



Hobby

2019-2020 Campus Improvement Plan



**Campus Number 101-845-014
8787 Tallyho Road
Houston, TX 77061**

YES PREP HOBBY CAMPUS IMPROVEMENT PLAN

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YES PREP HOBBY CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

Our mission is to increase the number of students from underserved communities who graduate from college prepared to lead.

2019-2020 SYSTEMWIDE INITIATIVES

YES Prep Hobby is part of the YES Prep Public Schools (YES Prep, system, or district) network of open-enrollment charter schools. Our systemwide initiatives are:

Mission Outcomes

1. Build consistently excellent schools that prepare all students to graduate from college prepared to lead.
2. Serve Houston's underserved communities at scale.

Strategic Priorities

1. Deeply engage the students, families, and communities we serve.
2. Recruit, develop, sustain, and retain extraordinary talent.
3. Build a diverse organization that values inclusivity and transparency.
4. Innovate and implement clear, manageable, and high-leverage academic systems.
5. Harness technology and operating systems that promote efficiency and accountability.
6. Be financially strategic and sustainable on public funding.

TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES

Every child, prepared for success in college, a career or the military.

1. Recruit, support, and retain teachers and principals.
2. Build a foundation of reading and math.
3. Connect high school to career and college.
4. Improve low-performing schools.

TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) REQUIREMENTS

- Element 1: SWP Comprehensive Needs Assessment (CNA)
- Element 2: SWP Campus Improvement Plan (CIP) Requirements
- Element 3: Parent and Family Engagement (PFE) Requirements

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SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Chase Sander	Principal
Marisa Alonzo	Director of Campus Operations
Roland Hernandez	Director of Student Support
Alicia Montgomery	Special Education Manager
Alex Staskiel	Literacy Specialist
Rito Cortez	Teacher
Jessica Hubbard	Teacher
Rebecca James	Teacher
Travon Jefferson	Teacher
Maria Nunez	Teacher
Emily Oesterling	Teacher
Sylvia Olandez	Teacher
Abigail Solis	Teacher
Wendy Neal	Community Member/Business Owner
Annette Toyama	Parent
Brenda Garza	Parent

Meetings and Community Access

Hobby's CNA and CIP were developed by the School Support Team (SST), which held three meetings. The final meeting was held on August 28, 2019. In addition to SST meetings, Mr. Chase Sander obtained input and feedback from students and parents during recruitment and registration activities, teachers during planning and beginning-of-year activities, and other principals, including principals who founded schools and completed the Title I, Part A Schoolwide approval process.

The CIP is available in English and Spanish at the campus front office, on the campus website, at PFE meetings, at parent and community engagement activities and events, and at the Garden Villas Community Center.

The PFE committee includes parents, the principal, and staff, and will begin holding flexible meetings in September 2019. The CIP will be updated to include the names of

PFE committee members. The committee will jointly develop and distribute the written PFE policy.

The CIP will be reviewed and updated quarterly during the 2019-2020 school year.

Campus Goals (Focus/Critical Areas) (described on Pages 11-20)

1. Meet or exceed Hobby's campus Domain I and III goals.
2. Successfully welcome the founding Class of 2026, and ensure school year and year-over-year persistence.
3. Build and maintain strong academic and cultural systems.
4. Onboard, train, and support teachers with instructional best practices.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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Managing Director of Federal & State
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Chase Sander

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COMPREHENSIVE NEEDS ASSESSMENT - SCHOOL PROFILE

YES Prep Hobby opened on August 15, 2019 to serve our founding class of 6th graders. A rising grade level will be added annually until Hobby serves Grades 6-12 in 2025-2026. Our school exists to equip all Aviators with the skills and knowledge to maximize their potential in a safe and inclusive environment to successfully create waves of change for the Greater Hobby area.

Student and Staff Demographics

The 2019-2020 schoolwide student demographics (estimates) are:

- ❖ 146 students in Grade 6
- ❖ Race & Ethnicity:
 - 92% Hispanic
 - 8% African American
- ❖ 74% economically disadvantaged
- ❖ 42.8% English Learners (ELs)
- ❖ 15.6% at-risk
- ❖ 3.4% Special Education (SpEd)

Furthermore, Hobby employs 16 teachers, administrators, and support staff.

Neighborhoods Served

Hobby serves students in the Greater Hobby Area, Golfcrest, Bellfort, and Reveille in southeast Houston. The subsections of these neighborhoods include South Belt/Ellington, Park Place, and Meadowbrook/Allendale.

Neighborhood Demographics

Greater Hobby Area:

- ❖ Race & Ethnicity:
 - 72% Hispanic
 - 18% African American
 - 7% White
 - 3% Asian
- ❖ Median Household Income: \$50,532
- ❖ Education Levels:

- 38% Have No Diploma
- 31% Have a High School Diploma
- 10% Have a Bachelor's Degree or Higher
- 21% Some College

Golfcrest, Belfort, and Reveille:

- ❖ Race & Ethnicity:
 - 68% Hispanic
 - 20% African American
 - 8% White
 - 3% Asian
 - 1% Data unavailable
- ❖ Median Household Income: \$34,731
- ❖ Education Levels:
 - 40% Have No Diploma
 - 32% Have a High School Diploma
 - 10% Have a Bachelor's Degree or Higher
 - 18% Some College

Strategies to Serve At-Risk Students

1. All students will be enrolled in double-block (100-minute) core Math and English Language Arts (ELA).
2. All students will be enrolled in a Reading Intervention (50-minute) class based on their fluency and comprehension levels.
3. All students who were not successful on their 5th Grade Math STAAR will be enrolled in a Tier 3 Math Intervention class using ST Math as part of a blended-learning curriculum.
4. We have a full-time SpEd Manager who will ensure that exceptional learners have the supports and instruction required by their Individualized Education Program (IEP).
5. We have a full-time Literacy Specialist who will work with dysfluent readers and ensure dyslexia services are provided for identified students.

Data Sources Examined during the CNA Process (Primarily data from Houston ISD and Pasadena ISD schools within the school boundary area)	Title I SWP Element (Page 3)
<ul style="list-style-type: none"> • TEA Accountability Ratings • STAAR data (disaggregated by subpopulation) • Persistence data (disaggregated by subpopulation) <ul style="list-style-type: none"> ○ Attendance data ○ School Leaver/withdrawal data • Student demographic data • EL student data • SpEd student data • At-risk student data • Other demographic data from public elementary schools within the attendance boundaries • Teacher performance and development data • Teacher feedback from beginning-of-year trainings • Recruitment activities (e.g., input from parents and community members) • Registration activities (e.g., input from parents) • Neighborhood demographic data and trends 	<p>1, 2, 3</p>

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STATE COMPENSATORY EDUCATION (SCE)

Policies and Procedures

YES Prep has systemwide written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students enter the SCE program
- How students are exited from the SCE program
- Cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to Hobby: \$191,154

The process we use to identify students at-risk is:

- Six-weeks documented interventions once a student is in the response to intervention (RTI) process.
- If the student does not improve after six weeks, they will be evaluated by the RTI team to identify other necessary interventions.
- Student would be identified as at-risk after the RTI team meets.

The process we use to exit students from the SCE program who no longer qualify is:

- The RTI team will evaluate at-risk students at the six-week point to determine if they need continued interventions; or
- Based on performance, should be exited from the SCE program.

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COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS

Federal funds will be integrated and coordinated with State and Local funds to meet the needs of all Hobby students.

Federal Funds

- Title I, Part A: \$57,723
- Special Education (IDEA-B): \$9,351
- National School Lunch Program: \$62,715
- Charter Schools Program (CSP) Grant: \$165,113

State and Local Funds

- General State: \$1,173,908
- State Compensatory Education: \$191,154
- Bilingual/ESL Program: \$35,440

YES PREP HOBBY CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR Domain I Hobby will achieve a 47% on Domain I (the average of Approaches and above, Meets and above, and Masters) on the STAAR test.	
CNA Focus Areas	1. Meet or exceed Hobby’s campus Domain I and III goals. 3. Build and maintain strong academic and cultural systems.
CNA Strengths	<ul style="list-style-type: none"> At Hobby, all four teachers who will be teaching STAAR tested courses (ELA and Math) have experience in the YES Prep system as STAAR-tested teachers. Our planning partner pairs (ELA and Math) all have approximately one decade of teaching experience between the two teachers. Additionally, all Hobby students will be enrolled in a tiered Reading Intervention class. At Hobby, our entire Directors team has previous leadership experience at YES Prep in a variety of areas and at multiple campuses. This perspective will allow us to stay focused on our goals and ensure that we are increasing student achievement.
CNA Needs or Challenges	<ul style="list-style-type: none"> As a brand-new YES Prep school, we do not have historical performance data to use to set strategic actions and priorities. Based on our analysis of Houston ISD and Pasadena ISD schools in our zone, we will have students entering our campus at a variety of achievement levels and varied school culture experiences. Based on neighborhood school data and the initial student data we have received, we will have a high percentage of students who are labeled as EL students. We will need to ensure that we are adjusting systems and instruction to support and reach students at all levels of language acquisition and proficiency.
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline	Fund Source
Enroll ALL students in Reading Intervention based on their fluency and comprehension testing.	Principal	STAAR Data R-CBM Data	BOY Reading Tier Data	MOY and EOY Benchmarking	SCE

	Literacy Specialist	Reading Intervention Curriculum, Texts, and Resources	5th Grade STAAR Data Unit Assessments Common Assessments STAAR Data		General State
Enroll at-risk students who were not successful on 5th Grade Math STAAR in Math Intervention/ST Math.	Principal SpEd Manager Director of Campus Operations	STAAR Data MAP Data Mobile Cart for Math Lab ST Math Licenses and Curriculum	STAAR Data MAP Data Unit Assessments Common Assessments	Progress Monitored Each Six Weeks	SCE General State
All Hobby teachers will have a dedicated Dean of Instruction to support their development and monitor ALL student achievement data.	Principal Literacy Specialist Teachers	Student Achievement Data Whetstone/Teacher Performance Data Weekly/Bi-Weekly One-on-One	IER Data Continuum Placement Data Student Achievement Data	MOY and EOY Holistic Ratings Ongoing Student Achievement Data	General State
ALL students will receive reteaching, tutoring, and remediation based on individual need. At-risk students will receive targeted support.	Principal Literacy Specialist Director of Student Support Teachers	Student Achievement Data Tutorial Plan STAAR Data	STAAR Data MAP Data Unit Assessments Common Assessments	Ongoing - increased tutorials in preparation for STAAR	SCE General State

GOAL #2 - STAAR Domain III
Hobby will meet 100% of relevant Domain III STAAR targets.

CNA Focus Areas	1. Meet or exceed Hobby’s campus Domain I and III goals. 3. Build and maintain strong academic and cultural systems.
CNA Strengths	<ul style="list-style-type: none"> Based on the data of neighboring schools with high EL populations, students have been able to achieve at the Approaches, Meets, and Masters level on their 5th grade math and reading assessments. With continued support from our Campus Literacy Specialist and targeted reading and math interventions, we will continue to support our ELs. We have hired a dedicated SpEd Manager for Hobby with multiple years of experience at YES Prep and in Houston ISD to ensure that our SpEd students have opportunities for success.
CNA Needs or Challenges	<ul style="list-style-type: none"> As we are still enrolling students and we await student achievement data from the state, we do not have a clear picture of past performance of the Hobby sub-populations. We will need to quickly analyze available data to ensure that we have set up our students and campus for academic success. Based on our analysis of neighborhood schools in our zone, our SpEd numbers vary by campus and district (Pasadena ISD schools 8-9% SpEd versus Houston ISD schools 5-7% SpEd). We will need to quickly ensure that we have all students identified and receiving the appropriate services.
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline	Fund Source
SpEd Manager will monitor SpEd student achievement on an ongoing basis and provide small group intervention.	SpEd Manager	Student IEPs STAAR Data MAP Data	STAAR Data MAP Data Unit Assessments	Twice Per Six Weeks (once at Progress Report and once at Report Card)	IDEA-B General State

		SpEd Classroom	Report Cards		
Teachers and Instructional Leaders will monitor ALL student achievement data on an ongoing basis to inform instruction decisions and provide a well-rounded education.	Principal Teachers SpEd Manager Literacy Specialist	Course Blueprint Unit Plans Unit Exams Data Tracker	Unit Assessments Quizzes Common Assessments Gradebooks	Ongoing - following Unit Exam and Report Card Timeline At least twice per six weeks	General State
Literacy Specialist will monitor EL student achievement on an ongoing basis and provide small group instruction and teacher development.	Literacy Specialist	STAAR Data MAP Data SpEd Classroom	STAAR Data MAP Data Unit Assessments Report Cards	Twice Per Six Weeks (once at Progress Report and once at Report Card)	Title III, Part A; Bilingual / ESL Program
Teacher professional development and coaching in supporting special population students.	Principal SpEd Manager Literacy Specialist	Student IEPs STAAR Data MAP Data Teacher Data	STAAR Data MAP Data Unit Assessments Report Cards	BOY Professional Development Ongoing in Teacher O3s	Title II, Part A; General State

GOAL #3 - Student Persistence 93% of Hobby students enrolled in the 2019-2020 school year will return to Hobby for 2020-2021.	
CNA Focus Areas	2. Successfully welcome the founding Class of 2026, and ensure school year and year-over-year persistence. 3. Build and maintain strong academic and cultural systems.
CNA Strengths	<ul style="list-style-type: none"> We have hired a Director of Student Support to focus on school culture and ensure that students feel safe at school. The Director of Student Support will ensure that students and families are engaged throughout the school year through campus-wide initiatives and events. We have hired six (out of eight) teachers who have previous teaching experience at YES Prep and in local schools who have experience building relationships with students and families. Multiple members of our staff are Spanish speakers, which will allow us to foster relationships with Spanish-speaking families to ensure there are open lines of communication between school and home.
CNA Needs or Challenges	<ul style="list-style-type: none"> We have enrolled students at Hobby who do not live inside our boundary area and whose families will need to provide transportation. We will need to ensure that these families stay engaged and committed to Hobby during the school year and as we transition into the 2020-2021 school year. We do not have a full-time Student Support Counselor on campus. We will be working closely with the district School Culture team to ensure that we have access to a counselor for support one-day a week, but this will limit the amount of counseling services we are able to provide on campus.
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline	Fund Source
Develop clear communication structures with families (e.g., weekly newsletter, Facebook, website).	Principal Dean of Campus Operations	Newsletter Parent Contact Information Facebook Page	Parent Survey Attendance	Parent Survey - Once Per Year Attendance - Daily	Title I, Part A

	Dean of Student Support				
Establish PFE Committee and Parent Association to connect parents to the school and community.	Principal Dean of Campus Operations Dean of Student Support	Parent Meeting Agenda Parent Meeting Calendar	Parent Survey Attendance	September 2019 Fall 2019 Spring 2019	Title I, Part A
Host parent events (e.g., Report Card Nights, Meet the Teacher, Fun Family Nights) throughout the school year. Flexible meetings (at least twice per day) for STAAR, TEKS, and Curriculum Nights will be held in the campus cafeteria.	Principal Dean of Campus Operations Dean of Student Support	Schedule of Events Calendar of Events	Every Six Weeks Parent Survey	September 2019 Fall 2019	Title I, Part A
Host events during Summer 2020 including sending post cards to retain students over the summer.	Principal Dean of Campus Operations Dean of Student Support	Schedule of Events Calendar of Events	Retention Data	Summer 2020	Title I, Part A

GOAL #4 - Average Daily Attendance
Hobby will maintain a cumulative Average Daily Attendance (ADA) rate of 96.5%.

CNA Focus Areas	<p>2. Successfully welcome the founding Class of 2026, and ensure school year and year-over-year persistence.</p> <p>3. Build and maintain strong academic and cultural systems.</p>
CNA Strengths	<ul style="list-style-type: none"> We have hired a Registrar who has previous experience as a YES Prep Attendance Clerk who will own the attendance clerk duties at Hobby during the 2019-2020 school year. Our Registrar has previous experience devising and creating systems to monitor attendance, incentivize attendance, and ensure that we comply with state and local attendance expectations. We have hired a Director of Student Support who has previous experience as a YES Prep Dean of Students to ensure that we are creating intervention plans and incentives to respond to and reward student attendance.
CNA Needs or Challenges	<ul style="list-style-type: none"> We do not have historical data on our students for their attendance to proactively plan strategies, interventions, and incentives. As the year begins, we will need to actively monitor our attendance to ensure that we meet this goal. As a founding campus, we will likely continue to enroll students after the first day of school and, therefore, we will need to ensure a strong onboarding experience for students and families to feel successful and connected to the school.
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline	Fund Source
Host parent events (e.g., Report Card Nights, Meet the Teacher, Fun Family Nights) throughout the school year. Flexible meetings (at least twice per day) for STAAR, TEKS, and	Principal Dean of Campus Operations	Schedule of Events Calendar of Events	Every Six Weeks Parent Survey	September 2019 Fall 2019 Spring 2019	Title 1, Part A

Curriculum Nights will be held in the campus cafeteria.	Dean of Student Support				
Perfect Attendance Awards and Recognition.	Attendance Clerk Dean of Student Support	Attendance Reports Attendance Certificates	Every Six Weeks	Ongoing - Each Six Weeks	General State
Create a plan of action for at-risk students and students of concern, including phone calls, home visit, and parent conferences.	Principal Attendance Clerk Dean of Student Support	List of students of concern Sample plans/intervention strategies Plan of action (letter, parent meetings, home visits, etc.)	Monthly attendance A1-A6 attendance reports Correlation between attendance and academic performance	Ongoing - Each Six Weeks	General State
Daily monitoring of attendance and sharing of data with staff via email.	Attendance Clerk	Email Distribution List Accurate Attendance Teacher Training on Attendance	Daily ADA Attendance	Daily during 2nd Period	General State

GOAL #5 - Grades 6-10 College Readiness
35% of Hobby students in Grades 6-10 will Meet or Master on both their Reading and Math STAAR tests (English I, English II, and Algebra I in High School)

CNA Focus Areas	1. Meet or exceed Hobby’s campus Domain I and III goals. 3. Build and maintain strong academic and cultural systems.
CNA Strengths	<ul style="list-style-type: none"> In reviewing the data from the neighborhood schools in our boundary area, there are high percentages of students who scored Meets or Masters on their 5th grade STAAR assessment. We will need to ensure that our teachers leverage differentiation to provide instruction to students at all levels and push students to grow. All of our STAAR tested teachers (ELA and Math) are experienced YES Prep teachers with track records of success on STAAR in their previously taught contents and at their previous campuses.
CNA Needs or Challenges	<ul style="list-style-type: none"> We are continuing to enroll students, so we do not have full access to all of the data at this time to have a true picture of our student achievement data. We are currently predicting to have a high percentage of EL students who will require additional interventions to ensure that they are able to perform at the Meets and Masters level.
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	3. Connect high school to career and college.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline	Fund Source
Teachers and Instructional Leaders will monitor ALL student achievement data on an ongoing basis to inform instruction decisions and provide a well-rounded education.	Principal Teachers SpEd Manager	Course Blueprint Unit Plans Unit Exams Data Tracker	Unit Assessments Quizzes Common Assessments Gradebooks	Ongoing - following Unit Exam and Report Card Timeline At least twice per six weeks	General State

	Literacy Specialist				
ALL students will be enrolled in double-blocked Math and ELA for a well-rounded education.	Principal Dean of Campus Operations	Master Schedule Student Data	Student Schedules	First Six Weeks	General State
Create incentives or awards for students who meet or exceed their course goals.	Principal Dean of Student Support	Rewards calendar Incentives	Unit exams Commons Assessments	EOY Common Assessments EOY STAAR exams	General State
Each STAAR Tested subject will have targeted goals and teachers will be transparent with students about their college readiness goal.	Principal SpEd Manager Literacy Specialist	5th grade data Data from the first two unit exams to set goals	Unit 1 scores Unit exam scores Common Assessment scores	Every Six Weeks Common Assessment 1 and Common Assessment 2 data dives EOY STAAR exams	General State