



Southside

2020-2021 Campus Improvement Plan



**Campus Number 101-845-011
5515 South Loop E. Ste. A
Houston, TX 77033**

YES PREP Southside CAMPUS IMPROVEMENT PLAN

TABLE OF CONTENTS

Contents

MISSION STATEMENT	3
2020-2021 SYSTEMWIDE INITIATIVES	3
TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES.....	3
TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) REQUIREMENTS.....	3
SCHOOL SUPPORT TEAM FOR THE CNA and CIP.....	4
COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE	6
Data Sources Examined during the CNA Process.....	8
STATE COMPENSATORY EDUCATION (SCE)	9
Policies and Procedures.....	9
COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS	10
GOAL #1 – STAAR Domain I.....	11
GOAL #2 – STAAR Domain III.....	13
GOAL #4 – Student Persistence	15
GOAL #5 – Average Daily Attendance	17

YES PREP Southside CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

YES Prep Southside exists to eliminate educational inequity by partnering with the Southside community. We develop Giants who are ready to excel in and graduate from a 4-year college. We empower GIANTS to demonstrate Grit, Intergrity, Achievement, to Nev

2020-2021 SYSTEMWIDE INITIATIVES

YES Prep Southside 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

YES PREP Southside CAMPUS IMPROVEMENT PLAN

SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Jamie Downs	Principal
Cynovia Hall	Resident Principal
Marcus Rucker	Director of Student Support
Scharese Wright	Director of Campus Operations
Sadler Erin	Community Member
Danielle Ingram	Teacher
Julian Nolan	Teacher
Crystal Carrier	Parent

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on 9/8/2020 at 1:00 and 9/8/2020 at 1:30.

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. Southside will achieve a 52% 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. #VALUE!
4. 92.3% of Southside students enrolled in the 2020-21 school year will return to Southside for 2021-22.
5. Southside will maintain a cumulative Average Daily Attendance of 96%.

CIP Contact Information

Any questions regarding this CIP should be directed to:

Amir Roohi

Jamie Downs

Director of State Compliance & Legal Coordination
YES Prep Public Schools, Inc.
5515 South Loop East Freeway, Suite B
Houston, TX 77033
(832) 475-0813 Office
amir.roohi@yesprep.org

Principal
YES Prep Southside
5515 South Loop E. Ste. A
Houston, TX 77033
(713) 924-5500
jamie.downs@yesprep.org

YES PREP Southside CAMPUS IMPROVEMENT PLAN

COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep Southside was founded in 2015 and serves students in Grades 6-11. YES Prep Southside exists to eliminate educational inequity by partnering with the Southside community. We develop Giants who are ready to excel in and graduate from a 4-year college. We empower GIANTS to demonstrate Grit, Integrity, Achievement, to Nev

Student and Staff Demographics

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

- ❖ 810 students in Grades 6-11
- ❖ Race & Ethnicity:
 - 43.4% African American
 - 0.7% American Indian
 - 0.1% Asian
 - 54.7% Hispanic
 - 0.7% White
- ❖ 94.3% economically disadvantaged
- ❖ 19.6% English Learners (ELs)
- ❖ 42.5% At-Risk
- ❖ 8.5% Special Education (SpEd)

Moreover, our campus employs 53 teachers and 30 administrators and support staff.

Neighborhoods Served

The neighborhoods served are Sunnyside, Third Ward, OST/South Union, Southpark, Yellowstone.

Neighborhood Demographics

The neighborhoods we serve are 56% African-American, 41% Hispanic, and 3% Other. 98% of our students are eligible for free or reduced lunch and 10% of our students qualify for special education services.

Strategies to Serve At-Risk Students

- 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 RTI. These students will also have check-in with their grade level SSC.

- Attendance meetings with parents for truant students to ensure families have the access and resources needed to effectively engage in virtual instruction.
 - Identified students with behavioral concerns will meet with the Principal or the Director of Student Support by end of the first 6 weeks of school to go over performance from last year, expectations for this year, and make a community agreement.
 - Revamp Behavior protocol structure to make it meaningful and for students to restore harmed relationships in partnership with SSCs.
 - We will partner with a variety of organizations to provide additional services (Health, Food, SEL, Supplies, Student Opportunities) to our students.
6. Ongoing technology support to close technological gaps and increase access and understanding of digital platforms, virtual expectations and how to transition from such.

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>

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: \$867,804

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 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 our students.

Federal Funds

- Title I, Part A: \$389,508
- Special Education (IDEA-B): \$106,371
- National School Lunch Program: \$337,746

State and Local Funds

- General State: \$6,299,157
- State Compensatory Education: \$867,804
- Bilingual/ESL Program: \$11,586

YES PREP Southside CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR Domain I

CNA Focus Areas	Southside will achieve a 52% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	Overtime cohorts of students' academic performance has improved which demonstrates instructional alignment amongst content and grade levels.
CNA Needs or Challenges	The challenge for us to collaborate and consistently support teachers, specifically 6th grade teachers 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
Strategically and continuously observe classrooms and leaders, create small manageable action steps and coach/model next steps that can be implemented immediately	Principal, Director of Academics, Dean of Instruction, Literacy Specialist, SpEd Manager.	Schoology, Microsoft TEAMS, Nearpod, Sharepoint, Whetstone	Baseline Data: 2019-2020 Common Assessments, 2019-2020 Whetstone Teacher Appraisal Data Monitoring Sources: Whetstone, Checkins	Norming Observations: August, September, October, November Non-instructional evaluation checkins : November, February
Data Driven Instruction- use recent data points to plan, group and provide targeted	Director of Academic,	PowerBI	Baseline Data: 2019-2020 Data, BOY Assessments Monitoring Sources:	Ongoing

instruction to students to address misunderstandings and close gaps.	Dean of Instruction		Common Assessment analysis, Teacher Unit Assessment Analysis	
Strategic Intervention- provide targeted and planned intervention to students with academic gaps using recent data as guidance. Progress monitor Tier 3/4 students biweekly to determine growth.	Principal, Resident Principal, Literacy Specialist, Dean of Instruction, SpEd Manager, Director of Academics,	YES Prep Intervention Curriculum, RTI process and tracking tool, Data tracking tool, Tutorials,	Monitoring Sources: Common Assessment analysis, Teacher Unit Assessment Analysis	Ongoing

GOAL #2 – STAAR Domain III

CNA Focus Areas	Southside will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	For the 19-20 School Year Special Education students have met their targets in both content areas demonstrating a strong usage of designated supports, scaffolds, targeted intervention and instruction.
CNA Needs or Challenges	Students enter YES Prep Southside with a larger ELA deficiency which continues to exist as students matriculate through Southside. YPSS has to utilize and monitor the fidelity of the Intervention curriculum to close reading gaps which will ultimately impact results across the board.
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
Strategically and continuously observe classrooms and leaders, create small manageable action steps and coach/model next steps that can be implemented immediately	Principal, Director of Academics, Dean of Instruction, Literacy Specialist, SpEd Manager.	Schoology, Microsoft TEAMS, Nearpod, Sharepoint, Whetstone	Baseline Data: 2019-2020 Common Assessments, 2019-2020 Whetstone Teacher Appraisal Data Monitoring Sources: Whetstone, Checkins	Norming Observations: August, September, October, November Non-instructional evaluation checkins : November, February
Data Driven Instruction- use recent data points to plan, group and provide targeted instruction to students to address misunderstandings and close gaps.	Director of Academic, Dean of Instruction	PowerBI	Baseline Data: 2019-2020 Data, BOY Assessments Monitoring Sources: Common Assessment analysis, Teacher Unit Assessment Analysis	Ongoing

<p>Strategic Intervention- provide targeted and planned intervention to students with academic gaps using recent data as guidance. Progress monitor Tier 3/4 students biweekly to determine growth.</p>	<p>Principal, Resident Principal, Principal, Literacy Specialist, Dean of Instruction, SpEd Manager, Director of Academics</p>	<p>YP Intervention Curriculum, RTI process and tracking tool, Data tracking tool</p>	<p>Baseline Data: 2019-2020 Data, Common Assessment Analysis, RTI data Monitoring Sources: Common Assessment analysis, Teacher Unit Assessment Analysis</p>	<p>Ongoing</p>
---	--	--	---	----------------

GOAL #4 – Student Persistence

CNA Focus Areas	92.3% of Southside students enrolled in the 2020-21 school year will return to Southside for 2021-22.
CNA Strengths	YES Prep Southside exceeded YES Prep's district persistence goal. Despite the coronavirs and distant learning options, we have an opportunity to capitalize on and prioritize Advisory this year in a way that will drastically impact how we build on our campus culture.
CNA Needs or Challenges	YES Prep Southside has to compete with the social schooling experience,non-instructional access and resources of neighboring campuses such as Yates and Worthing in which students have opportunities to learn trades, varied lunch choices, and engage in varied sporting activities. Equally, as we continue to find ways to celebrate our students and their contributions to our positive campus culture. We must also find ways to consistently celebrate our staff, so that positive, familiar faces return year after year to support our Giants.
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
Conduct home visits/ virtual visits to build relationships with families of students who are struggling academically and behaviorally, but also for those who are excelling.	Principal, Resident Principal Director of Student Support Deans of Students Deans of Instruction Student Support Counselors Director of Academics	Prioritized time for parent meeting Training on effective parent engagment Community resources for family needs	Baseline Data: 2019-2020 Student Survey Data; 2019-2020 Behavior Data 2020-2021 Student and Family Survey Monitoring Sources: Student Support Calendar, On-going Student Survey Data, Reviewing/Observing Student	This will occur on a regular/as needed basis and at IPR & RC time
Create opportunities and partnerships with community stakeholders, nearby campuses and organizations while independently promoting college acceptance and awareness, but allowing our	Principal, Resident Principal Director of Student Support Deans of Students Director of College Counseling, College Counselor	Prioritized time for student programing , Community organization and HISD partnerships Student Programming Budget Student Council	Baseline Data: 2019-2020 Student Survey Data 2020-2021 Family and Student Survey Monitoring Sources: Student Support Calendar, On-going Student Survey Data,	Ongoing

students to have robust and competitive opportunities			Reviewing/Observing Student Support Meeting and Programming	
Use advisory as a space for students and teachers to build relationships, allow for student voice and community advocacy.	Prioritized time for student programming , Community organization and HISD partnerships Student Programming Budget Student Council	Prioritized time for student programming Student Programming Budget Student Council	Baseline Data: 2019-2020 Student Survey Data 2020-2021 Family and Student Survey Monitoring Sources: Student led community events; On-going Student Survey Data, Reviewing/Observing Student Support Meeting and Programming	Ongoing
Hired Director of College Counseling and College Counselor	Principal, Resident Principal, Director of College Counseling, College Counselor	Prioritized time and space to promote College Awareness, Family and Student Resources, Student Programming Budget, Virtual Field Trips	Baseline Data: Additional grades being added to YPSS, 2019-2020 Family and Student Survey Monitoring Sources: 2020-2021 Family and Student survey, Increased Student Persistence, Observation	Ongoing

GOAL #5 – Average Daily Attendance

CNA Focus Areas	Southside will maintain a cumulative Average Daily Attendance of 96%.
CNA Strengths	YES Prep has done away with early dismissal on Wednesdays which traditionally demonstrated a decline in ADA affecting our overall rate.
CNA Needs or Challenges	COVID-19 will play a major role in ADA and knowing this, it is imperative we work to ensure all families are well informed and equipped with the technology, access, login information etc. to attend school daily.
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	Parent Portal, Skyward	Baseline Data: 2019-2020 Student Attendance Data Monitoring Source: Parent Portal	Ongoing
Monthly Student Programming targeted toward student/family needs and college exposure.	Principal, Resident Principal Director of Student Support	Prioritized time for student programming Student Programming Budget Student Council Budget for Virtual Field trips	Baseline Data: 2019-2020 Student Survey Data Monitoring Sources: Student Support Calendar, On-going Student Survey Data, Reviewing/Observing	Monitored every 6 weeks

	Deans of Students Student Support Counselor Director of Campus Operations		Student Support Meeting and Programming	
Build school community through grade level identities, Advisory, and student celebrations	Deans of Students, Grade Level Chairs, Student Support Counselors	Prioritized time in the school day for Advisory Advisory curriculum Student Programming Budget Advisory Personnel	Baseline Data: 2019-2020 Student Survey Data Monitoring Sources: Student Support Calendar, On-going Student Survey Data, Reviewing/Observing Advisory classes and Programming	Monitored every 6 weeks; Ongoing
Lesson Planning - Increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction	Director Of Academics, Deans of Instruction,	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)	5 lesson plan checks for all teachers in first six weeks; Ongoing Monitoring