



Northwest

2020-2021
Campus Improvement
Plan



**Campus Number 101-845-013
14741 Yorktown Plaza Dr.
Houston, TX 77040**

YES PREP Northwest CAMPUS IMPROVEMENT PLAN

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YES PREP Northwest CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

YES Prep Northwest empowers all HAWKS to succeed academically, build character through community, and advocate for a future of their own.

2020-2021 SYSTEMWIDE INITIATIVES

YES Prep Northwest 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

Laura Washington Dugan	Principal
Izzy Gomez	Parent
Martha Gomez	Parent
Margaret Moguel	Community Member
Jamelle Bass	Director of Academics
Crystal Millner	Director of Campus Operations
Terry Swift	Director of Student Support
Ernesto Rodriguez	Teacher
JB Makhani	Teacher

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on 8/28/2020 at 9:30 - 10:10 and 8/28/2020 at 10:15 - 11:00.

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. Northwest will achieve a 48% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. Northwest will meet 100% of relevant Domain III STAAR targets.
3. 92% of Northwest students enrolled in the 2020-21 school year will return to Northwest for 2021-22.
4. Northwest will maintain a cumulative Average Daily Attendance of 96.5%.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep Northwest was founded in 2018 and serves students in Grades 6-8. YES Prep Northwest empowers all HAWKS to succeed academically, build character through community, and advocate for a future of their own.

Student and Staff Demographics

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

- ❖ 380 students in Grades 6-8
- ❖ Race & Ethnicity:
 - 18.2% African American
 - 0.0% American Indian
 - 1.8% Asian
 - 75.3% Hispanic
 - 3.2% White
- ❖ 76.8% economically disadvantaged
- ❖ 17.1% English Learners (ELs)
- ❖ 25.3% At-Risk
- ❖ 5.6% Special Education (SpEd)

Moreover, our campus employs 19 teachers and 12 administrators and support staff.

Neighborhoods Served

The neighborhoods served are Northwest Houston and the Southeast portion of Cypress Fairbanks ISD.

Neighborhood Demographics

Cyfair ISD demographics from 2017 - 2018:

- African American: 17%
- Hispanic: 45%
- White: 26%
- Asian: 9%.

Within our attendance boundaries the demographics range from;

- African American: 24% - 7%
- Hispanic: 81% -45%
- White: 22% -3%

- Asian: 18% - 2%.

District wide special populations:

- Economically disadvantaged: 50%
- English Language Learners: 15%
- Special Education: 8%.

Within our attendance boundaries the demographics range from;

- Economically Disadvantaged: 80%-49%
- English Language Learners: 46% -18%
- Special Education: 10%-6%.

Strategies to Serve At-Risk Students

- All students will receive double block instruction in Math and ELA.
- All 6th and 7th grade students in reading tiers 1-4 will receive an additional Reading Intervention class to help close gaps and increase mastery.
- All 6th and 7th grade students will be enrolled in a Math Lab course
- Staffing model includes a SpEd Manager and two SpEd teachers
- We have a full-time Literacy Specialist to support EL 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 	1, 2, 3

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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 Northwest: \$255,469

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: \$114,665
- Special Education (IDEA-B): \$31,314
- National School Lunch Program: \$158,449

State and Local Funds

- General State: \$2,955,160
- State Compensatory Education: \$255,469
- Bilingual/ESL Program: \$41,406

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GOAL #1 – STAAR Domain I

CNA Focus Areas	Northwest will achieve a 48% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	We ended the 2018-2019 school year with an overall "B" rating. We also prioritized hiring and placing experienced teachers in the STAAR courses at all grade levels.
CNA Needs or Challenges	We do not have STAAR data from the 2019-2020 school year due to COVID-19, so it will be important to gather beginning-of-year data and monitor that closely. Our incoming sixth graders will only have data from 4th grade, so we will need to use unit exams to help progress monitor.
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
All 6th and 7th grade students will be enrolled in a tiered Reading Intervention class.	DOA, DOI, Literacy Specialist, Reading Intervention teachers, SpEd Manager, SpEd teachers, Principal	BOY Fluency benchmark data Reading Intervention curriculum Stari curriculum and novels Study Island	BOY fluency data STAAR data Progress monitoring in Reading Intervention classes Unit assessments Common assessments	Fluency progress monitoring checkpoints in class every 2-3 weeks for lower tier classes MOY and EOY benchmarking

All 6th and 7th grade students will be enrolled in a Math Lab course.	DOA, DOI, Literacy Specialist, Math Lab teachers, SpEd Manager, SpEd teachers, Principal	2019 STAAR data ST Math Program BOY MAP Testing	BOY MAP Results Unit assessments in core math and Math Lab Common Assessments	BOY, MOY, and EOY MAP Testing ST Math pathway progress monitoring Common Assessment progress monitoring 2021 STAAR Exams
Plan and roll-out a small group/tutorial plan for all STAAR tested courses for students who are not on track to pass their STAAR exams.	DOA, DOI, Teachers, Literacy Specialist, SpEd Manager, Principal	Tutorial curriculum from Course Faciltators Final STAAR data	Unit Assessment data Common Assessment data STAAR data	Beginning September 21st, then ongoing based on unit assessment and common assessment data

GOAL #2 - STAAR Domain III

CNA Focus Areas	Northwest will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	In 2018-2019 our students with IEPs were successful in meeting their goals. This year all 6th and 7th graders will be enrolled in a Reading Intervention and Math Lab course, which should help target individual gaps and strengths. We also have a full-time Literacy Specialist this year to provide additional support to our English Learners.
CNA Needs or Challenges	We did not meet our EL Domain III goals in 2018-2019. We also do not have STAAR or TELPAS results from 2019-2020 and we had to do Beginning-of-Year fluency testing virtually, which is harder to gauge for accuracy and tier placement.
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
Special Education Manager and Special Education teachers will monitor students with disabilities achievement on an ongoing basis and provide small group intervention in addition to one-on-one support.	Special Education Manager, Special Education Teacher, DOI, DOA, Principal	Student IEPs Student BIPs STAAR data Unit Assessment data Learning Lab (online and in-person)	STAAR data MAP data Unit Assessments IEP Progress Reports Report Cards	IEP Progress Reports (every 3-6 weeks) Report Cards (every 9 weeks)
Literacy Specialist and Reading Intervention teachers will track, monitor, and provide additional support to EL students throughout the year.	Literacy Specialist, Reading Intervention,	STAAR data MAP data TELPAS data	BOY, MOY and EOY Fluency testing data Unit Assessments Report Cards	Progress monitoring in Reading Intervention classes every 3-4 weeks MOY benchmark testing

	DOI, DOA, Principal			Review report card data at least twice every 9 weeks
Teachers and Instructional Leaders will consistently monitor and track student achievement data on an ongoing basis to inform instructional decisions (professional learning).	DOA, DOI, Literacy Specialist, Special Education Manager, Principal	Course blueprints and long term plans Unit Plans/Exams Campus data tracker	Formative and Summative Assessments Common Assessments	Adjustments will be made on an ongoing basis after unit assessments, common assessments and report cards

GOAL #4 - Student Persistence

CNA Focus Areas	92% of Northwest students enrolled in the 2020-21 school year will return to Northwest for 2021-22.
CNA Strengths	Based on virtual tracking so far, a large percentage of 7th and 8th graders returned from the 2019-2020 school year. We are also offering two high school courses to our eighth graders who will be able to earn high school credits and credits towards their G.P.A.
CNA Needs or Challenges	Because we are smaller than many of the Cy-Fair school around us we have fewer electives and athletic offerings. Many of the students who do not return are due to their families moving or transportation issues.
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
Maintain clear communication systems with families (Weekly Family Notes, Facebook and Instagram updates, new campus website, etc.)	DSS, SSC, EA, Principal	Calendar of events Family notes Facebook page Instagram page Campus website	Family survey Attendance Family attendance at campus events	Parent survey at least one time per year Weekly attendance 2020 Persistence
Esports will be offered in the fall as an option for any student wanting to participate. Continue building our athletic program for the spring semester (if applicable).	Athletic Coordinator DSS Principal Teachers	Coaches Athletics handbook Teams	Tracking of athletes grades and attendance Athelete persistence.	2020 Persistence Athletics data dive every semester.
Offer two high school credit courses (Principles of Information Technology/Health and Foundations	Electives teachers DOA	Course materials GPA resources	Interim Progress Reports and Report Cards	Track grades every 9 weeks (every quarter)

of Fitness) for our eighth grade students.	DOI DSS		Unit Assessment data Semester GPA data dive	Review GPA at semester and EOY Transcript scrub at EOY
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GOAL #5 – Average Daily Attendance

CNA Focus Areas	Northwest will maintain a cumulative Average Daily Attendance of 96.5%.
CNA Strengths	During Keep YES Prep Learning we had an overall high rate of participation. We have also increased our social media presence to make sure that families are consistently informed about campus updates and virtual learning. We will also continue this communication when we transition to in-person learning. We have an experienced registrar who has founded two YES Prep campuses and has strong systems for attendance and who will work with our Student Support Counselor.
CNA Needs or Challenges	The transition from Keep YES Prep Learning to a fully virtual and then a dual model that includes both fully virtual and fully in-person will be a transition for families and we will need to have additional tracking practices in place to help us achieve our ADA goal.
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
Implement campus-wide positive reinforcement system using Hero merits aligned to campus core values.	DSS, SSC, Grade Level Chairs, Teachers	Hero program Grade-level systems for tracking merits	Trimester merit points Hero merit and demerits	Daily merits Weekly merit awards Merit resets every trimester
Ensure consistent tracking of attendance in a virtual settings	Operations Team, Teachers, Academics	Teams, Skyward, Schoology	Daily ADA (and quarterly/monthly roll up)	Train teachers in July on Skyward and campus tracking system. Continue to monitor virtual attendance each quarter

Plan awards ceremonies every 9 weeks for honor roll, campus core values, and attendance. Follow-up with families with students who are consistently absent.	Registrar, DSS, SSC, Grade Level Chairs	Attendance Reports Award certificates	Every 9 weeks	Ongoing - Track/awards every 9 weeks
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