



Brays Oaks

**2019-2020
Campus
Improvement Plan**



**Campus Number 101-845-006
9000 West Bellfort Street
Houston, TX 77031**

YES PREP BRAYS OAKS CAMPUS IMPROVEMENT PLAN

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YES PREP BRAYS OAKS 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 Brays Oaks 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 BRAYS OAKS CAMPUS IMPROVEMENT PLAN

SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Stephanie Gounder	Principal
Bryce Moore	Resident Principal
Annie Schanock	Director of Academics
Mirian Shepard	Community Member
Melissa Sanchez	Parent

Meetings and Community Access

Brays Oaks’ 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. Brays Oaks will achieve a 57% on Domain I (the average of “Approaches” and above, “Meets” and above, and “Masters”) on the STAAR test.
2. Brays Oaks will meet 100% of relevant Domain III STAAR targets.
3. 36% of Brays Oaks’ Class of 2020 will have a college ready SAT score of 480 in Reading and 530 in Math.
4. Brays Oaks will maintain a cumulative Average Daily Attendance rate of 96.5%.
5. 92.6% of Brays Oaks students enrolled in the 2019-2020 school year will return to Brays Oaks for 2020-2021.

CIP Contact Information

Any questions regarding this CIP should be directed to:

Stephanie S. Jones
Managing Director of Federal & State
Compliance & Grants

Stephanie Gounder
Principal
YES Prep Brays Oaks

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YES PREP BRAYS OAKS CAMPUS IMPROVEMENT PLAN

COMPREHENSIVE NEEDS ASSESSMENT - SCHOOL PROFILE

YES Prep Brays Oaks was founded in 2009 to serve students in Grades 6-12. Our vision is to provide the students of our community with an education that will transform their lives and empower them to reach their goal of success in college and beyond.

Student and Staff Demographics

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

- ❖ 968 students in Grades 6-12
- ❖ Race & Ethnicity:
 - 12.77% African American
 - 0.61% American Indian
 - 1.02% Asian
 - 84.37% Hispanic
 - 1.12% White
- ❖ 91.52% economically disadvantaged
- ❖ 26.25% English Learners (ELs)
- ❖ 44.43% at-risk
- ❖ 5.21% special education (SpEd)

Moreover, Brays Oaks employs 60 teachers and 28 administrators and support staff.

Neighborhoods Served

Brays Oaks serves students in the Brays Oaks, Westbury, and Fondren neighborhoods.

Neighborhood Demographics

The neighborhood demographics are:

- ❖ Race & Ethnicity:
 - 47% African American
 - 6% Asian
 - 33% Hispanic
 - 14% White

Strategies to Serve At-Risk Students

Brays Oaks offers a diverse range of programming to serve at-risk students. We hold a daily intervention period during which students can take tutorials, participate in reassessment, or engage in other academic enrichment activities. We offer math and reading intervention in the middle school to provide foundational basic skills instruction to students who come in with significant gaps in content. Our Literacy Specialist provides personalized support to ELs through small group instruction and Rosetta Stone programming. We also serve our SpEd students through push-in and pull-out instruction. Finally, our Y-STEP program provides personalized instruction in academics, social skills, and life skills to our students with intellectual disabilities.

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 Brays Oaks: \$1,401,243

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.

YES PREP BRAYS OAKS 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 Brays Oaks students.

Federal Funds

- Title I, Part A: \$423,133
- Special Education (IDEA-B): \$144,096
- National School Lunch Program: \$391,668

State and Local Funds

- General State: \$7,324,131
- State Compensatory Education: \$1,401,243
- Bilingual/ESL Program: \$178,380

YES PREP BRAYS OAKS CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR Domain I

CNA Focus Areas	Brays Oaks will achieve a 57% on Domain I (the average of “Approaches” and above, “Meets” and above, and “Masters”) on the STAAR test.
CNA Strengths	Brays Oaks has been consistent in growth in U.S. History, 8th Science, and Biology. The number of veteran teachers at Brays Oaks is a significant contributor to the success of STAAR/EOC results and those teachers are prioritized to teach a STAAR/EOC-tested course.
CNA Needs or Challenges	Brays Oaks has a need to address the achievement gaps in 6th and 7th grade Reading and Math courses, places that we have not seen significant growth.
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
6th and 7th grade students will receive additional literacy interventions during the school day.	Annie Schanock, Director of Academics Matt McMahan, Teacher	Direct teaching materials and/or novels	STAAR-released exams and questions	September - April
End-of-Course exam review for students who re-test in December will occur during Saturday School.	Annie Schanock, Director of Academics	STAAR prep materials	STAAR-released exams and questions	September - December

Targeted interventions will be held after school and/or on Saturdays for students who are not on track to master grade-level skills.	Annie Schanock, Director of Academics	STAAR prep materials District office-provided content team materials	STAAR-released exams and questions Unit exams	September - May
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GOAL #2 - STAAR Domain III

CNA Focus Areas	Brays Oaks 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 • SpEd ELA Growth • English Language Proficiency Status
CNA Strengths	The SpEd performance in U.S. History and Biology are strong due to significant SpEd teacher support. All of the SpEd teachers are returning to their roles in 2019-2020, ensuring that SpEd students receive services from experienced teachers.
CNA Needs or Challenges	Brays Oaks will need to strengthen the level of supports for EL students in order to see more significant gains in this category.
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
Brays Oaks will implement a system that ensures all EL, 504, and SpEd students have had appropriate accommodations before receiving failing grades on progress reports and report cards.	Annie Schanock, Director of Academics Kareesha deVisser, Manager of SpEd	Tableau failure reports Meeting space and time every 3 weeks Teacher surveys Work samples	Tableau failure reports Trackers for failing students	Ongoing, every 3 weeks

	Matt McMahan, Literacy Specialist			
Setting goals around meets/masters achievement in all STAAR-tested classes.	Annie Schanock, Director of Academics	Reports around historical performance Goal-setting templates Guidance around setting appropriate goals	STAAR data for 2018-2019 Unit assessments STAAR-released tests Benchmarks Exit tickets	Teachers set goals with Deans of Instruction at beginning-of-year Every six weeks, Students/teachers analyze progress towards goals using unit assessment data
Implementing a targeted academic intervention programming in MS ELA classes from the beginning of the year.	Annie Schanock, Director of Academics	Identification of special population and targeted bands and students needing support Data from previous year's performance in reading Supplemental materials/texts to build baseline skills in reading One additional hour per week outside of class	STAAR results from 2018-2019 Exit tickets Benchmark exams	September - April

GOAL #3 - Senior SAT Performance

CNA Focus Areas	36% of Brays Oaks' Class of 2020 will have a college ready SAT score of 480 in Reading and 530 in Math.
CNA Strengths	Brays Oaks provides structured interventions, including Saturday prep sessions, to support student success on the SAT. Brays Oaks builds an extensive SAT preparation course into a class for ALL 11 th grade students prior to the SAT administration.
CNA Needs or Challenges	Brays Oaks has a need to complete more math intervention to better support the scores on that section of the SAT.
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
Students will engage in structured SAT prep classes for 12 weeks prior to taking the SAT.	Jeevan Moses, Director of College Counseling	Laptop computers SAT prep books Junior Seminar class time	PSAT results from previous years Progress monitor results from online tutorial platform and prep assessment scores	October - December
Students will attend Saturday tutorials for eight Saturdays prior to taking the SAT to review materials that will be tested on.	Annie Schanock, Director of Academics	PSAT score reports SAT prep books Student scheduling documents	PSAT score reports from previous years Mini-quizzes from SAT prep books	September 21 - November 16

			SAT score reports after December	
Engaging in structured PSAT preparation in Freshman and Sophomore Seminar classes.	Jeevan Moses, Director of College Counseling	PSAT score reports PSAT-aligned lessons	PSAT score reports PSAT-aligned assessments	Ongoing, in each 6-week period

GOAL #4 - Student Persistence

CNA Focus Areas	92.6% of Brays Oaks students enrolled in the 2019-2020 school year will return to Brays Oaks for 2020-2021.
CNA Strengths	<p>We have developed a strong set of high school traditions, including Sorting Ceremony, Winter Semi-Formal, College Acceptance Rally, and Senior Walk, that students increasingly look forward to every year.</p> <p>We have a wide array of student opportunities in both high school, including athletics teams, Junior State of America, Gay/Straight Alliance, Dance team, Cheerleading, Yearbook, Ink Society, Anime Club, Academic Decathlon, ALAS, Student Government, and CAV Camp counselors that are all student-led.</p>
CNA Needs or Challenges	<p>We do not offer a wide variety of extracurricular opportunities in middle school to keep students engaged in the arts or athletics outside of the classroom.</p> <p>We have an inconsistent parent association and we must build more parental knowledge about the student opportunities offered at Brays Oaks.</p>
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
Through the attendance committee, students who are at risk for dropping out due to high absenteeism are offered plans to reconcile low attendance and parents are directly contacted.	Natalie Garcia, Director of Student Support	<p>Meeting time and space</p> <p>Saturday school for attendance reconciliation</p> <p>Documentation of hours earned towards</p>	Daily and weekly ADA reports	<p>Ongoing</p> <p>Every 3 weeks</p>

		attendance reconciliation		
For students who have expressed that they may be moving or if parents inquire about transferring, there is a system in place to contact parents and meet face-to-face to intervene.	Natalie Garcia, Director of Student Support	Student Support Counselors Deans of Students	Student, Parent, Teacher or SSC verbal or written reports	Ongoing
We proactively promote middle and high school rankings and school letter grades in person, in print, and via social media.	Natalie Garcia, Director of Student Support	Posters Parent communications Parent Notes Social media	TEA reports U.S. News & World Reports Child At Risk reports	Ongoing At school events that include parents

GOAL #5 - Average Daily Attendance

CNA Focus Areas	Brays Oaks will maintain a cumulative Average Daily Attendance rate of 96.5%.
CNA Strengths	We have a strong attendance committee that has clear thresholds and interventions used to support struggling students with attendance.
CNA Needs or Challenges	Our attendance in the upper grade levels declined, particularly with students with jobs outside of school or extenuating family situations that require students to take on responsibilities at home.
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
Attendance committee meets every three weeks to determine which students are chronically absent and in need of intervention. Phone calls, attendance contracts, Student Support Counselor referrals, and parent meetings are planned during these meetings.	Jennifer Reyes, Director of Campus Operations	Attendance contracts Student Support Counselor interventions Meeting space and time	Daily and weekly ADA reports	Ongoing, every 3 weeks
Campus registrar sends out daily communication regarding absent students and seeks out staff to rectify any possible attendance issues, resulting in fewer attendance-taking errors.	Jennifer Reyes, Director of Campus Operations	Daily attendance reports Email template for absent students by grade level	Daily attendance reports	Ongoing Daily

Students receive incentives that are connected with attendance as individuals and as a grade level.	Jennifer Reyes, Director of Campus Operations	Free dress passes for individual students Earned free dress incentive communication for grade levels	Weekly ADA reports Individual attendance results by 6-week period	Weekly incentives for grade level Every 6 weeks for individual incentives
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