



Southside

**2019-2020
Campus
Improvement Plan**



**Campus Number 101-845-011
5515 South Loop East Freeway
Houston, TX 77033**

YES PREP SOUTHSIDE CAMPUS IMPROVEMENT PLAN

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YES PREP SOUTHSIDE 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 Southside 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

YES PREP SOUTHSIDE CAMPUS IMPROVEMENT PLAN

SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Jamie Downs	Principal
Marcus Rucker	Director of Student Support
Erin Sadler	Director of Academics
Schrese Wright	Director of Campus Operations
Sheporah Johnson	Teacher
Kate Moss	Teacher
Aaron Steele	Teacher
Mary Francis	Parent
Jalen Henry	Community Member

Meetings and Community Access

Southside's CNA and CIP were developed by the School Support Team (SST). The final CNA meeting was held on August 19, 2019.

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

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

Campus Goals (Focus/Critical Areas) (described on Page 11)

1. Southside will achieve a 51% on Domain I (the average of "Approaches" and above, "Meets" and above, and "Masters") on the STAAR test.
2. Southside will meet 100% of relevant Domain III STAAR targets.
3. 92.3% of Southside's students enrolled in the 2019-2020 school year will return to Southside for 2020-2021.
4. Southside will maintain a cumulative Average Daily Attendance rate of 96%.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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YES PREP SOUTHSIDE CAMPUS IMPROVEMENT PLAN

COMPREHENSIVE NEEDS ASSESSMENT - SCHOOL PROFILE

YES Prep Southside was founded in 2015 to serve students in Grades 6-12. We exist to eliminate educational inequity by partnering with the Southside community. We develop Giants who are ready to excel in and graduate from a four-year college. We empower Giants to demonstrate resilience and integrity, advocate for self and their community, and always strive for excellence.

Student and Staff Demographics

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

- ❖ 690 students in Grades 6-10
- ❖ Race & Ethnicity:
 - 48.44% African American
 - 0.71% American Indian
 - 0.14% Asian
 - 49.29% Hispanic
 - 0.99% White
- ❖ 90.79% economically disadvantaged
- ❖ 15.72% English Learners (ELs)
- ❖ 41.22% at-risk
- ❖ 6.37% special education (SpEd)

Moreover, Southside employs 46 teachers and 30 administrators and support staff.

Neighborhoods Served

Southside serves students in the Third Ward, Yellowstone, OST/South Union, Southpark, and Sunnyside neighborhoods.

Neighborhood Demographics

The neighborhoods we serve are 56% African-American, 41% Hispanic, and 3% Other.

Strategies to Serve At-Risk Students

1. Retained students will have academic interventions in place at the beginning of year. Teachers will begin collecting work samples to show progress or the need to go through Response to Intervention (RTI). These students will also have check-ins with their grade level Student Support Counselor.

2. Attendance meetings with parents for truant students will happen within the first two weeks of school to discuss the importance of attendance, Texas Law, truancy, and how it can affect their grades and test scores.
3. Identified students with behavioral concerns will meet with the Principal or the Director of Student Support by the end of the first six weeks of school to go over performance from last year, expectations for this year, and make a commitment contract.
4. Revamp in-school suspension structure to make it meaningful and for students to restore harmed relationships. Students will engage in circles and community giving.
5. We will partner with a variety of organizations to provide additional services to our students. A few are: Change Happens! to support our 8th graders becoming responsible teenagers, HYPE 2.0), and Girls, Inc. to promote healthy relationships and self image.

Data Sources Examined during the CNA Process	Title I SWP Element
<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 Southside: \$972,393

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

- Six-weeks documented interventions once a student is in the response to the 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.

YES PREP SOUTHSIDE CAMPUS IMPROVEMENT PLAN

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 Southside students.

Federal Funds

- Title I, Part A: \$293,633
- Special Education (IDEA-B): \$138,174
- National School Lunch Program: \$279,185

State and Local Funds

- General State: \$5,220,713
- State Compensatory Education: \$972,393
- Bilingual/ESL Program: \$108,091

YES PREP SOUTHSIDE CAMPUS IMPROVEMENT PLAN

GOAL #1 - STAAR Domain I	
CNA Focus Areas	Southside will achieve a 51% on Domain I (the average of “Approaches” and above, “Meets” and above, and “Masters”) on the STAAR test.
CNA Strengths	One area of strength for Southside is the vertical alignment in curriculum that has produced growth for our students. We can see that students are growing as they matriculate through the grade levels and there is a strong correlation in performance. Additionally, our instructional team is balanced with content knowledge and experience and will be able to support our teachers and students as we pursue our rigorous goals.
CNA Needs or Challenges	The challenge for us to collaborate and consistently support Southside to ensure that students are receiving consistently aligned instruction. Since 6th graders come in from different schools and without a strong data point, we will need to place an emphasis on alignment in the intervention courses. We want to ensure that students enter into a strong academic culture and have the necessary scaffolds to excel.
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
Implement the YES Prep Coaching Model with a focus on gathering context before the observation, determining a clear action step, and coaching in a way that provides in the moment feedback and allows for practice	School Director Director of Academics Deans of Instruction	Tableau Sharepoint (houses all instructional planning documents) Whetstone (houses all teacher evaluation data)	Baseline Data: 2018-2019 teacher performance and retention data, 2018-2019 student achievement data Monitoring Sources: Whetstone, Director of Academics / Dean of	Norming observations: August, September, October, November Non-instructional evaluation check-ins: November and February

	Literacy Specialist SpEd Manager	Materials from the Coaching Institute	Instruction check-ins, and non-instructional evaluative check-ins	
Data driven analysis - increase the use of and effectiveness of data-driven analysis, planning, and action	Director of Academics	Deep data dive document Tableau	Baseline data: initial examination of data practices by Director of Academics Monitoring Sources: three deep data dives during the leadership meetings, Dean of Instruction / teacher unit and common assessment analysis	Ongoing
Lesson Planning - increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction	Director of Academics	Lesson plan template from district Rubric to be utilized when Leadership Team checks lesson plans	Baseline Data: plans submitted during in-service Monitoring Sources: Sharepoint site (uploaded instructional documents)	Five lesson plan checks for all teachers in first six weeks Ongoing monitoring
Hiring a full-time SpEd Manager and additional Dean of Instruction	Principal Director of Academics	Budget to hire specialized training and support	Baseline Data: 2018-2019 STAAR performance data for special populations Monitoring Source: student performance data on unit assessments and STAAR. Teacher	Every three weeks report card and data review

			observations / teacher data	
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GOAL #2 - STAAR Domain III

CNA Focus Areas	<p>Southside will meet 100% of relevant Domain III STAAR targets.</p> <ul style="list-style-type: none"> ○ SpEd Math Growth ○ SpEd ELA Growth ○ SpEd Math Achievement ○ SpEd ELA Achievement ○ English Language Proficiency Status
CNA Strengths	<ul style="list-style-type: none"> ● Student Achievement Domain Score was strong. Southside met all targets except for our White student population and our former SpEd student population. ● We exceeded our goals for African American students in STAAR Academic Growth, and this is our largest student population.
CNA Needs or Challenges	<ul style="list-style-type: none"> ● We need to more strategically support our SpEd students. They did not meet their targets in both Academic Achievement and Academic Growth. ● We need to more strategically support our EL students. We did not meet our targets of growth on TELPAS by 10% points.
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
Hiring a full-time SpEd Manager and additional Dean of Instruction	School Director Director of Academics	Budget to hire specialized training and support	Baseline Data: 2018-2019 STAAR performance data for special populations	Every three weeks report card and data review

			Monitoring Source: student performance data on unit assessments and STAAR. Teacher observations / teacher data	
Lesson Planning - increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction	Director of Academics	Lesson plan template from district Rubric to be utilized when Leadership Team checks lesson plans	Baseline Data: plans submitted during in-service Monitoring Sources: Sharepoint site (uploaded instructional documents), classroom observations	Five lesson plan checks for all teachers in first six weeks Ongoing monitoring
Implement the YES Prep Coaching Model with a focus on gathering context before the observation, determining a clear action step, and coaching in a way that provides in-the-moment feedback and allows for practice	School Director Director of Academics Deans of Instruction Literacy Specialist SpEd Manager	Tableau Sharepoint (houses all instructional planning documents) Whetstone (houses all teacher evaluation data) Materials from the Coaching Institute	Baseline Data: 2018-2019 teacher performance and retention data, 2018-2019 student achievement data Monitoring Sources: Whetstone, Director of Academics / Dean of Instruction check-ins and non-instructional evaluative check-ins	Norming observations: August, September, October, November Non-instructional evaluation check-ins: November and February

GOAL #3 - Student Persistence

CNA Focus Areas	92.3% of Southside's students enrolled in the 2019-2020 school year will return to Southside for 2020-2021.
CNA Strengths	Opportunities exist for our students through athletics, ACE (e.g., dance), events, and partnerships.
CNA Needs or Challenges	<ul style="list-style-type: none"> • School Joy: acknowledgement of student efforts and success spirit weeks, dances (athletic fundraiser), staff competitions, and random raffles; and 2) • Behavior System: consistency and accountability (e.g., sweating the small stuff)
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
Build school community through grade level identities, community, and student celebrations	Director of Student Support	Prioritized time in the school day for community Community scope and sequence Student programming budget Community Personnel	Baseline Data: 2018-2019 Student Survey data Monitoring Sources: student support calendar, on-going Student Survey data, reviewing / observing community classes and programming	Prior to the start of school and ongoing monitoring every six weeks
Monthly student programming targeted toward student / family needs and college exposure	Principal Director of Student Support	Prioritized time for student programming Student programming budget	Baseline Data: 2018-2019 Student Survey data	Prior to the start of school and ongoing monitoring every six weeks

	Deans of Students Student Support Counselors Director of Academics	Student council Field trip budget	Monitoring Sources: student support calendar, on-going Student Survey data, reviewing / observing student support meeting and programming	
Lesson Planning - increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction	Director of Academics	Lesson plan template from district, rubric to be utilized when Leadership Team checks lesson plans	Baseline Data: plans submitted during in-service Monitoring Sources: Sharepoint site (uploaded instructional documents), classroom observations	Five lesson plan checks for all teachers in first six weeks Ongoing monitoring
Consistently meet with parents of students who are struggling academically, behaviorally, or both	Principal Director of Student Support Deans of Students Deans of Instruction Student Support Counselors	Prioritized time for parent meeting Traning on effective parent engagement Community resources for family needs	Baseline Data: 2018-2019 Student Survey data; 2018-2019 behavior data Monitoring Sources: student support calendar, on-going Student Survey data, reviewing / observing student support, meeting and programming	This will occur on a regular / as needed basis and at progress reports and report card time

	Director of Academics			
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GOAL #4 - Average Daily Attendance

CNA Focus Areas	Southside will maintain a cumulative Average Daily Attendance (ADA) rate of 96%.
CNA Strengths	<ul style="list-style-type: none"> • ACE is probably one of our greatest campus strengths as it pertains to this goal because students know that they have access to various programs that they value, and students come to school to experience the joy and discovery of those programs. • Equally, we have some founding staff members on campus that the students love and respect. Many of the students come to campus for the support that they have grown to appreciate from those staff members.
CNA Needs or Challenges	On Wednesday early dismissal days, Southside has consistently experienced dips in our ADA. We have not figured out how to make Wednesdays a day students would not want to miss.
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
Daily tracking and communication with absent students	Director of Student Support Director of Campus Operations Operations Coordinator	School Messenger eSchoolPLUS	Baseline Data: 2018-2019 student attendance data Monitoring Source: Cardstock communication log	Ongoing
Monthly student programming targeted toward student / family needs and college exposure	Principal	Prioritized time for student programming	Baseline Data: 2018-2019 Student Survey data	Prior to the start of school and ongoing

	<p>Director of Student Support</p> <p>Deans of Students</p> <p>Student Support Counselor</p> <p>Director of Campus Operations</p>	<p>Student programming budget</p> <p>Student Council</p> <p>Budget for field trips</p>	<p>Monitoring Sources: student support calendar, on-going Student Survey data, reviewing / observing student support meeting and programming</p>	<p>monitoring every six weeks</p>
<p>Build school community through grade level identities, advisory, and student celebrations</p>	<p>Deans of Students</p>	<p>Prioritized time in the school day for advisory</p> <p>Advisory curriculum</p> <p>Student programming budget</p> <p>Advisory personnel</p>	<p>Baseline Data: 2018-2019 Student Survey data</p> <p>Monitoring Sources: student support calendar, on-going Student Survey data, reviewing / observing advisory classes and programming</p>	<p>Prior to the start of school and ongoing monitoring every six weeks</p>
<p>Lesson Planning - increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction</p>	<p>Director of Academics</p>	<p>Lesson plan template from district</p> <p>Rubric to be utilized when Leadership Team checks lesson plans</p>	<p>Baseline Data: plans submitted during in-service</p> <p>Monitoring Sources: Sharepoint site (uploaded instructional documents)</p>	<p>Five lesson plan checks for all teachers in first six weeks</p> <p>Ongoing monitoring</p>