



Southwest

**2019-2020
Campus
Improvement Plan**



**Campus Number 101-845-002
4411 Anderson Road
Houston, TX 77053**

YES PREP SOUTHWEST CAMPUS IMPROVEMENT PLAN

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YES PREP SOUTHWEST 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 Southwest 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

Eric Espinoza	Principal
Laureen Wimbley	Middle School Dean of Students
Noela Garcia	Executive Assistant
Rosa Galvan	MFA Parent
Araceli Berlanga	Parent
Raquel Rodriguez	Parent
Maria Villalba	Parent

Meetings and Community Access

Southwest’s CNA and CIP were developed by the School Support Team (SST). The final CNA meeting was held on August 30, 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 12)

1. Southwest will achieve a 60% on Domain I (the average of “Approaches” and above, “Meets” and above, and “Masters”) on the STAAR test.
2. Southwest will meet 100% of relevant Domain III STAAR targets.
3. 55% of Southwest’s Class of 2020 will have a college ready SAT score of 480 in Reading and 530 in Math.
4. 94.7% of Southwest’s students enrolled in the 2019-2020 school year will return to Southwest for 2020-2021.
5. Southwest will maintain a cumulative Average Daily Attendance rate of 97%.
6. 54% of Southwest students in Grades 6-10 will “Meet” or “Master” on both their Reading and Math STAAR exams (English I, English II, and Algebra I in High School).

CIP Contact Information

Any questions regarding this CIP should be directed to:

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COMPREHENSIVE NEEDS ASSESSMENT - SCHOOL PROFILE

YES Prep Southwest was founded in 2004 to serve students in Grades 6-12. Our Why - ALL children have the right to educational opportunity. Our How - Build community, fight for educational equity, and commit to continuous improvement. Our What - We provide equitable access to a college-ready education that prepares all students to lead choice-filled lives.

Student and Staff Demographics

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

- ❖ 996 students in Grades 6-12
- ❖ Race & Ethnicity:
 - 5.41% African American
 - 0.10% American Indian
 - 0.10% Asian
 - 93.90% Hispanic
 - 0.39% White
- ❖ 88.88% economically disadvantaged
- ❖ 22.05% English Learners (ELs)
- ❖ 37.50% at-risk
- ❖ 3.84% special education (SpEd)

Moreover, Southwest employs 60 teachers and 31 administrators and support staff.

Neighborhoods Served and Demographics

Southwest serves students in Hiram Clarke, and the area is predominantly African American and Latino.

Strategies to Serve At-Risk Students

1. Rigorous and aligned daily instruction
2. Identification and response to lagging skills
3. Consistent data meetings
4. Strategic reteaching

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 style="text-align: center;">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 Southwest: \$1,472,718

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 Southwest students.

Federal Funds

- Title I, Part A: \$444,717
- Special Education (IDEA-B): \$102,644
- National School Lunch Program: \$402,997

State and Local Funds

- General State: \$7,535,986
- State Compensatory Education: \$1,472,718
- Bilingual/ESL Program: \$116,360

YES PREP SOUTHWEST CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR Domain I	
CNA Focus Areas	Southwest will achieve a 60% on Domain I (the average of “Approaches” and above, “Meets” and above, and “Masters”) on the STAAR test.
CNA Strengths	Southwest has relatively strong performance when it comes to the percentage of our students who meet the Approaches GL threshold. We also have stronger Domain I performance in our non-ELA high school EOC courses (Algebra I, Biology, and US History).
CNA Needs or Challenges	Our biggest focus area for the STAAR Domain I goal is ensuring that more students are meeting the “Meets Grade Level” and “Masters Grade Level” thresholds. Some of that is continuing to push teacher mindset around earning “Approaches Grade Level” not being good enough as a goal, and some of it comes in understanding the level of rigor at which students should be consistently working in order to perform at the “Meets Grade Level” and “Masters Grade Level” thresholds.
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
Differentiated teacher support via observations and coaching	Director of Academics Deans of Instruction	Whetstone Top 10 Get Better Faster scope and sequence	Unit exam data Common Assessment data	Ongoing - at least one checkpoint with each teacher every two weeks
Weekly data meetings	Director of Academics	Student work examples from teachers	Independent student work (Independent Practices, exit ticket, quizzes, etc.)	Ongoing - two-three times per unit

	Deans of Instruction			
Unit exam data dives	Director of Academics Deans of Instruction	District assessment tracker AWARE Data analysis spreadsheet	Unit exam data	After each unit

GOAL #2 - STAAR Domain III

CNA Focus Areas	Southwest will meet 100% of relevant Domain III STAAR targets. <ul style="list-style-type: none"> • Non-Continuously Enrolled English Language Arts (ELA) Achievement • SpEd Math Achievement • SpEd ELA Achievement • Non-Continuously Enrolled ELA Growth • English Language Proficiency Status
CNA Strengths	Percent of students from selected subpopulations who “Meet” or “Master” on the Math and ELA STAAR or meet the TELPAS proficiency target. Domain III is measured by number of targets met.
CNA Needs or Challenges	Our SpEd Students are very far from hitting their targets. In ELA, we are 24 points below our target. In Math, we are 26 points below our target. We have taken steps to address these gaps this year, including strategic scheduling and hiring a SpEd Manager with experience.
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
Strategic response to data -- Teachers will have data meetings once every 2-3 weeks tracking their performance and adjusting instruction	Director of Academics	Teachers will need completed student work from multiple levels of student performance.	Deans of Instruction plan on using graded assignments during meetings to assess alignment, mastery, and rigor.	Once every three weeks
Data tracking in Grade Level Meetings -- We will have a data dive into college ready data in grade level teams once per six weeks.	Director of Student Support	Data from Power BI and other sources	We used last year's data on each cohort to set goals this year.	Once every six weeks

			We used 5th grade STAAR to set 6th grade goals.	
Celebrating college readiness and college ready growth -- This year, staff and students will be recognized for their performance and growth aligned to our campus college ready goals.	Principal	Data from Power BI and other sources	We used historical performance from last year's unit exams and Common Assessments to ensure the thresholds were rigorous and attainable.	Once every six weeks

GOAL #3 – Senior SAT Performance

CNA Focus Areas	55% of Southwest’s Class of 2020 will have a college ready SAT score of 480 in Reading and 530 in Math.
CNA Strengths	<ul style="list-style-type: none"> • Currently, 42% of 2020 is college ready (4th in the district). • 15% increase from 1st to 2nd administration. • 20 more students have met one of the benchmarks (EBRW/Math) and are only 10-30 points away from meeting the other benchmark. Those 20 students are registered for the October SAT. Another 40-50 students have signed up for October test. (Roster report from College Bound will be available in a few days.) • Class of 2021, 52% met the PSAT benchmark last October.
CNA Needs or Challenges	Challenge is senior year and getting kids motivated to take the test a potential third time, which is usually an out-of-pocket cost for them, and test-prep skills are rusty. We have offered after-school test-prep with mixed attendance. Historically, we have done a good job of getting “bubble kids” to achieve benchmark scores but last year, Class of 2019, scores plateaued or declined.
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
Data analysis and targeted intervention of bubble students	College Initiative Team	<ul style="list-style-type: none"> • College Board Score Reports • Master Advising Spread Sheet • Khan Academy 	We used historical performance for every student to identify bubble students.	This will occur between the first and second administration.
Weekly grade checks for students	College Initiative Team	<ul style="list-style-type: none"> • ESchool Plus – progress reports and report cards 	We will use eSchoolPLUS gradebooks to monitor GPA.	Weekly in advisory

		<ul style="list-style-type: none"> • Access to Home Access Center • Reflection document 		
Administering SAT a 3rd time senior year	College Initiative Team	<ul style="list-style-type: none"> • College Board Roster Report • Master Advising Spread Sheet • College Bound fee waivers 	For a select few, we will recommend students retake the SAT to hit the college ready goal.	This will occur in the Spring of senior year.

GOAL #4 - Student Persistence

CNA Focus Areas	94.7% of Southwest's students enrolled in the 2019-2020 school year will return to Southwest for 2020-2021.
CNA Strengths	We led the district in student persistence and two areas of strength that contributed to this are our schoolwide academic probation system for supporting academic students of concern, and targeted support of attendance students of concern.
CNA Needs or Challenges	Disproportionately our Black/African American students are not persisting. Persistence for students that do not come to Southwest in 6th grade is also disproportionately lower compared to students that start with us in 6th grade.
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
All-staff professional development on supporting students of concern	Director of Student Support	Lost at School as a guiding text Intervention Support Plans (ISPs)	Discipline data (detentions, suspensions) Persistence rates of students of concern	In-service through the end of the school year
Academic Probation System	Director of Student Support	Failure reports in Tableau	Academic data dives at the end of each six-weeks Academic Probation Nights and Academic Probation logs	Every six weeks

			Failure reports and credit recovery enrollments	
Case management and RTI Team	Director of Student Support	Intervention Support Plans	Grade level tracking of SOC's Discipline data Academic data	Bi-weekly

GOAL #5 - Average Daily Attendance

CNA Focus Areas	Southwest will maintain a cumulative Average Daily Attendance (ADA) rate of 97%.
CNA Strengths	We consistently beat the district goal (96.5%). Last year our average was 96.65%
CNA Needs or Challenges	Last year's average is still below this year's goal of 97%. We have to do a better job of implementing early interventions on an individual and grade level basis.
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 attendance reports	Attendance Clerk	eSchoolPLUS ADA report	Will send out a daily bulletin to let staff know who is absent and our daily progress to 97% ADA	Daily, all year
Weekly attendance summaries	Attendance Clerk Director of Campus Operations	eSchoolPLUS ADA report	Will run weekly attendance report (Thur-Thur) and create slide for advisory to show students their progress to ADA goal	Every Thursday run report, every Monday include slide in advisory
Grade level attendance incentives	Director of Campus Operations	eSchoolPLUS report Grade level prizes	At the end of every six weeks, the grade levels with 98% ADA or higher receive a prize during lunch (e.g., popsicles).	Every six weeks

Parent meetings	Director of Campus Operations Attendance Clerk Attendance committee as needed	eSchoolPLUS report	At the 3rd unexcused absence, Director of Campus Operations and Attendance Clerk will hold a parent meeting.	Every 3rd unexcused absence
Attendance Committee meetings	Attendance committee	eSchoolPLUS reports Meeting space	The campus attendance committee will meet at every Interim Progress Report and Report Card date to discuss chronically absent students and plan interventions.	Every 3 weeks (at Interim Progress Report and Report Card)

GOAL #6 - 6-10th Grade College Readiness

CNA Focus Areas	54% of Southwest students in Grades 6-10 will “Meet” or “Master” on both their Reading and Math STAAR exams (English I, English II, and Algebra I in High School).
CNA Strengths	Math 6 and Algebra I are two courses where we are performing better for this goal, but overall it is not an area of strength for us.
CNA Needs or Challenges	Students performing at the “Meets Grade Level” and “Masters Grade Level” thresholds for Reading/English courses is the biggest challenge we have in terms of this goal. Outside of a few individual teachers whose students perform at these levels, we have had a relatively young ELA teacher team in 7th-9th grade, so building their foundational skills along with the skill of differentiating for students at varying levels has been difficult.
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
Differentiated teacher support via observations and coaching	Director of Academics Deans of Instruction	Whetstone Top 10 Get Better Faster scope and sequence	Unit exam data Common Assessment data	Ongoing - at least one checkpoint with each teacher every two weeks
Weekly data meetings	Director of Academics Deans of Instruction	Student work examples from teachers	Independent student work (e.g., Independent Practices, exit ticket, quizzes)	Ongoing - two-three times per unit

Unit exam data dives	Director of Academics Deans of Instruction	District assessment tracker AWARE Data analysis spreadsheet	Unit exam data	After each unit
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