El Paso Independent School District

Young Women's STEAM Research & Preparatory Academy

2022-2023 Campus Improvement Plan

Mission Statement

To sustain a culture of the Young Women's STEAM Preparatory Academy that encompasses:

Self-Directed Learning

Trust, Respect, and Responsibility

Engagement in Community

Awareness and Preparation

Meaningful Connections

Vision

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

"We believe in…

- **Trust**
- **Respect**
- **Responsibility**
- **Service to Others**
- **Community**
- **Risk-taking**
- **Self-confidence**
- **Leadership**

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Demographics Summary

Demographics

Young Women's Steam Research & Preparatory Academy is the first single gender New Tech Network Academy in the nation and in the El Paso Independent School District. YWA currently serves students in grades 6-11 and will eventually serve students 6-12th grades. YWA adds a new cohort of 6th grade students each year. Student enrollment is based on interest in attending an all-girl school environment, an interest in STEAM concepts and participation (Science Technology Engineering Arts and Mathematics); and an interest in participating in Service-Learning experiences. This is the school's 5th year of implementation. Every student enrolled is on a EPISD Transfer. Several of our students commute across the city.

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Demographics Strengths

YWA midddle school population is meeeting the cohort enrollment expecation. Students are participating in sports extracurricular activities and participaing school functions, even though many were virtual. The caampus continues to enroll students from around the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student retention is a priority to ensure YWA has the enrollment it needs to provide the various opportunities for students. **Root Cause:** The number of extracurricular opportunities available, to include a variety of activities and sports offering, may play a role in YWA's enrollment.

Problem Statement 2: Having a highly qualified faculty is a priority to ensure YWA provides a rigorous and equitable curriculum to our diverse student population. **Root Cause:** YWA is limited in the number of teachers hired, future hires must meet the needs of the campus goals to include advanced course offerings and varied electives.

Problem Statement 3 (Prioritized): YWA retention rate from 8th grade to 9th grade is challenge . **Root Cause:** Students leave YWA to attend early college and P-TECH. YWA will research in becoming an Early College or P-Tech campus.

Problem Statement 4 (Prioritized): YWA Parental engagement has decreased since covid. **Root Cause:** YWA must find strategies that will engage parents to return to the campus.

Student Learning

Student Learning Summary

Student Learning Summary while the majority of students are performing at the Approaches and Meets level, there is still work to be done to ensure ALL students meet grade level standards and show mastery of standards. Students are challenged through Problem Based Learning lessons and are challenged to participate with the standards using non-traditional methods. Students who struggle with collaborative grouping or projects may need additional support with organizing ideas, working with team members and even structuring their time to balance other classes. The non-traditional methods of teaching places the student at the center of instruction where they use agency to determine their next steps. Our facilitators will have frequent checks to make sure all students are on track and if any one student is struggling they know how to ask for help as well. Students typically perform within the top three of any subject area in the district. Our data matches the assessment data we receive using Interim or Final Assessments. Our EOC tests showed great participation as these exams are required for graduation. YWA will be implementing several diagnostic exams at the beginning of the year to check on students' progress. Students who do not meet the exams expectations will be placed on a monitoring system and will be required to participate in 30 hours for each exam where they did not meet the mark. This year we will continue to focus on our EBs and SPED groupings to make sure students in these groups are meeting expectations and are provided intervention in a timely manner. Special Education students have shown progress, however we need to ensure all students are performing at grade level. We will closely monitor all SPED and EBs to make sure they are showing progress on all benchmarks and formative assessments during our Data Analysis/Data Talk PLCs.

Student Learning Strengths

Young Women's STEAM Academy provides a forward-thinking rigorous curriculum that fosters critical thinking in the areas of science, technology, arts, engineering, and mathematics (STEAM). Students in the program select one of three pathways based on their interests: Biomedical, Computer Science, and Engineering. These pathways align with the Texas Education Agency's endorsements in math and science and recognize student efforts that go beyond minimal state graduation requirements. Industry partners for work-based learning experiences and program sponsorship include Microsoft TEALS (Technology Education and Literacy in Schools) Academy, the University of Texas at El Paso's Engineering, Education, and Computer Science programs. Our amazing students always tend to rank in the top 3 in the district when it come to benchmarks and common assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): YWA students did not meet the goal of 60% Meets on the Math district common assessments and Math STAAR Interim assessments during the 2020-2021 school year. **Root Cause:** Teachers need more support in lesson differentiation for special populations to include GT, SPED, EB, and at-risk students. Teachers also need more support in disaggregating data to better guide their instruction to ensure a strong first teach

Problem Statement 2 (Prioritized): YWA students did not meet goal of 50% CCMR met for students in grades 9-11 in the 2021-2022 school year. **Root Cause:** Teachers need more support in lesson differentiation for College and Career Readiness preparation. Students need more opportunities and access to college readiness resources such as College Preparation class, TSI Bootcamp, and PSAT/SAT resources.

School Processes & Programs

School Processes & Programs Summary

We feel that the perception of the campus by the teachers, students, and parents is overall very positive. YWA does a great job communicating with families and engaging kids in programs, activities and setting a positive school culture. The community environment that has been created here allows for teachers to effectively teach their students and to work closely with struggling students. Faulty rapport with students is very respectful so we don't have any issues with students. Admin have a close relationship with students as well and know kids by name. Kids can also easily identify administrations because they've made themselves known in a positive way. Faculty and staff are approachable and kids are not afraid to ask questions or express concerns. This makes meaningful bonds and connections and allows for the positive culture to be built and not have behavioral issues in the classrooms.

School Processes & Programs Strengths

Communication – emails, calls, social media, texts… many different ways that YWA gets info out to parents and students.

Supporting students with struggling behavior – SEL activities, rapport between teachers and students is really strong because of the smaller population.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Young Women's Academy currently offers dual credit offerings such as Advanced Placement (AP) and UT Austin's OnRamps as the only dual credit options. **Root Cause:** Young Women's Academy will research ways to become an Early College, P-Tech program, and/or find ways for students to become certified in areas recognized for CCMR.

Problem Statement 2: Young Women's Academy does not offer intervention or college prep courses. **Root Cause:** Young Women's Academy master schedule and FTE allotment has not allowed the campus to provide intervention or college prep course like SAT prep, YWA will find opportunities within the day to ensure students are provided intervention and enrichment courses.

Perceptions

Perceptions Summary

We feel that the perception of the campus by the teachers, students, and parents is overall very positive. YWA does a great job communicating with families and engaging kids in programs, activities and setting a positive school culture. The community environment that has been created here allows for teachers to effectively teach their students and to work closely with struggling students. Faulty rapport with students is very respectful so we don't have any issues with students. Admin have a close relationship with students as well and know kids by name. Kids can also easily identify administrations because they've made themselves known in a positive way. Faculty and staff are approachable and kids are not afraid to ask questions or express concerns. This makes meaningful bonds and connections and allows for the positive culture to be built and not have behavioral issues in the classrooms.

Perceptions Strengths

Communication – emails, calls, social media, texts… many different ways that YWA gets info out to parents and students.

Supporting students with struggling behavior – SEL activities, rapport between teachers and students is really strong because of the smaller population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent engagement participation for 2021-2022 is still below the engagement seen prior to Covid. **Root Cause:** Although increasing parent engagement/participation has been challenging since covid, YWA will work closely with parents to identify activities that will re-engage parents and the community in YWA events.

Problem Statement 2 (Prioritized): YWA has seen learning gaps with students specifically in the area of Mathematics. **Root Cause:** YWA will ensure the staff is highly qualified and in place before the start of the school year and create a mentoring program to monitor and support planning and delivery of instruction.

Priority Problem Statements

Problem Statement 3: Student retention is a priority to ensure YWA has the enrollment it needs to provide the various opportunities for students.

Root Cause 3: The number of extracurricular opportunities available, to include a variety of activities and sports offering, may play a role in YWA's enrollment.

Problem Statement 3 Areas: Demographics

Problem Statement 2: YWA students did not meet the goal of 60% Meets on the Math district common assessments and Math STAAR Interim assessments during the 2020-2021 school year.

Root Cause 2: Teachers need more support in lesson differentiation for special populations to include GT, SPED, EB, and at-risk students. Teachers also need more support in disaggregating data to better guide their instruction to ensure a strong first teach

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Young Women's Academy currently offers dual credit offerings such as Advanced Placement (AP) and UT Austin's OnRamps as the only dual credit options.

Root Cause 7: Young Women's Academy will research ways to become an Early College, P-Tech program, and/or find ways for students to become certified in areas recognized for CCMR.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 1: Parent engagement participation for 2021-2022 is still below the engagement seen prior to Covid.

Root Cause 1: Although increasing parent engagement/participation has been challenging since covid, YWA will work closely with parents to identify activities that will re-engage parents and the community in YWA events.

Problem Statement 1 Areas: Perceptions

Problem Statement 4: YWA students did not meet goal of 50% CCMR met for students in grades 9-11 in the 2021-2022 school year.

Root Cause 4: Teachers need more support in lesson differentiation for College and Career Readiness preparation. Students need more opportunities and access to college readiness resources such as College Preparation class, TSI Bootcamp, and PSAT/SAT resources.

Problem Statement 4 Areas: Student Learning

Problem Statement 8: YWA has seen learning gaps with students specifically in the area of Mathematics.

Root Cause 8: YWA will ensure the staff is highly qualified and in place before the start of the school year and create a mentoring program to monitor and support planning and delivery of instruction.

Problem Statement 8 Areas: Perceptions

Problem Statement 5: YWA retention rate from 8th grade to 9th grade is challenge .

Root Cause 5: Students leave YWA to attend early college and P-TECH. YWA will research in becoming an Early College or P-Tech campus.

Problem Statement 5 Areas: Demographics

Problem Statement 6: YWA Parental engagement has decreased since covid.

Root Cause 6: YWA must find strategies that will engage parents to return to the campus.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 23, 2022

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 1: Curriculum and Instruction
By the end of the 2022-2023 school year, YWA overall will increase student academic performance from 41% to 50% overall, moving from a C to B, for middle school mathematics.

> **Evaluation Data Sources:** STAAR Results
> Campus and District Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will develop aligned STEAM Problem/Project Based learning experiences that integrate Math and ELA/literature, and cross disciplinary concepts, with real-world connections within each unit/lesson, intervention/enrichment, and Workshop days. YWA will purchase general supplies to meet the needs of the curriculum.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in student achievement as measured on Teacher, Campus, District Benchmarks, and STAAR.

Increase in student engagement as measured by Gallop Poll.

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Operation
Active Learning Leader
Teachers

- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 4: High-Quality Curriculum

Funding Sources: 185 General Supplies - 185 SCE (Campus) - 185.11.6399.019.000.019 - $3,500, 185 Reading Materials - 185 SCE (Campus) - 185.12.6329.019.30.000.019 - $2,030, 211 General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.019.24.801.019 - $74,519, 211 Library General Supplies - 211 ESEA Title I (Campus) - 211.12.6399.019.24.801.019 - $500, 211 Other Payroll - 211 ESEA Title I (Campus) - 211.13.6117.019.24.100.019 - $0, 211 Other Payroll Fringe (Fringes) - 211 ESEA Title I (Campus) - 211.13.614X.019.24.100.019 - $0

Strategy 2 Details	Reviews			
Strategy 2: Students will participate and attend various field trips to local STEAM community venues and other educational institutions to reinforce STEAM, math and reading/literature concepts. This strategy may include student materials, instructional resources, entrance/registration, and virtual fees.	Formative			Summative
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increase in student achievement as measured on Teacher, Campus, and District Benchmarks. Increase in student engagement as measured by Gallop Poll. Increase in STEAM interest and awareness as measured by YWA STEAM Interest Survey. **Staff Responsible for Monitoring:** Dean of Operations Principal Active Learning Leader Counselor - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** 211 Misc. Operating Cost - 211 ESEA Title I (Campus) - 211.11.6299.019.24.801.019, 211 Transportation for Students - 211 ESEA Title I (Campus) - 211.11.6494.019.24.801.019 - $530, 185 Misc. Contracted Services - 185 SCE (Campus) - 185.11.6299.019.30.00.019				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Young Women's Academy Facilitators will participate in campus PLCs, district trainings, and regional sponsored online, face to face, and out of town staff development opportunities to improve in their content knowledge and expertise. Staff development will support the building capacity of teachers based on their' needs to include: lesson planning, assessment, data analysis, best practices, differentiation, technology, intervention, culture, social emotional learning, PBIS, women studies, etc.. Substitutes will be utilized for release time.	**Oct**	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased opportunities for differentiated instruction to meet the needs of all learners.

Increased student performance and mastery of concepts as measured on STAAR Assessments.

Staff Responsible for Monitoring: Dean of Operations
Principal
Active Learning Leader

 - TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: 211 Misc. Operating Cost (Local staff development eg., Reg 19) - 211 ESEA Title I (Campus) - 211.13.6499.019.24.801.019 - $1,100, 211 Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.019.24.362.019 - $5,500, 211 Travel Subsistence Employee - 211 ESEA Title I (Campus) - 211.13.6411.019.24.801.019 - $1,500, 211 Substitutes - fringe - 211 ESEA Title I (Campus) - 211.11.6141.019.24.362.019 - $80, 211 Travel Subsistence Employee (College Board virtual) - 211 ESEA Title I (Campus) - 211.13.6411.019.24.915.019 - $175, 211 Teacher Reading/Reference Materials - 211 ESEA Title I (Campus) - 211.13.6329.019.24.801.019 - $1,000

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Young Women's Academy will purchase technology and provide staff development/training for teachers/staff and students to support their ease of use of technology. YWA will purchase technology and instructional material for the classrooms, library, makerspace, podcast rooms to be used by At-Risk, Economically disadvantage students to enhance the PBL curriculum in and out of the classroom.	**Oct**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Technology Professional Development Plan Increased student mastery of concepts on STAAR, Campus & District Benchmarks **Staff Responsible for Monitoring:** Principal Dean of Operations Dept. Chairs Active Learning Leader Librarian **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** 211 Technology - 211 ESEA Title I (Campus) - 211.11.6395.019.24.801.019 - $0, 211 General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.019.24.801.019 - $0, - 185 SCE (Campus) - 185.11.6299.019.30.000.019 - $0, 211 Misc. Costs - 211 ESEA Title I (Campus) - 211.11.6299.019.24.801.019 - $2,500				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: YWA will host two College & Career Expos per year that are aligned to STEAM traditional and non-traditional careers.	**Oct**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student interest and awareness of STEAM Careers **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Operations Facilitators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** 211 General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.019.24.801.019 - $3,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Young Women's Academy will increase our attendance rating by 2% points for the 2022-2023 school year.

Evaluation Data Sources: Six Weeks Attendance Reports
End of Year Attendance Report

Strategy 1 Details	Reviews			
Strategy 1: YWA will implement PBIS and SEL program to address and track any issues relating to student discipline, attendance, resiliency, missed work, and being responsible.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will increase end of year attendance rating to 97%.				
Staff Responsible for Monitoring: Dean of Operations				
Attendance Clerk				
Principal				
Teachers				
Attendance Clerk				
Counselor				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 3: Positive School Culture				
Funding Sources: 185 General Supplies - 185 SCE (Campus) - 185.11.6399.019.30.000.019, 185 General Supplies - 185 SCE (Campus) - 185.31.6399.019.30.000.019 - $1,500				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Populations to include Special Education and ELL students will increase in their academic performance in all areas by 3% in the Approaches, Meets, and Masters.

High Priority

Evaluation Data Sources: STAAR Results
Campus and District Benchmarks

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: YWA will provide Tier 3 instruction during intervention to include FlexDays, after school tutoring, one on one support, etc.. The curriculum for Tier 3 will be presented through a variety of formats/activities., including guest speakers, field trips, substitutes, online access to math and reading programs, STEAM activities to reinforce mastery of concepts. In addition, YWA will purchase online programs, misc contracted services, and web-based services to support special sub populations and struggling students. YWA will also provide parental awareness sessions and involvement to include testing requirements such as TELPAS night and AP night.	**Oct**	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Special Education students will improve in their academic performance on STAAR, campus and district benchmarks.

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Operation
Special Education Teacher
Counselor
Dept. Chairs
Teachers

 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction

Funding Sources: Tutoring Support for Students - 185 SCE (Campus) - 185.11.6146.019.30.100.019 - $5,000, 185 SCE Part Time Temp Support 9Non-certified tutors) - 185 SCE (Campus) - 185.11.6126.019.30.100.019 - $4,000, 185 Fringes for Tutoring (non certified) - 185 SCE (Campus) - 185.11.614*.019.30.30.100.019 - $662, 185 Misc. Contracted Services - 185 SCE (Campus) - 185.11.6299.019.30.000.019 - $5,000, 185-Misc. Operating Cost - 185 SCE (Campus) - 185.11.6499.019.30.000.019 - $1,200, 185-Other Payroll Payments - fringe (non-certified tutors) - 185 SCE (Campus) - 185.11.6141.019.30.100.019 - $58, 211 Other Payroll Payments - 211 ESEA Title I (Campus) - 211.11.6117.019.24.100.019 - $4,165, 211 Fringes (Certified tutors) - 211 ESEA Title I (Campus) - 211.11.614X.019.100.019 - $531

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Young Women's Academy will recruit highly qualified teachers to meet the needs of the campus to include Academic, Sports, and Extra Curricular positions.

    Evaluation Data Sources: YWA Teacher/Staff Retention Rate
YWA Hiring Process

Strategy 1 Details	Reviews			
Strategy 1: YWA will participate in the UTEP and District sponsored teacher recruitment fair to identify high quality candidates	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of opportunities to identify viable candidates for possible FTE positions with YWA. **Staff Responsible for Monitoring:** Increased number of opportunities to identify viable candidates for possible FTE positions with YWA. - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	**Oct**	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: YWA will implement a two-step interview process to identify qualified prospective candidates. Interview and modeling of lesson with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of qualified prospective candidates who are equipped to	**Oct**	**Dec**	**Mar**	**June**

meet the needs of YWA students and program needs.
Staff Responsible for Monitoring: Dean of Operations
Principal

 - TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive
School Culture

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student retention is a priority to ensure YWA has the enrollment it needs to provide the various opportunities for students. **Root Cause**: The number of extracurricular opportunities available, to include a variety of activities and sports offering, may play a role in YWA's enrollment.

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Budget Management - Goal

100% of Young Women's Academy facilitators, administrators, and staff will participate in mandated district fiscal and ethical responsibility trainings by the end of the 2022-2023 school year.

Evaluation Data Sources: Sign-In Sheets
Continuing Education Hours
Certificates

Strategy 1 Details	Reviews			
Strategy 1: Facilitators, administrators, and staff will participate in all district/campus staff development trainings, including self-selected trainings involving fiscal and ethical responsibility.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increase knowledge and awareness of EPISD fiscal and ethical responsibility. **Staff Responsible for Monitoring:** Dean of Operations Principal Secretary Facilitators - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Family & Community Engagement

Community Partnerships El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Family Engagement- Goal Young Women's Academy will increase parental involvement by 10% for the 2022-2023 school year.

Evaluation Data Sources: Parent Engagement Surveys
School Climate Survey
Sign-In Sheets
Agendas and Evaluations.

Strategy 1 Details	Reviews			
Strategy 1: YWA will host 2 parent Academies/School Wide EVENTS during the 2022-2023 school year to promote PBLs, STEAM, and College & Career Awareness. Academics will be face to face and virtual.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Parent engagement and participation will increase. Parent awareness and support of STEAM careers/opportunities will increase. **Staff Responsible for Monitoring:** Principal Principal Dean of Operations Parent Engagement Leader Dean of Counseling & School Culture Facilitators - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Reading Materials Parents - 211 ESEA Title I (Campus) - 211.61.6329.019.24.801.019, 211 General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.019.24.801.019 - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Parent Engagement Leader will host two or more monthly meetings to engage parents in their student's education and to support parents' personal/professional learning, including access to technology. Meetings will be available face to face and virtual.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parent engagement & participation in their daughters academic and college & career planning. **Staff Responsible for Monitoring:** Parent Engagement Leader Dean of Operations Dean of Counseling & School Culture Principal Facilitators **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.019.24.801.019 - $1,000, 211 Technology Equipment - 211 ESEA Title I (Campus) - 211.61.6395.019.24.801.019 - $800				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Family & Community Engagement

Community Partnerships El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 2: Partners in Education-Goal Young Women's Academy will seek and secure a partnership with at minimum 5 partners in education by the end of the 2022-2023 school year.

Evaluation Data Sources: Partners in Education- Approved in system

Strategy 1 Details	Reviews			
Strategy 1: YWA will seek and secure 5 partners in education to support campus needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase community involvement Support Retention and Recruitment Efforts Serve as a service learning partner **Staff Responsible for Monitoring:** Principal Teachers Assistant Principal Dean of Operations Campus Teaching Coach **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Oct**	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for Young Women's STEAM Research & Preparatory Academy

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.5
Brief Description of SCE Services and/or Programs

Personnel for Young Women's STEAM Research & Preparatory Academy

Name	Position	FTE
Anita Hacket	Campus Teaching Coach	0.5
Jessica Arellano	SCE Para LPAC	0.5
Martha Lopez	Campus Teaching Coach	0.5
Phenicia Massaquoi	MS New Tech ESOL Teacher	0.35
Rebecca Guerrero	HS New Tech ESOL Combo Teacher	0.35
Yhali Calderon	MS New Tech ESOL Teacher	0.3

Title I Personnel

Name	Position	Program	FTE
Victoria Ramirez	Parent Engagement Liaison	Young Women's Academy	.5

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">185 SCE (Campus)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>185 General Supplies</td><td>185.11.6399.019.000.019</td><td>$3,500.00</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>185 Reading Materials</td><td>185.12.6329.019.30.000.019</td><td>$2,030.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>185 Misc. Contracted Services</td><td>185.11.6299.019.30.00.019</td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td></td><td>185.11.6299.019.30.000.019</td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>185 General Supplies</td><td>185.11.6399.019.30.000.019</td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>185 General Supplies</td><td>185.31.6399.019.30.000.019</td><td>$1,500.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>185 Misc. Contracted Services</td><td>185.11.6299.019.30.000.019</td><td>$5,000.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>185 SCE Part Time Temp Support 9Non-certified tutors)</td><td>185.11.6126.019.30.100.019</td><td>$4,000.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>185-Misc. Operating Cost</td><td>185.11.6499.019.30.000.019</td><td>$1,200.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>185-Other Payroll Payments - fringe (non-certified tutors)</td><td>185.11.6141.019.30.100.019</td><td>$58.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>Tutoring Support for Students</td><td>185.11.6146.019.30.100.019</td><td>$5,000.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>185 Fringes for Tutoring (non certified)</td><td>185.11.614*.019.30.30.100.019</td><td>$662.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$22,950.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$22,950.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">211 ESEA Title I (Campus)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>211 Library General Supplies</td><td>211.12.6399.019.24.801.019</td><td>$500.00</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>211 Other Payroll</td><td>211.13.6117.019.24.100.019</td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>211 Other Payroll Fringe (Fringes)</td><td>211.13.614X.019.24.100.019</td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>211 General Supplies</td><td>211.11.6399.019.24.801.019</td><td>$74,519.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>211 Misc. Operating Cost</td><td>211.11.6299.019.24.801.019</td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>211 Transportation for Students</td><td>211.11.6494.019.24.801.019</td><td>$530.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>211 Substitutes - fringe</td><td>211.11.6141.019.24.362.019</td><td>$80.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>211 Teacher Reading/Reference Materials</td><td>211.13.6329.019.24.801.019</td><td>$1,000.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>211 Travel Subsistence Employee (College Board virtual)</td><td>211.13.6411.019.24.915.019</td><td>$175.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>211 Substitutes</td><td>211.11.6112.019.24.362.019</td><td>$5,500.00</td></tr>
</table>

			211 ESEA Title I (Campus)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	211 Travel Subsistence Employee	211.13.6411.019.24.801.019	$1,500.00
1	1	3	211 Misc. Operating Cost (Local staff development eg., Reg 19)	211.13.6499.019.24.801.019	$1,100.00
1	1	4	211 General Supplies	211.11.6399.019.24.801.019	$0.00
1	1	4	211 Misc. Costs	211.11.6299.019.24.801.019	$2,500.00
1	1	4	211 Technology	211.11.6395.019.24.801.019	$0.00
1	1	5	211 General Supplies	211.11.6399.019.24.801.019	$3,500.00
1	3	1	211 Fringes (Certified tutors)	211.11.614X.019.100.019	$531.00
1	3	1	211 Other Payroll Payments	211.11.6117.019.24.100.019	$4,165.00
4	1	1	211 General Supplies	211.61.6399.019.24.801.019	$1,000.00
4	1	1	Reading Materials Parents	211.61.6329.019.24.801.019	$0.00
4	1	2	211 Technology Equipment	211.61.6395.019.24.801.019	$800.00
4	1	2	General Supplies	211.61.6399.019.24.801.019	$1,000.00
				Sub-Total	$98,400.00
				Budgeted Fund Source Amount	$98,400.00
				+/- Difference	$0.00
				Grand Total Budgeted	$121,350.00
				Grand Total Spent	$121,350.00
				+/- Difference	$0.00