



Northline

**2020-2021
Campus Improvement
Plan**



**Campus Number 101-845-012
5815 Airline Dr.
Houston, TX 77076**

YES PREP Northline CAMPUS IMPROVEMENT PLAN

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YES PREP Northline CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

YES Prep Northline Revolutionaries will graduate empowered, equity driven citizens who lead and serve their community.

2020-2021 SYSTEMWIDE INITIATIVES

YES Prep Northline is part of the YES Prep Public Schools, Inc. (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

Brittany McGruder	Principal
LeNette Battle	Director of Student Support
Megan Gibbs	Director of Academics
Emily Garcia	Director of Campus Ops
Anne Grant	Teacher
Jackie Sandate	Parent
Michelle Castillo	Community Member
Brisa Lumbares	Parent
Marla Trujillo	Teacher

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on 9/4/2020 at 4:00 - 4:30 and 9/8/2020 at 5:00 - 5:30.

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 2020-2021 school year.

Campus Goals (Focus/Critical Areas)

1. Northline will achieve a 48% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. Northline will meet 100% of relevant Domain III STAAR targets.
3. 93.1% of Northline students enrolled in the 2020-21 school year will return to Northline for 2021-22.
4. Northline will maintain a cumulative Average Daily Attendance of 97%.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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COMPREHENSIVE NEEDS ASSESSMENT - SCHOOL PROFILE

YES Prep Northline was founded in 2017 to serve students in Grades 6-9. YES Prep Northline Revolutionaries will graduate empowered, equity driven citizens who lead and serve their community.

Student and Staff Demographics

The 2020-2021 schoolwide student demographics (estimates) are:

- ❖ 600 students in Grades 6-9
- ❖ Race & Ethnicity:
 - 2.0% African American
 - 0.3% American Indian
 - 0.2% Asian
 - 95.8% Hispanic
 - 1.2% White
- ❖ 88.2% economically disadvantaged
- ❖ 14.0% English Learners (ELs)
- ❖ 27.5% At-Risk
- ❖ 2.8% Special Education (SpEd)

Moreover, our campus employs 33 teachers and 19 administrators and support staff.

Neighborhoods Served

The neighborhoods served are Northline and Eastex Jensen.

Neighborhood Demographics

The neighborhood demographics are 94% Hispanic, 1% African American, 2% Asian, 1% American Indian, and 2% White. Additionally, our the community we serve are 94% economically disadvantaged, 19% English Language Learners, and 3% Special Education

Strategies to Serve At-Risk Students

Key strategies for at risk students involve not only academic strategies, but socio-emotional as well, especially given the unique challenges for students during the pandemic. We must provide support structures inside the classroom to close achievement gaps, especially foundational skills in literacy and math, while also giving

our students time to develop non cognitive skills. This year we hired a Behavior Support Specialist and will also have Legacy Health Services on campus to support our students.

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 Northline: \$522,790

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 our students.

Federal Funds

- Title I, Part A: \$234,650
- Special Education (IDEA-B): \$64,081
- National School Lunch Program: \$250,182

State and Local Funds

- General State: \$4,666,042
- State Compensatory Education: \$522,790
- Bilingual/ESL Program: \$46,319

YES PREP Northline CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR Domain I

CNA Focus Areas	Northline will achieve a 48% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	Before the closure last year, we were starting to see traction from our Weekly Data Meetings, especially in achievement in Math 7, Math 8, Science 8, and ELA 8.
CNA Needs or Challenges	Given the loss of instructional time last school year, we know that our students have tremendous gaps that we will have to be highly strategic in filling through the use of small group instruction, tutorials, and scaffolded instruction.
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
Weekly content planning meetings led by the Director of Academics, Dean of Instruction, and Principal	Director of Academics, Dean of Instruction and Principal	District curriculum materials and up to date unit assessment data	Power BI	Weekly
Bi-weekly Data Meetings (in conjunction with planning team meetings)	Director of Academics, Dean of Instruction and Principal	District exam blueprints, long term planning documents, district curriculum materials	Power BI, Aware, and teacher's gradebook	Weekly

Professional development for increased rigor and scaffolding for all students in high priority courses	Director of Academics, Dean of Instruction and Principal	Professional development resources	Whetstone, Power BI, unit exams, and teacher gradebooks	Monthly
Mandatory tutorials for below GL students in Math and ELA	Director of Academics, Dean of Instruction. Math and ELA teachers	Curriculum materials for tutorials	Previous STAAR results, unit exam data	Weekly

GOAL #2 - STAAR Domain III

CNA Focus Areas	Northline will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	Prior to the closure, we had started TELPAS training for our EL students and small group pull outs in ELA and Math classes. We also saw goals being met within SPED group. While this target did not factor into our D3 ratings, it will this upcoming school year.
CNA Needs or Challenges	We must continue to focus on the support for our EL students, especially as we continue to see large numbers in our incoming 6th grade classes.
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
Targeted support using data in Math and ELA courses, including collecting daily data on student performance	Teachers, Director of Academics, Dean of Instruction and Principal	Data monitoring structure for teachers, DOI training and alignment on data analysis	Power BI, unit exams, and teacher gradebooks	Daily
Professional development for targeted intervention and strategies geared toward LEP population, both for in person and virtual learning	Literacy, Specialist, Director of Academics, Dean of Instruction	Professional development resources	Whetstone, Power BI, unit exams, and teacher gradebooks	Monthly
Professional development for increased rigor and scaffolding for	Director of Academics, Dean of	Professional development resources	Whetstone, Power BI, unit exams, and teacher gradebooks	Monthly

special pops students in Math and ELA	Instruction and Principal			
Required small group support in asynchronous blocks to provide extra support for special pops students	Core teachers	Academic support materials	Course data in Skyward/Power BI	Weekly

GOAL #4 - Student Persistence

CNA Focus Areas	93.1% of Northline students enrolled in the 2020-21 school year will return to Northline for 2021-22.
CNA Strengths	We had strong persistence in our rising 7th and 8th grade classes. These two classes have experienced 2 or more years of more consistent staffing with more experienced teachers and staff.
CNA Needs or Challenges	We saw much lower persistence in our founding class as they transitioned into high school. There are high schools in the area that offer competitive opportunities such as dual credit and expanded sports programs, which we do not have.
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
Host one virtual family event once every other six weeks	Principal, Dean of Students, Director of Campus Operations and Dean on Instruction	Yearly Calender	Parent survey	Every one 6 weeks
Monthly Parent Association to build connection between school and home.	Dean of Students	Materials and curriculum for parent meetings	Parent survey	Monthly
Providing At-Risk students with individualized interventions through Student of Concern Process.	Student Support Counselor	Teacher referrals and Academics/behavoiral data	HERO, Power BI, and Skyward	Weekly

Creation and implementation of student affinity and interest groups	Dean of Students and Principal	Schedule of oppurtunities, teacher leaders for groups	Calendar	Monthly
Weekly communication with NL families via the Facebook page and Parent Notes during re-enrollment season.	Director of Campus Operations	20-21 Re-Enrollment Communication; Communication templates from other campuses with high re-enrollment completion	Facebook and Mailchimp	Weekly once re-enrollment begins

GOAL #5 - Average Daily Attendance

CNA Focus Areas	Northline will maintain a cumulative Average Daily Attendance of 97%.
CNA Strengths	We had a very strong attendance rate in our 6th grade class. We also have a consistent follow up system for absent students.
CNA Needs or Challenges	We saw low attendance throughout the year in our 8th grade class, as well as falling attendance in our 7th grade class.
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
Follow up with all absent students by 10:30 am each day	Director of Campus Operations and Student Support Counselors	Calendared time	Skyward	Daily
Recognition of students with perfect attendance	Receptionist and Deans of Students	Awards for recognition	Skyward	Each 6 weeks
Clear communication of campus calendar with events and days out of school	Director of Campus Operations and Principal	Parent notes, district calendar and campus calendar	District calendar	Weekly
Follow up meeting with parents of students who are absent 7 or more	Dean of Students	School attendance data	Skyward	Weekly and/or as occurs

days in 1 semester or have 3 of more days in a row without a docto's note	and Student Support Counselor			
Clear communcation and follow up system for virtual students experiencing technical issues	Dean of Students and Student Support Counselor	Structured system	Skyward	As occurs