yes prep
PUBLIC SCHOOLS

Northside

# 2020-2021
# Campus Improvement Plan



**Campus Number 101-845-007**
**5215 Jensen Dr.**

# Houston, TX 77026

## YES PREP Northside CAMPUS IMPROVEMENT PLAN

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## MISSION STATEMENT

YES Prep Northside exists to develop college-ready leaders in the Northside community.

## 2020-2021 SYSTEMWIDE INITIATIVES

YES Prep Northside 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

## SCHOOL SUPPORT TEAM FOR THE CNA and CIP

| | |
|---|---|
| James Mosley | Principal |
| Brian Vannest | Resident Principal |
| Shannon Atwood | Excutive Assistant |
| Juana Sanchez | Parent |
| Leticia Castaneda | Parent |
| Rafael Ayala | Parent |

**Meetings and Community Access**

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on 8/31/2020 at 12:30 and 8/31/2020 at 1:00.

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. Northside will achieve a 51% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.

2. Northside will meet 100% of relevant Domain III STAAR targets.

3. 32% of Northside's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math

4. 92.6% of Northside students enrolled in the 2020-21 school year will return to Northside for 2021-22.

5. Northside 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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# YES PREP Northside CAMPUS IMPROVEMENT PLAN

## COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep Northside was founded in 2011 to serve students in Grades 6-12. YES Prep Northside exists to develop college-ready leaders in the Northside community.

**Student and Staff Demographics**

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

- 952 students in Grades 6-12
- Race & Ethnicity:
  - 9.0% African American
  - 0.3% American Indian
  - 0.1% Asian
  - 89.5% Hispanic
  - 1.0% White
- 94.6% economically disadvantaged
- 23.6% English Learners (ELs)
- 46.2% At-Risk
- 6.9% Special Education (SpEd)

Moreover, our campus employs 58 teachers and 29 administrators and support staff.

**Neighborhoods Served**

The neighborhoods served are Kashmere Gardens.

**Neighborhood Demographics**

The neighborhood demographics are 97% African American and Latinx.

**Strategies to Serve At-Risk Students**

Tutorials

| Data Sources Examined during the CNA Process | Title I SWP Element |
|---|---|
| • TEA Accountability Ratings<br>• STAAR data (disaggregated by subpopulation)<br>• Persistence data (disaggregated by subpopulation)<br>  ○ Attendance data<br>  ○ School Leaver/withdrawal data<br>• Student demographic data<br>• EL student data<br>• SpEd student data<br>• At-risk student data<br>• Other demographic data from public elementary schools within the attendance boundaries<br>• Teacher performance and development data<br>• Teacher feedback from beginning-of-year trainings<br>• Recruitment activities (e.g., input from parents and community members)<br>• Registration activities (e.g., input from parents)<br>• Neighborhood demographic data and trends | 1, 2, 3 |

## 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 Northside: $1,135,125

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.

## 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: $509,492
- Special Education (IDEA-B): $139,138
- National School Lunch Program: $396,871

**State and Local Funds**

- General State: $7,403,453
- State Compensatory Education: $1,135,125
- Bilingual/ESL Program: $174,046

# YES PREP Northside CAMPUS IMPROVEMENT PLAN

| GOAL #1 – STAAR Domain I | |
|---|---|
| **CNA Focus Areas** | Northside will achieve a 51% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test. |
| **CNA Strengths** | An area of strength in terms of this goal lies with Math 8. Math 8 scores on CA2 were higher than all other courses for Approaches and more than 20% higher than all other courses for students earning Meets. Both teachers in Math 8 are returning to Math 8 and will be able to leverage what they learned last year as they move into instruction this year. |
| **CNA Needs or Challenges** | Northside is significantly below goal for most courses when you look at Domain 1 and scores have decreased for the last two years. The fact that scores are signficantly away from goal will be a challenge for Northside this year. We will need to clearly articulate what rigor looks like in all courses this year and use data strategically to ensure we meet goal. |
| **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 |
|---|---|---|---|---|
| Lesson Preparation - Increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction | Director of Academics | Lesson preparation template from district, sample teacher exemplars for student work, DOI coaching tracker | Baseline Data: Plans and exemplars submitted by the end of in-service<br>Monitoring Sources: Campus OneNote (uploaded instructional documents) | 5 lesson plan checks for all teachers in first six weeks<br>Ongoing monitoring |
| Data driven analysis - Increase the use of and effectiveness of data-driven analysis, planning, and action | Director of Academics | Data dive document, PowerBi, exit tickets | Baseline data: Initial examination of data practices by DOA.<br>Monitoring Sources: DOI/teacher unit and | Ongoing |

| | | | | |
|---|---|---|---|---|
| | | | common assessment analysis and weekly exit ticket tracker analysis. Instructional Leadership team deep data dive meetings every 9 weeks | |
| Strategic Intervention - Increase the quality of intervention and ensure that students receive targeted intervention based on data | Director of Academics, SpEd Manager, Literacy Specialist | PowerBi, exit tickets | Baseline data: Student population data and previous academic scores Monitoring Sources: Data meetings with teacher/DOI, SpEd pull-outs, fluency and map testing | Ongoing |

| GOAL #2 – STAAR Domain III | |
|---|---|
| **CNA Focus Areas** | Northside will meet 100% of relevant Domain III STAAR targets. |
| **CNA Strengths** | Students are meeting Domain I targets for "approaching expectations" at rates higher than the targets in all aggregated sub-populations. |
| **CNA Needs or Challenges** | EL Students are not making sufficient growth on TELPAS with only 22% meeting the target. |
| **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 |
|---|---|---|---|---|
| Designated Supports - Determine and enact data-driven designated supports for students who are ELs and receving SpEd services both online and in- during person instruction | Director of Academics, SpEd Manager, Literacy Specialist | Immersive Reader, online versions of designated supports, training materials for online designated supports | Baseline Data: Initial examination of designated supports by DOA and SpEd Manager.<br>Monitoring Sources: Records of designated supports employed for unit and common assessments | Training on designated supports in first six weeks<br>Ongoing monitoring |
| Lesson Engagement - Deliver lessons that directly engage students both in person and online utilizing Kagan Structures and other strategies that prompt student reading, speaking, and writing | Director of Academics, Resident Principal | Kagan structure reference materials, NS online engagement menu for lesson execution, district support for Online Model Top 10 no 8). | Baseline Data: Initial examination of student engagement by DOA and DOIs (Top 10 no. 8).<br>Monitoring Sources: DOI observations | Ongoing |
| Meets and Masters Intervention - Leverage online and human resource assets to provide | Director of Academics, GLCs | Online curriclum materials for extention and enrichment, funds for | Baseline Data: Student achievement data from CA2 | Starting sprint 2, ongoing |

| | | | | |
|---|---|---|---|---|
| enrichment and extention to students at meets and masters level | | tutorials for meets and masters students | Monitoring Sources: DOI/teacher unit and common assessment analysis and weekly exit ticket tracker analysis. Instructional Leadership team deep data dive meetings every 9 weeks | |

| GOAL #3 – Senior SAT Performance | |
|---|---|
| **CNA Focus Areas** | 32% of Northside's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math |
| **CNA Strengths** | No turnover in CC's which will provide some consistency in supporting our students matriculate. |
| **CNA Needs or Challenges** | SAT intervention for our students who are bubble students (seniors) and at risk (underclassmen).<br>We are not seeing growth in CR benchmarks for the first three classes. 2018 - 33%. 2019 - 33%, 2020 - 31% |
| **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 |
|---|---|---|---|---|
| Idenitfying our Bubble students and non testers and build out Khan Academy Plan for these students. | DCC and CC's | Utilizing College Board data and Jr Advising Data to identify these students. | Power BI | Rollut September 1st - October 14th (SAT School Day) |
| DATA dive for current SAT Data. Help give full undersanding of where the current seniors stand in SAT preparation. | DCC, CC's, and Jr Sem Teacher. | College board Data, Power BI, etc. | SAT data through college board, Power BI, and utilziing information from Jr Avising Meetings this last spring. | September 12th. |
| Allocate campus resources to find direct insctrucitonal interventions for SAT Testers. | DCC, DOA and ACE Coordinator. | Utilize campus funding and ACE funds to allocate funds for small group interventions through Kaplan (or similar service) | KHAN Academy usage repotrts in Power BI | September 12th. |

| GOAL #4 – Student Persistence | |
|---|---|
| **CNA Focus Areas** | 92.6% of Northside students enrolled in the 2020-21 school year will return to Northside for 2021-22. |

| | |
|---|---|
| **CNA Strengths** | Students are really invested in the teaching staff. Engagement over time for NS students is due in large part to the relationships but on campus between teachers and students. |
| **CNA Needs or Challenges** | Our biggest challenge is maintaining our Black male students over time. Increasing the persistence of our Black male students will will be a focus area for NS. |
| **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 |
|---|---|---|---|---|
| Create a positive culture calendar that incompasses the following: celebrating student achievement/growth, NS traditons (Passing the torch), honoring identies and individual cultures of students, building communityand joy, and space for student voice. | Student Culture Team; GLCs; teachers | Access to the master calendar, resources for engagement for online platform, access to funds to purchase platforms/apps/tools for teachers and school to utilize to build culture | Baseline Data: Initial review of 19.20 school calendar. Monitoring Sources: Student Culture Team Observations | Culture Calendar for first 9 Weeks - Created and rolled out by August 24th; ongoing at every 9 weeks |
| Create and establish a clear protocol for building transformative relationships, positive culture, student engagment inside the classroom. Create an online incentive system (PIRDE Bucks) with a bank of things students can purchase. | DSS & DOA; DOIs; DOSs; SSCs | Lesson preparation, culturally responsive strategies for virtual learning, HERO, professional development time for teachers, access to funds to potentially buy/purchase incentives for students, | Baseline Data: Initial review of relationship building strategies by the DSS/DOSs during first 3 weeks. Monitoring Sources: Ongoing observations conducted by the ILT/SST for Top 10 and student climate. | Training on implementation and skils - ongoing for the first six weeks; ongoing |
| Designated Supports for students who struggle behaviorally inside the classroom, define/create various restorative consequences, create system for monitoring | Student Culture Team | Professional development time for teachers, access to resources for restorative justice practices, more training on CRT/Restorative Justice | Baseline Data: Initial review level one systems from 19.20 year and review data in HERO at 3 week mark for adjustments. | Ongoing |

| | | | | |
|---|---|---|---|---|
| | | | Monitoring Sources: Ongoing observations monitoring of restorative justice practices inside/outside the classroom by following the de | |
| Create equitable discipline practices for incident follow up, specifically for our SPED and black students. | Director of Student Support; Dean of Students | Data, Access to new COC, | Baseline Data: Initial review of suspension data from 19.20 year<br>Monitoring Sources: Ongoing data review conducted in SST meetings on a 3-week rolling basis. | Norm on CoC by Sep 8th; Roll out to staff by start date of in-person learning |

| GOAL #5 – Average Daily Attendance | |
|---|---|
| **CNA Focus Areas** | Northside will maintain a cumulative Average Daily Attendance of 96.5%. |
| **CNA Strengths** | Stakeholders fully wiling to engage and collaborate to meet this goal.<br>Student support counselors are returning staff members giving Northside an advantage of knowing our families and students known to be repeat offenders. |
| **CNA Needs or Challenges** | Virtual learning can be a challenge for Northside. During March through May this past year, student engagement percentage was low which can be a roll-over effect for the upcoming year. |
| **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 |
|---|---|---|---|---|
| Engage and collaborate in weekly attendance committee meetings to identify and flag outstanding student attendance. | Director of Student Support, Director of Campus Operations, Operations Coordinator/Attendance Clerk and Student Support Counselors. | Tracking system, attendance reports that include previous week data attendance discrepencies and flagged students. | Daily ADA averages and list of at-risk students. Skyward reports. | Weekly, ideally every Monday to establish a plan for any flagged students for the remainder of the week. |

| | | | | |
|---|---|---|---|---|
| Incorporate an incentive and recognition plan to share and celebrate grade levels and student perfect attendance. | Director of Student Support, Grade level chairs, Dean of Students, teachers, and Ops Coordinator. | Incentives, prizes, awards, public display of recognition through social media, staff and parent notes. | Daily and weekly ADA averages emails shared with Northside staff. Tracking perfect/overall average attendance from Q1-Q4 records for students and grade levels. | Ongoing weekly communication to staff and students. |
| Consistent monitoring of daily attendance that consist of follow-ups, phone calls, and continous communication with at-risk/repeat offenders. | Student support counselors, attendance clerk, director of student support. | Daily/Weekly attendance reports that will show repeat offenders. Tracking systems of what communication with students and families will look like for record keeping. | Skyward, Teams that indicate all appropriate reports. | Daily and ongoing. Communication with SSC during weekly attendance committee meetings. |