

Houston Independent School District

School Improvement Plan

2020-2021



Campus Name: YWCPA
Campus Number: 463
Principal Name: April Williams
School Support Officer Name: Edward "Dale" Mitchell
Area Superintendent Name: Cesar Martinez
Area School Office: Northwest

Mission Statement

Young Women's College Preparatory Academy aims to provide a nurturing environment for young women that encourages integrity, fosters social responsibility and develops the self-confidence necessary to attend and graduate college and become powerful women leaders in the global community.

School Profile

The Houston Independent School District opened the Young Women's College Preparatory Academy in August 2011 in partnership with the Young Women's Preparatory Network (YWPN). The school's enrollment is comprised of all females in grades 6 through 12. The 2014-15 academic year marked the school's first year with grade 12, and the campus graduated its first senior class (comprised of 44 students) in May of 2015. Our campus is in mid-town Houston and is also known as part of the Almeda Corridor. The Young Women's College Preparatory Academy teachers, parents, students, and staff work closely and collaboratively to support our campus mission and to provide all our students with a high quality, rigorous education in a safe environment. As we work to develop global leaders in the areas of Science, Technology, Engineering, and Math (STEM), we hold ourselves and our fellow stakeholders to a standard of excellence. Academic offerings include a rigorous college preparatory curriculum and STEM institute with leadership-focused activities. YWPN schools are recognized as offering the most distinctive high school leadership programs in the nation. As we address the needs of all learners, it is our duty to provide a nurturing environment that encourages individual integrity, fosters social responsibility, strengthens the mind and creates a powerful spirit of sisterhood which challenges all students to achieve excellence and provide them with the necessary knowledge and skills to become global leaders.

Shared Decision Making

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state Improvement Required sanctions or federal sanctions as a Focus or Priority campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all

students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

Membership Composition of the SDMC

Number of Classroom Teachers	2	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	1	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	2	Number of Business Members	1
Name of SDMC Member		Position (add date term expires)	
Rashoonda Williams Smith		Classroom Teacher	
Nelva Williamson		Classroom Teacher	
Sandra Lockett		School-Based Staff Member	
Demetra Jones		Business Partner	
Tiphany Burrell		Community Member	
Sonya McCann		Parent	
April Williams		Principal	

This information is from 2019-2020 SY. It may change if the Board adopts new goals

Mission

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Goal 1

The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

Goal 2

The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

Goal 4

The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

Strategic Priorities

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our

Transforming Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

School waivers from Board Policy/Guidelines

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2020-2021.

No

If you checked "Yes", the Waiver section below must be completed.

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL)

The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before.

No

Rationale for Waiver

Description:

Metrics of Success

Description:

CUSTOM WAIVERS – Complete for any custom waivers that were approved.

Title of Custom Waiver:

Description:

No		
Rationale for Waiver	Description:	
Metrics of Success	Description:	
Title of Custom Waiver:		
Description:		
No		
Rationale for Waiver	Description:	
Metrics of Success	Description:	

Student Outcome Data Trends

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAPR or accountability tables) from the last three years to complete this section.

Grade level	Subject tested	% at Meets Grade Level			Trend
		2017	2018	2019	
6th	Reading	59%	57%	54%	small decline
6th	Math	21%	30%	42%	increase
7th	Reading	58%	77%	81%	increase
7th	Writing	57%	57%	82%	increase
7th	Math	48%	38%	54%	increase
8th	Reading	77%	72%	88%	increase
8th	Math	31%	59%	69%	increase
8th	Science	44%	48%	56%	increase
8th	Social Studies	22%	27%	39%	increase
9th	Algebra I	74%	85%	86%	increase
9th	Biology	90%	88%	87%	small decline
9th	English I	86%	91%	93%	increase
10th	English II	77%	93%	95%	increase
11th	US History	83%	94%	84%	inconsistent

Domain Score Reflection

This section contains guiding questions to help the campus develop accountability goals for the year.

Domain 1 Reflection

Domain 1 Scale Score	94	
Distance from 70	24	-70
Domain 1 Goal Scale Score	98	100

Consider the following questions to determine the goal for this Domain:

What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal?

Level	2019 Values	New Value
Approaches	96	100
Meets	70	100
Masters	29	50

What changes to CCMR and/or graduation rate will you need to see to achieve your goal?

Component	2019 Values	New Value
CCMR Raw Score	71	93
Graduation Rate Raw Score	100	100

Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?

YWCPA does an effective job of getting students to pass STAAR. Our focus must remain on movign past the approaches level of learnign and into mastery of the content. Our numbers in Masters need to rise.

Domain 2 Reflection

Domain 2a Scale Score	81	
Distance from 70		-70
Domain 2a Goal Scale Score	90	
Domain 2b Scale Score	92	
Distance from 70		-70
Domain 2b Goal Scale Score	95	

Consider the following questions to determine the goal for this Domain:

What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?

2019 Value

New Value

How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score?

Goal academic growth raw score

Approximate total number of assessments

Approximate total growth points needed

0

0

What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal?

Approximate value needed for this goal

Difference from current value

STAAR

CCMR

If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?

Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3?

Domain 3 Reflection

Domain 3 Scale Score

100

Distance from 70

30

-70

Domain 3 Goal Scale Score

100

100

Consider the following questions to determine the goal for this Domain:

In each component, how many targets would you need to meet to achieve your Domain 3 goal?

Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal
Academic Achievement Status (ELA/Reading)		
Academic Achievement Status (Math)		
Growth Status (ELA/Reading)		
Growth Status (Math)		
Graduation Rate Status		
English Language Proficiency Status		
Student Success Status		
School Quality Status		

In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?

How will meeting your Domain 1 or 2 goals impact the All Students column?

Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?

ATTENDANCE - Closing The Student Gaps

DISCIPLINE - Closing The Student Gaps

Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	96.6	96.8	97.4	increase	African American	18			1	2	1	
Hispanic	96.8	96.4	97.1	increase	Hispanic	3	5	1	1	1		
White	95.7	93.7	96.7	increase	White							
American Indian	95.9	98.2	98.2	increase	American Indian							
Asian	98.7	98.3	99.1	increase	Asian							
Pacific Islander					Pacific Islander							
Two or More Races	93.2	92.5	94.8	increase	Two or More Races	1						
Special Ed	97.1	94.7	98.2	increase	Special Ed							
Eco. Disadv.	97.6	97.1	97.7	increase	Eco. Disadv.	2	3		1	1	1	
Special Ed (Former)					Special Ed (Former)							
EL	98.8	98.8	98.3	increase	EL	2	5					
Cont. Enrolled					Cont. Enrolled							
Non-Cont. Enrolled					Non-Cont. Enrolled							