and inclusive environment, which reflects the rich cultural tapestry of our community. Our student body is predominantly Hispanic, with a significant representation of African-American, Anglo, and Asian students, fostering a multicultural atmosphere that enhances learning and personal growth. Our commitment to serving low-income families is evident in our dedication to providing equitable educational opportunities for all students, ensuring that socioeconomic status does not hinder academic success.

Our school boasts an impressive drop-out rate of 0%, a testament to our supportive and engaging educational environment that encourages students to remain committed to their studies. With an average daily attendance rate of 96% for students and 95% for campus personnel, it is clear that both students and staff are dedicated to maintaining a consistent and productive learning environment. This high level of attendance reflects the strong sense of community and responsibility shared by everyone at our academy.

We are proud to offer specialized programs that cater to the diverse needs of our students. With 62 English Language Learners, we provide targeted support to ensure language barriers do not impede academic achievement. Our Gifted and Talented program serves 58 students, offering them challenging and enriching educational experiences. Additionally, we provide 504 services to 28 students, special education services to 32 students, 11 students receiving dyslexia services, and 36 military connected students, demonstrating our commitment to inclusivity and personalized learning. Our all-female student population benefits from a focused and empowering educational experience, preparing them to become future leaders in their respective fields.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Despite strong overall campus performance, the diversity of student needs--including emergent bilingual students, students receiving special education and Section 504 services, economically disadvantaged students, and gifted and talented students--requires continued differentiation and targeted supports to ensure equitable access to rigorous instruction, advanced academic opportunities, and academic	The wide range of academic, linguistic, socioeconomic, and learning needs requires ongoing refinement of differentiated instructional practices, progress-monitoring systems, and targeted interventions and enrichment to ensure all student populations demonstrate continued growth.
2	Despite high overall student achievement, academic growth is not keeping pace with achievement, as evidenced by a 2026 Academic Growth score of 74 (B), compared with the campus's 97 (A) Student Achievement score. Mathematics growth is a particular area of opportunity, with a 75% growth score and no Closing the Gaps points earned for mathematics academic growth specially for Algebra I.	Instructional practices and progress-monitoring systems have not been sufficiently differentiated to ensure that all students demonstrate expected year-to-year growth, including students who are already performing at Meets or Masters Grade Level. The data suggest a need for more consistent use of student-level growth data within PLCs to plan targeted intervention, acceleration, and enrichment.
3	Academic growth is not consistent across all student groups. Achievement gaps remain for emergent bilingual and special education students. TELPAS progress declined, indicating a need for stronger language-development and progress-monitoring systems.	Campus processes for differentiation, targeted intervention, and progress monitoring are not implemented consistently across all classrooms and student groups, limiting academic growth for some students.

★ = Priority

Student Learning

Summary

Young Women's Leadership Academy demonstrated strong overall academic performance in the 2026 accountability cycle, earning an A rating with an overall scaled score of 97. Student Achievement earned a 97/A, Relative Performance a 96/A, and Closing the Gaps a 97/A. The campus also earned all seven available distinction designations, including distinctions in RLA, Mathematics, Science, Social Studies, Academic Growth, Postsecondary Readiness, and Closing the Gaps.

State assessment achievement remained high. Across STAAR assessments, 91% were at Approaches Grade Level or above, 72% at Meets or above, and 37% at Masters. RLA was a particular strength, with 93% Approaches, 82% Meets, and 44% Masters. Science results were also strong at 94% Approaches, 78% Meets, and 45% Masters. Mathematics results were 91% Approaches, 63% Meets, and 28% Masters, while Social Studies results were 81% Approaches, 57% Meets, and 31% Masters.

Academic growth represents an area for continued attention. The campus earned an Academic Growth score of 74 (B), including an annual growth score of 73 and an accelerated learning score of 56. Of 464 RLA and mathematics assessments evaluated for annual growth, 325 earned a full growth point. Accountability Report RLA growth was 74%, compared with 84% in 2025, while mathematics growth was 75%, compared with 78% in 2025. Mathematics achievement, however, increased from 55% Meets or above in 2025 to 63% in 2026, indicating improvement in proficiency despite the need to strengthen year-to-year growth.

College, Career, and Military Readiness (CCMR) is a significant campus strength. The campus earned a 100% CCMR component score, with all 21 members of the 2025 graduating class receiving CCMR credit. Of these graduates, 90.5% met TSI criteria in both RLA and mathematics, 81% met the criterion score on an AP examination, 19% earned qualifying dual-course credit, 4.8% earned qualifying OnRamps college credit, 23.8% earned an aligned industry-based certification, and 9.5% enlisted in the U.S. Armed Forces. Additionally, one student receiving special education services earned an advanced diploma.

Graduation and dropout outcomes were exemplary. The Class of 2025 achieved a 100% four-year graduation rate, and the Class of 2024 maintained a 100% five-year extended graduation rate. The 2024–25 annual dropout rate was 0%, with no dropouts among 105 students included in the measure. Graduation outcomes were also 100% among the reported economically disadvantaged, non-economically disadvantaged, gifted/talented, emergent bilingual, special education, and highly mobile student groups represented in the graduating cohort.

Special education and emergent bilingual data identify opportunities for targeted support. Across STAAR subjects, students currently receiving special education services achieved 79% Approaches, 56% Meets, and 24% Masters, compared with campus-wide rates of 91%, 72%, and 37%, respectively. Current emergent bilingual students achieved 69% Approaches, 33% Meets, and 7% Masters, indicating a notable achievement gap requiring continued instructional intervention. English language proficiency data also warrant monitoring: the 2026 TELPAS progress rate was 30% (6 of 20 students), exceeding the 2026 accountability target of 28% but declining from the 68% progress rate reported in 2025.

Strengths

YWLA demonstrates strong student achievement across all state-tested subjects, with 91% of assessments at Approaches Grade Level or above and particularly strong performance in RLA and Science. Students demonstrate exceptional college, career, and military readiness, with 100% of 2025 graduates meeting at least one CCMR indicator and 81% meeting the criterion on an AP examination. The campus also maintains outstanding graduation and postsecondary readiness outcomes, including a 100% four-year graduation rate and a 0% annual dropout rate.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Despite high overall student achievement, academic growth is not keeping pace with achievement, as evidenced by a 2026 Academic Growth score of 74 (B), compared with the campus's 97 (A) Student Achievement score. Mathematics growth is a particular area of opportunity, with a 75% growth score and no Closing the Gaps points earned for mathematics academic growth specially for Algebra I.	Instructional practices and progress-monitoring systems have not been sufficiently differentiated to ensure that all students demonstrate expected year-to-year growth, including students who are already performing at Meets or Masters Grade Level. The data suggest a need for more consistent use of student-level growth data within PLCs to plan targeted intervention, acceleration, and enrichment.
2	Despite strong overall campus performance, the diversity of student needs--including emergent bilingual students, students receiving special education and Section 504 services, economically disadvantaged students, and gifted and talented students--requires continued differentiation and targeted supports to ensure equitable access to rigorous instruction, advanced academic opportunities, and academic	The wide range of academic, linguistic, socioeconomic, and learning needs requires ongoing refinement of differentiated instructional practices, progress-monitoring systems, and targeted interventions and enrichment to ensure all student populations demonstrate continued growth.
3	Academic growth is not consistent across all student groups. Achievement gaps remain for emergent bilingual and special education students. TELPAS progress declined, indicating a need for stronger language-development and progress-monitoring systems.	Campus processes for differentiation, targeted intervention, and progress monitoring are not implemented consistently across all classrooms and student groups, limiting academic growth for some students.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction: YWLA provides rigorous, standards-aligned instruction with strong academic outcomes, including a 97 Student Achievement score. Continued emphasis is needed on differentiated instruction, targeted intervention, acceleration, and consistent use of student data to strengthen academic growth, particularly in mathematics and among EB and special education students.

Professional Development: Professional learning should continue to prioritize data-driven instruction, effective PLC practices, differentiation, intervention/acceleration, and strategies for supporting special populations. The accountability data support increased emphasis on practices that move students from achievement to sustained year-to-year academic growth.

Leadership & Decision-Making Processes: Campus leadership uses achievement, growth, CCMR, graduation, and student-group data to identify instructional priorities and allocate support. Leadership should continue strengthening collaborative decision-making through PLCs and systematic progress monitoring, particularly around academic growth and identified student-group gaps.

Communication: YWLA maintains communication among administrators, teachers, students, and families to support academic expectations and student success. Continued emphasis should be placed on timely communication of student progress, intervention needs, graduation requirements, CCMR opportunities, and campus expectations.

Organization & Context / Scheduling / Support Services / Extracurricular & Cocurricular Opportunities: As a grades 6–12 college- and career-focused campus, YWLA provides students with rigorous academic and postsecondary opportunities. The campus's 100% CCMR rate, 100% four-year graduation rate, and 0% dropout rate indicate that existing academic and student-support structures successfully promote completion and postsecondary readiness. Students are enrolled in at least one sports or fine arts class. They also participate in at least one extracurricular club or organization.

Technology Integration/Plan: Technology should continue to be integrated into instruction, assessment, progress monitoring, intervention, and college/career preparation. The attached accountability report does not contain sufficient information to evaluate the effectiveness or implementation of YWLA's specific technology plan, so campus-level evidence would be needed for a stronger statement.

Other: Postsecondary readiness is a significant campus strength. All 21 graduates earned CCMR credit, 90.5% met TSI criteria in both RLA and mathematics, and 81% met the criterion on an AP examination, demonstrating a strong college-readiness culture.

Strengths

YWLA demonstrates strong, structured school processes and programs that promote high academic achievement, college and career readiness, and successful graduation outcomes. The campus provides rigorous academic opportunities, including AP/advanced coursework, dual credit, OnRamps, and industry-based certification pathways, contributing to a 100% CCMR rate and 100% four-year graduation rate.

Campus systems also effectively support data-driven instruction, intervention, acceleration, and progress monitoring, as reflected in an overall A rating of 97 and distinctions in all seven eligible areas, including Postsecondary Readiness, Comparative Academic Growth, and Closing the Gaps.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Academic growth is not consistent across all student groups. Achievement gaps remain for emergent bilingual and special education students. TELPAS progress declined, indicating a need for stronger language-development and progress-monitoring systems.	Campus processes for differentiation, targeted intervention, and progress monitoring are not implemented consistently across all classrooms and student groups, limiting academic growth for some students.
2	Despite strong overall campus performance, the diversity of student needs--including emergent bilingual students, students receiving special education and Section 504 services, economically disadvantaged students, and gifted and talented students--requires continued differentiation and targeted supports to ensure equitable access to rigorous instruction, advanced academic opportunities, and academic	The wide range of academic, linguistic, socioeconomic, and learning needs requires ongoing refinement of differentiated instructional practices, progress-monitoring systems, and targeted interventions and enrichment to ensure all student populations demonstrate continued growth.
3	Despite high overall student achievement, academic growth is not keeping pace with achievement, as evidenced by a 2026 Academic Growth score of 74 (B), compared with the campus's 97 (A) Student Achievement score. Mathematics growth is a particular area of opportunity, with a 75% growth score and no Closing the Gaps points earned for mathematics academic growth specially for Algebra I.	Instructional practices and progress-monitoring systems have not been sufficiently differentiated to ensure that all students demonstrate expected year-to-year growth, including students who are already performing at Meets or Masters Grade Level. The data suggest a need for more consistent use of student-level growth data within PLCs to plan targeted intervention, acceleration, and enrichment.

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Perceptions

Summary

Campus processes for differentiation, targeted intervention, progress monitoring, and data-driven instructional planning are not implemented consistently across all classrooms and student groups. Inconsistent use of student performance and growth data to adjust instruction contributes to gaps in academic growth, particularly among emergent bilingual and special education students.

Strengths

YWLA maintains a strong culture of high expectations, academic excellence, and college and career readiness. Students benefit from a supportive learning environment that promotes engagement, leadership, and a sense of belonging. Strong graduation, CCMR, and dropout outcomes reflect a campus culture focused on student success and persistence.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While YWLA maintains a strong culture of achievement, opportunities remain to strengthen student and stakeholder engagement and ensure all students feel consistently supported academically and socially.	Systems for gathering and responding to student, staff, and family feedback are not consistently implemented, limiting the campus's ability to identify and address emerging concerns.
2	Despite strong overall campus performance, the diversity of student needs--including emergent bilingual students, students receiving special education and Section 504 services, economically disadvantaged students, and gifted and talented students--requires continued differentiation and targeted supports to ensure equitable access to rigorous instruction, advanced academic opportunities, and academic	The wide range of academic, linguistic, socioeconomic, and learning needs requires ongoing refinement of differentiated instructional practices, progress-monitoring systems, and targeted interventions and enrichment to ensure all student populations demonstrate continued growth.
3	Despite high overall student achievement, academic growth is not keeping pace with achievement, as evidenced by a 2026 Academic Growth score of 74 (B), compared with the campus's 97 (A) Student Achievement score. Mathematics growth is a particular area of opportunity, with a 75% growth score and no Closing the Gaps points earned for mathematics academic growth specially for Algebra I.	Instructional practices and progress-monitoring systems have not been sufficiently differentiated to ensure that all students demonstrate expected year-to-year growth, including students who are already performing at Meets or Masters Grade Level. The data suggest a need for more consistent use of student-level growth data within PLCs to plan targeted intervention, acceleration, and enrichment.
4	Academic growth is not consistent across all student groups. Achievement gaps remain for emergent bilingual and special education students. TELPAS progress declined, indicating a need for stronger language-development and progress-monitoring systems.	Campus processes for differentiation, targeted intervention, and progress monitoring are not implemented consistently across all classrooms and student groups, limiting academic growth for some students.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [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] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Texas Success Initiative (TSI) data**
- [x] **Intervention data**

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] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [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] **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] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

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] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

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**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue implementing and refining current instructional systems and practices that have resulted in sustained academic success. Maintain a focus on rigorous, standards-aligned instruction, effective implementation of HQIM, collaborative PLCs, and ongoing analysis of student performance data. Increase emphasis on closing achievement gaps and demonstrating measurable student growth to sustain the campus's A rating for another consecutive year while continuously improving performance across all state accountability domains.

Strategy 1

Provide instructional materials, student support services, and campus resources to strengthen standards-aligned instruction, intervention, family engagement, and student success in support of maintaining a C or better accountability rating.

Strategy's Expected Result/Impact: Improved student achievement through consistent access to standards-aligned instructional resources, targeted interventions, student support services, and family engagement opportunities, resulting in increased academic growth and continued attainment of a C or better state accountability rating.

Staff Responsible for Monitoring: YWLA Leadership Team, teachers, and students.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May
Moderate Progress	Considerable Progress	

Performance Objective 2

Six in ten graduates will be considered career ready as defined by state accountability

Strategy 1

Provide career-readiness supports, instructional materials, technology, and hands-on learning resources that allow students and teachers to explore careers and develop skills aligned to college and career pathways.

Strategy's Expected Result/Impact: Increased student exposure to career pathways and hands-on learning experiences, resulting in stronger career-readiness skills and increased progress toward meeting state-defined career readiness and CCMR indicators.

Staff Responsible for Monitoring: College Advisor, CTE Teachers, Instructional Coach, Counselor, Academic Dean and Principal

Funding Sources: Box Music Mechanism Title IV, Part A, SSAEP, 1.2.1, $49.95

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 3

Eight in ten graduates will be considered college ready as defined by state accountability

Evaluation Data Source: None

Strategy 1

Provide college-readiness instructional resources, technology, student agendas, and academic supports that strengthen organization, rigorous instruction, and preparation for college-readiness assessments. Students will use agendas to be accountable for their own learning and monitor their progress.

Strategy's Expected Result/Impact: Students will demonstrate increased organization, accountability, and ownership of their learning, resulting in improved academic performance and increased readiness for college-level coursework and assessments.

Staff Responsible for Monitoring: Principal, Academic Dean, College Advisor, Instructional Coach, Counselor, and Teachers.

Funding Sources: Student Agendas for student progress monitoring Title I, Part A, 1.3.1, $2,906.4

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 4

Maintain an A rating on the percent of graduates who are considered college, career, or military ready as defined by state accountability

Evaluation Data Source: None

Strategy 1

Provide instructional supplies, technology, science equipment, student support services, and academic resources that strengthen rigorous instruction and sustain high levels of college, career, and military readiness.

Strategy's Expected Result/Impact: Increased student access to rigorous, hands-on learning experiences and academic supports, resulting in improved academic achievement and sustained high levels of college, career, and military readiness.

Staff Responsible for Monitoring: Principal, Academic Dean, Instructional Coach, College Advisor, Counselor, and Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 5

Nine in ten students will graduate from high school in four, five, or six years

Evaluation Data Source: None

Strategy 1

Provide student support services, organizational tools, instructional materials, and family communication resources that promote engagement, attendance, persistence, and successful on-time graduation.

Strategy's Expected Result/Impact: Increased student engagement, attendance, and persistence through coordinated academic and student support systems, resulting in improved student success and increased on-time graduation rates.

Staff Responsible for Monitoring: Principal, Academic Dean, Counselor, College Advisor, CIS Coordinator, and Teachers.

Funding Sources: CIS Program Title I, Part A, 1.5.1, $35,000

Title I: 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 6

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Evaluation Data Source: None

Strategy 1

Provide differentiated instructional materials, technology access, visual supports, and hands-on learning resources to support SPED students in accessing grade-level TEKS and increasing STAAR/EOC performance.

Strategy's Expected Result/Impact: Increased access to grade-level TEKS and differentiated learning opportunities for SPED students, resulting in improved academic growth and increased performance at the Meets Grade Level or above standard on STAAR/EOC assessments.

Staff Responsible for Monitoring: Principal, Academic Dean, Instructional Coach, SPED Teacher, and General Education Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 7

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Evaluation Data Source: None

Strategy 1

Provide differentiated instructional materials, visual supports, technology, student organizational tools, and targeted academic resources to increase access to grade-level content and STAAR/EOC achievement for emergent bilingual students.

Strategy's Expected Result/Impact: Increased access to grade-level content and targeted language supports for emergent bilingual students, resulting in improved academic growth and increased performance at the Meets Grade Level or above standard on STAAR/EOC assessments.

Staff Responsible for Monitoring: Principal, Instructional Coach, LPAC Coordinator, EB/ESL Teachers, and Content-Area Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 8

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Evaluation Data Source: None

Strategy 1

Provide standards-aligned instructional supplies, technology, visual resources, science equipment, maps, and project materials to support rigorous, engaging instruction and increase the percentage of students achieving Meets Grade Level on STAAR/EOC.

Strategy's Expected Result/Impact: Increased student engagement and access to rigorous, standards-aligned learning experiences, resulting in improved academic achievement and a higher percentage of students performing at Meets Grade Level or above on STAAR/EOC assessments.

Staff Responsible for Monitoring: Principal, Academic Dean, Instructional Coach, Core Content Teachers.

Funding Sources: Laminating film rolls; Butcher paper; Special white lab towels; Toner for poster printer; Copy paper; Batteries; Technology room toner; Chemistry supplies and equipment; US/World desk maps; Epson matte presentation paper; Anker USB-C to HDMI hub; White device labels; Neon device labels; Label protectors; Glue sticks; Teacher basic supplies Title I, Part A, 1.8.1, $4,986.19

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 9

Two in three students will achieve growth as measured on STAAR/EOC

Evaluation Data Source: None

Strategy 1

Provide instructional materials, technology, student agendas, intervention resources, and hands-on learning supplies that support progress monitoring, targeted intervention, acceleration, and increased student growth on STAAR/EOC.

Strategy's Expected Result/Impact: Increased student academic growth through consistent progress monitoring, targeted intervention, and acceleration, resulting in a higher percentage of students meeting or exceeding expected growth on STAAR/EOC assessments.

Staff Responsible for Monitoring: Principal, Academic Dean, Instructional Coach, Core Content Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 10

One in six SPED students will earn an advanced degree upon graduation

Evaluation Data Source: None

Strategy 1

Provide differentiated academic resources, technology, student support services, and organizational tools that increase access to rigorous coursework and postsecondary pathways for SPED students.

Strategy's Expected Result/Impact: Increased access to rigorous coursework and postsecondary opportunities for SPED students, resulting in improved academic success and increased attainment of college and career readiness indicators.

Staff Responsible for Monitoring: Principal, Academic Dean, SPED Teacher, College Advisor, Counselor, CIS Coordinator and Instructional Coach.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 11

One in three graduates will have earned college credits while in high school

Evaluation Data Source: None

Strategy 1

Provide instructional resources, technology, AP/advanced academic materials, student

organizational supports, and family communication resources that increase student access to and successful completion of college-credit opportunities while in high school.

Strategy's Expected Result/Impact: Increased student access to and successful completion of AP, OnRamps and other college-credit opportunities, resulting in increased college readiness and the percentage of graduates earning college credit while in high school.

Staff Responsible for Monitoring: Principal, Academic Dean, College Advisor, Counselor, and AP/ OnRamps Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 12

One in three graduates will have earned college credits while in high school

Evaluation Data Source: None

Strategy 1

Provide instructional resources, technology, academic materials, student organizational supports, and family communication resources that increase participation and success in dual credit, OnRamps, AP, and other college-credit opportunities.

Strategy's Expected Result/Impact: Increased student participation and successful completion of AP and OnRamps courses, resulting in increased college readiness and opportunities for students to earn college credit while in high school.

Staff Responsible for Monitoring: Academic Dean, College Advisor, Counselor, AP/OnRamps Teachers, and Principal.

Funding Sources: Copies for AP History Title I, Part A, 1.12.1, $420.07

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 13

Six in ten graduates will have earned an industry-based certification and complete a program of study while in high school.

Evaluation Data Source: None

Strategy 1

Provide instructional materials, technology, laboratory equipment, and hands-on project supplies that support the STEM endorsement and biomedical pathway, allowing students to develop and apply STEM-related knowledge and skills.

Strategy's Expected Result/Impact: Increased student participation and successful completion of the STEM endorsement and biomedical pathway through rigorous, hands-on learning experiences that strengthen STEM knowledge, skills, and career readiness.

Staff Responsible for Monitoring: Academic Dean, Instructional Coach, Biomedical/STEM Teachers, Counselor, College Advisor, and Principal.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 14

One in ten SPED graduates will be considered college ready in both reading and math through the TSI-A or the SAT assessments

Evaluation Data Source: None

Strategy 1

Provide differentiated college-readiness resources, technology, student organizational supports, and targeted instructional materials to prepare SPED students for success on the TSI-A and SAT reading and mathematics assessments.

Strategy's Expected Result/Impact: Increased college readiness among SPED students through targeted preparation and academic supports, resulting in a higher percentage of students meeting TSI-A and/or SAT college-readiness benchmarks in reading and mathematics. We will have 8th-10th grade students test for the PSAT in preparation for their Junior year when they take the SAT.

Staff Responsible for Monitoring: Principal, Academic Dean, SPED Teacher, College Advisor, Counselor, Instructional Coach, and Math/RLA Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Implement a campus-wide employee engagement initiative that promotes a positive school culture through consistent two-way communication, staff recognition, collaborative decision-making, and opportunities for employees to provide feedback. Campus leadership will review staff feedback regularly, identify areas of concern, implement responsive actions, and communicate follow-up steps to staff to increase employee satisfaction.

Strategy's Expected Result/Impact: Achieve an Employee Engagement Survey score of 4.0 or higher out of 5.0.

Staff Responsible for Monitoring: Leadership

Title I: 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 2 ☑ High Priority

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Evaluation Data Source: Parent Engagement Survey

Strategy 1

YWLA Leadership team will continue to implement progress monitoring surveys every quarter for employee engagement and respond to employee areas of concern.

Strategy's Expected Result/Impact: Employees will rate the campus on quarterly surveys with a score of 4.0 or higher.

Staff Responsible for Monitoring: Leadership team.

Funding Sources: Mail Stamps Title I, Part A, 2.2.1, $78

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 3 ☑ High Priority

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Evaluation Data Source: Sign-in sheets for the various parent, family, and community events hosted at the campus.

Strategy 1

YWLA will strengthen parent, family, and community engagement by providing meaningful opportunities for families and community stakeholders to actively participate in and support student success. The campus will host at least one parent/family engagement meeting, workshop, or activity each nine weeks focused on academic achievement, college and career readiness, student well-being, campus initiatives, and/or opportunities for families to partner with the school.

Strategy's Expected Result/Impact: Increased parent, family, and community participation and stronger school-family partnerships, resulting in greater stakeholder involvement in student academic achievement, college and career readiness, well-being, and overall student success. The campus will provide and document at least one meaningful engagement opportunity each nine weeks.

Staff Responsible for Monitoring: Principal, Academic Dean, Counselor, College Advisor, and CIS Coordinator

Funding Sources: HDMI Receiver Title IV, Part A, SSAEP, 2.3.1, $397.49

Title I: 2.5.3

Formative Reviews

November	March	May

Performance Objective 4 ☑ High Priority

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Evaluation Data Source: Student extracurricular participation rosters
Club and organization membership lists
Athletic team rosters
Fine arts program participation rosters
Student leadership organization rosters
Volunteer/community service participation records
Sign-in sheets and activity attendance records
Student participation survey
Campus student enrollment data
Semester and end-of-year participation reports comparing the number of unique students participating in at least one activity to total campus enrollment

Strategy 1

Students will be enrolled on at least one club, organization, extracurricular activity to include fine arts or sports.

Strategy's Expected Result/Impact: The campus will systematically monitor student participation in extracurricular activities and use participation data and student feedback to increase the number of students engaged in at least one activity, strengthening student belonging, engagement, academic success, and overall school connectedness.

Staff Responsible for Monitoring: Leadership, registrar, master schedule clerk.

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Implement a campus-based budget monitoring and resource allocation process to ensure fiscal responsibility and alignment of expenditures with campus priorities, student needs, and the Campus Improvement Plan. Campus administration will review expenditures and remaining balances monthly, prioritize spending that directly supports student achievement and campus goals, and adjust purchasing decisions as needed to remain within the allocated budget.

Strategy's Expected Result/Impact: The campus will maintain expenditures at or below the allocated budget while ensuring resources are strategically aligned to identified campus needs and improvement priorities. Regular monitoring will reduce unnecessary expenditures, support informed fiscal decision-making, maximize available resources, and ensure funding effectively supports student achievement, instructional programs, and campus operations.

Staff Responsible for Monitoring: Principal, Academic Dean, and campus financial/administrative staff.

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a First Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Implement and maintain consistent campus-level internal controls and monitoring procedures to ensure compliance with district financial, inventory, cash-handling, purchasing, and recordkeeping requirements. Campus administration will conduct periodic reviews of financial transactions, inventory records, cash-handling documentation, and required procedures and will promptly address identified discrepancies through corrective action and staff training.

Strategy's Expected Result/Impact: The campus will demonstrate strong fiscal accountability and compliance with district procedures, resulting in no material audit, compliance, inventory, cash-handling, or financial procedure findings attributable to the campus. Consistent monitoring will reduce financial risk, strengthen internal controls, safeguard district assets, and contribute to the District achieving a FIRST Rating of Standard Achievement or higher.

Staff Responsible for Monitoring: Principal, Academic Dean, Campus Business Clerk, and other designated campus personnel responsible for financial transactions, cash handling, and inventory management.

Formative Reviews

November	March	May

Performance Objective 3 ☑ High Priority

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Implement a comprehensive campus safety monitoring process to ensure all required emergency drills and exercises are completed within established timelines and in accordance with district and Texas School Safety Center requirements. Campus administration will routinely review safety procedures, maintain accurate drill documentation, conduct regular exterior door and facility security checks, and promptly address identified safety concerns to ensure continuous readiness for the Intruder Detection Audit.

Strategy's Expected Result/Impact: The campus will complete 100% of required safety drills and exercises and have no findings on the Intruder Detection Audit. Consistent implementation and monitoring of safety procedures will strengthen emergency preparedness, improve staff and student response during emergencies, maintain compliance with state and district requirements, and promote a safe and secure learning environment.

Staff Responsible for Monitoring: Principal, Academic Dean, Campus Safety Committee, and designated campus safety personnel.

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Young Women's Leadership Academy

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Not Applicable

Personnel for Young Women's Leadership Academy

Name	Position	FTE
N/A	N/A	0

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The Comprehensive Needs Assessment (CNA) process involved a collaborative review and analysis of multiple sources of campus data to identify strengths, areas of need, and root causes. Data reviewed included student achievement and academic growth, STAAR results, CCMR and graduation outcomes, special population performance, English language proficiency, school processes and programs, and stakeholder perceptions. Findings from the CNA were used to establish priority needs and guide the development of measurable goals, strategies, and action steps within the Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Our first CEC meeting took place on September 21, 2026 at 3:45 p.m. in the school library. Evidence of meeting is located in the 'Committee' section of the CIP. Our fist CEIC meeting took place on

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of the 2026–2027 Campus Improvement Plan (CIP) included opportunities for stakeholder input and collaborative review. On July 29, 2026, parents and families participated in a parent meeting where campus programs, needs, and opportunities for parent and family engagement were discussed. This provided an opportunity to gather stakeholder input to support campus planning.

On September 21, 2026, the Campus Educational Improvement Committee (CEIC) held its first meeting to review campus needs and provide input into the development of the CIP. The CEIC reviewed relevant campus data, discussed identified strengths and areas of need, and provided feedback regarding campus priorities, goals, and improvement strategies.

The CIP and Comprehensive Needs Assessment (CNA) will continue to be reviewed throughout the school year during scheduled CEIC meetings. Progress toward identified goals and strategies will be monitored, and revisions will be made as appropriate based on student performance data, implementation evidence, and stakeholder feedback. Documentation includes meeting agendas, sign-in/attendance records, meeting minutes, data reviewed, and other supporting evidence from CEIC and parent/family meetings.

2.2 Stakeholders 1114(b)(2)

Stakeholders were consulted throughout the development of the Campus Improvement Plan (CIP) through parent/family and CEIC meetings. Parents, staff, community members, and other campus stakeholders were provided opportunities to review campus needs, discuss priorities, and provide input regarding goals and improvement strategies. Stakeholder feedback was considered in the development and review of the CIP, and continued input will be gathered throughout the school year. Evidence of stakeholder consultation is included in the meetings listed in the Committee Section, including meeting agendas, attendance records, minutes, and supporting documentation.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Plan is posted on the district website.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Not applicable.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Not applicable.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Campus Improvement Plan (CIP) will be evaluated throughout the school year to monitor progress toward identified goals, performance objectives, and strategies. Evidence of CIP evaluation is located within the documented formative and summative evaluations, as well as in the minutes of CEIC meetings where progress, implementation, and outcomes are reviewed and discussed. Evaluation findings will be used to determine effectiveness and guide necessary adjustments to campus improvement efforts.