



North Central

2020-2021
Campus Improvement Plan



Campus Number 101-845-101
13703 Aldine Westfield Rd.
Houston, TX 77039

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YES PREP North Central CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

YES Prep North Central will increase the number of students from underserved communities who graduate from college prepared to lead.

2020-2021 SYSTEMWIDE INITIATIVES

YES Prep North Central 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 North Central CAMPUS IMPROVEMENT PLAN

SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Jeffrey Osborne	Principal
Jeff Osborne	Principal
Ashley Wade	Dean of Students (HS)
Kimberly Walker	Special Education Manager
Laura Leija	Parent
Monica Osuna	Parent/Community Member
Teresa Resendiz	Executive Assistant
Nicole Anderson	Community Member

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 1:00 - 1:25 pm and 8/28/2020 at 1:30 - 1:55 pm.

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. North Central will achieve a 59% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. North Central will meet 100% of relevant Domain III STAAR targets.
3. 39% of North Central's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math
4. 93.6% of North Central students enrolled in the 2020-21 school year will return to North Central for 2021-22.
5. North Central 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 North Central was founded in 2003 to serve students in Grades 6-12. YES Prep North Central will increase the number of students from underserved communities who graduate from college prepared to lead.

Student and Staff Demographics

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

- ❖ 985 students in Grades 6-12
- ❖ Race & Ethnicity:
 - 1.0% African American
 - 0.4% American Indian
 - 0.2% Asian
 - 96.9% Hispanic
 - 1.3% White
- ❖ 93.0% economically disadvantaged
- ❖ 15.4% English Learners (ELs)
- ❖ 38.6% At-Risk
- ❖ 3.9% Special Education (SpEd)

Moreover, our campus employs 57 teachers and 25 administrators and support staff.

Neighborhoods Served

The neighborhoods served are 77039, 77032, 77037, 77076, 77093, 77060, 77022.

Neighborhood Demographics

The neighborhood demographics are 96% Hispanic, less than 1% African-American and other.

Strategies to Serve At-Risk Students

We have tiered reading courses in 6-8 with two full time literacy teachers to ensure our students become fluent readers. We also have a campus Literacy Specialist who analyzes English Language Learner data to support students and staff, provides small group and one-on-one instruction to our lowest readers and highest need ELL students, and sits on the instructional leadership team. We have a Special Education Manager who works with a compliance specialist, a special education aide, and two Special Education teachers to meet the needs of our Special Education students. Deans of Instruction work to coach

teachers on meeting the needs of their students including providing tutorials to at-risk students, in class remediation, and one-on-one instruction. The NC leadership team is aligned around our 2020-2021 campus goals and 2019-20 campus performance data, including student achievement of our English Language Learners, Special Education Population, etc.

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 North Central: \$1,098,253

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 North Central 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: \$492,943
- Special Education (IDEA-B): \$134,619
- National School Lunch Program: \$410,716

State and Local Funds

- General State: \$7,660,086
- State Compensatory Education: \$1,098,253
- Bilingual/ESL Program: \$115,095

YES PREP North Central CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR Domain I

CNA Focus Areas	North Central will achieve a 59% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	About half of all STAAR classes will be taught by teachers returning to the same content area. Additionally, all but two STAAR courses will be taught by experienced teachers. Content expertise - quiet a few teachers at North Central are the course facilitators for the district.
CNA Needs or Challenges	About half al all STAAR classes will be taught by teachers who are new the content area. This year will be different as we navigate virtual and in-person learning using our LMS this year.
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
Offering consistent spaces for ELA teachers to internalize content, share best practices, and analyze student achievement data	Academics Team	Normed data analysis tools/procedures, Reigniting Student Achievement Playbook, school professional development time	Unit assessments	8/24/2020 to STAAR assessments
Utilize the Student Achievement Playbook to improve the quality of online teaching and learning	Academics Team	Student Achievement Playbook	Evaluation scores	SY 20-21
Coaching teachers to plan for and maintain 100% student engagement during online and in-person learning.	Academics Team	Student Achievement Playbook and school	formative assessment tracking	SY 20-21

		professional development time		
District level content team professional development, data analysis, and instructional planning	DOA/DOI Content Leaders	Academic Teams Pages with course-specific materials	Power BI/Tableau to analyze unit assessment data	PD Days and Data Analysis scheduled on Current School Year Calendar Unit level data analysis and plannign with DOI

GOAL #2 – STAAR Domain III

CNA Focus Areas	North Central will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	STAAR math performance was strong last year, and most of the STAAR math teachers are returning. Additionally, the math SpED teacher will be returning.
CNA Needs or Challenges	Students from special pops need a lot of support in English, so it will be important to standardize what support for students from special pops looks like in those courses.
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
Using targeted and streamlined content and language supports for students from special populations	Academics Team	Anchors for ELLs	ELL performance on summative assessments	SY 20-21
Providing opportunities in each class for ELs to practice listening and reading skills, as well as written and spoken English	Academics Team	Content materials	Online and In-Person observations and TELPAS assessment	SY 20-21
Coach teachers to provide appropriate accommodations and modifications for students during online and in-person learning.	Academics Team	Reignite Student Achievement Playbook, SpED field guides, and IEPs	SpED performance on summative assessments in English and math	SY 20-21

GOAL #3 – Senior SAT Performance

CNA Focus Areas	39% of North Central's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math
CNA Strengths	- We have a highly effective and veteran high school math department with two Advanced teachers in Algebra I, a 4th year geometry teacher, and an Advanced Algebra II teacher. -Our district has a clear plan for increasing student test support
CNA Needs or Challenges	-Our junior seminar teacher, who will complete the SAT prep unit with our juniors, has limited background on the SAT and is teaching this course for the first time. -Our Director of College Counseling (DCC) is in his first year as a director.
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
Implementation and execution of Khan Academy with retesters	Senior Seminar Instructors, College Counselors, Director of College Counseling, Dean of Instruction	Laptops, internet access, College Board and Khan Academy accounts, progress monitoring spreadsheet	Individual Khan Academy reports	8.24.20 - 11.30.2020
Direct instruction in the senior seminar classes and tutorials	Senior Seminar Instructors, Algebra II Teacher,	Kaplan Test Prep books, Algebra+English III+Geometry Teachers,	Attendance rosters, Khan Academy Reports, Diagnostic results	8.24.20 - 11.30.2020

	Geometry Teacher, English III Teacher, Director of College Counseling	Incentives for teachers (stipends)		
Building a culture of investment in the SAT through education and incentives	Senior Seminar Instructors, College Counselors, Director of College Counseling, Dean of Instruction, Dean of Students, Director of Student Support, Teachers	SAT Posters/Online announcements, alternative schedule for a pep rally, various decorations, gift pencils, and SAT question of the day	Student Satisfaction Survey	8.24.20 - 11.30.2020

GOAL #4 – Student Persistence

CNA Focus Areas	93.6% of North Central students enrolled in the 2020-21 school year will return to North Central for 2021-22.
CNA Strengths	YES NC has had over 94.45% student persistence since 2012.
CNA Needs or Challenges	We continue to lose some HS students to other high schools in the area due to opportunities not offered at NC (dual credit options, option to leave school early, opportunities to graduate early). We have created several electives offerings for this year (digital media, student leadership, yearbook, etc) and senior early release that we hoped to offer. However, this year, with our schedule and online environment, this is more challenging.
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
Data Driven Programming- Utilize parent and student data from Pathways, student survey, and SLC to create targeted programming for students, families, and staff regarding observed trends of concern.	DSS, DOS, SSCs, GLCs, Teachers	Pathway Surveys Blue Orange Lessons Morning Meeting Crew Access to SAFs	Decrease the number of suspensions Be proactive and present instead of reactive	Utilizing District Wide Resources to create a rotation schedule for BO One Parent Meeting a month
Joyful Environment- Improve culture systems to support execution of high expectations and high support environment. This includes a the virtual learning environment, including using time in homeroom and Blue Orange to build relationships.	School Culture Team	Calendar Restructuring HERO- one week refresh, 2 trigger Homeroom Student Survey Data Virtual time for homeroom/Blue Orange	Increase in student survey data- specifically the strong relationships and sense of belonging by strategically using time to connect with students in a virtual setting.	HERO, Blue Orange/Advisory, Homeroom, were restructured over the summer Student Survey administered twice per year Homeroom is daily
Relationship Building- Utilize student survey data to indentify opportunities to increase student feeling of trusted adult. This will	DSS, DOS, SSCs, GLCs, Teachers, Students	PD, Morning Meetings, Blue Orange, Physical Environments, Grade Level	Increase in student survey data- specifically the trusted	SCT meetings bi-weekly, Tactical/Strategic, DOS checkpoints, Weekly

include analysis at multiple levels be executed through B/O Time, Morning Meeting, Homeroom, etc		Meetings, Grade Level Chair Meetings, School Culture Meetings	adult increase in Q12 for staff survey	individual checkins, Weekly GLM/GLC meetings
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GOAL #5 – Average Daily Attendance

CNA Focus Areas	North Central will maintain a cumulative Average Daily Attendance of 96.5%.
CNA Strengths	We implemented a regular attendance committee meeting to address students who had regular attendance issues and our ops coordinator communicated attendance daily with staff and regularly with members of the leadership team. The increased collaboration with the student support team (Deans of Students in middle and high school and our Director of Student Support) are key areas of strength we will continue for the 20-21 school year.
CNA Needs or Challenges	Navigating in-person and virtual environments, along with potential for illness due to COVID, will prove to be challenges with attendance this year. Determining plans to invest students and families who are truant has proven to be challenging. Providing resources, instructional delivery options, and incentives have had little impact for our top 1-3% of truant students.
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
Communication to Leadership and Parents/Families about daily tardies/absences	Leslie Villegas	Calls, letters, and meetings along with proper documentation with contact information to reach families	Attendance documentation kept on file	Daily when students are marked absent and/or tardy
Attendance committee with SCT and Ops staff to identify and support student truancy concerns and address trends in ADA by student and grade-level.	Marco Estrada	Time set aside to meet consistently about attendance	Daily ADA records	Ongoing
Communication to staff showing daily attendance percentages and students marked absent.	Leslie Villegas	Working computer systems (ESP, TAC, etc.)	Daily email	Daily when students are marked absent and/or tardy

