



Hobby

2020-2021 Campus Improvement Plan



**Campus Number 101-845-014
8787 Tallyho Rd.
Houston, TX 77061**

YES PREP Hobby CAMPUS IMPROVEMENT PLAN

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YES PREP Hobby CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

YES Prep Hobby exists to equip all Aviators with the skills and knowledge to maximize their potential in a safe and inclusive environment to successfully create waves of change for the Greater Hobby Area.

2020-2021 SYSTEMWIDE INITIATIVES

YES Prep Hobby 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

Chase Sander	Principal
Naketchia Alfred	Resident Principal
Marisa Alonzo	Director of Campus Operations
Barinia Uribe	Director of Academics
Jaclyn Peck	Director of Student Support
Annette Toyoma	Parent
Lorena Flores	Parent
Beth Strobe	Community Member

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on 9/4/2020 and 9/4/2020.

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. Hobby will achieve a 53% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. Hobby will meet 100% of relevant Domain III STAAR targets.
3. 93% of Hobby students enrolled in the 2020-21 school year will return to Hobby for 2021-22.
4. Hobby will maintain a cumulative Average Daily Attendance of 96.5%.

CIP Contact Information

Any questions regarding this CIP should be directed to:

Amir Roohi

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YES Prep Public Schools, Inc.
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COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep Hobby was founded in 2019 and serves students in Grades 6-7. YES Prep Hobby exists to equip all Aviators with the skills and knowledge to maximize their potential in a safe and inclusive environment to successfully create waves of change for the Greater Hobby Area.

Student and Staff Demographics

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

- ❖ 305 students in Grades 6-7
- ❖ Race & Ethnicity:
 - 10.9% African American
 - 0.4% American Indian
 - 0.4% Asian
 - 88.4% Hispanic
 - 0.0% White
- ❖ 77.9% economically disadvantaged
- ❖ 20.2% English Learners (ELs)
- ❖ 25.5% At-Risk
- ❖ 1.9% Special Education (SpEd)

Moreover, our campus employs 17 teachers and 11 administrators and support staff.

Neighborhoods Served

Majority of YES Prep Hobby Zone serves:

Greater Hobby Area

Golfcrest/Belfort/Reveille

Sub-Sections of these Neighborhoods are in the Hobby zone:

South Belt/Ellington

Park Place

Meadowbrook/Allendale.

Neighborhood Demographics

Greater Hobby Area

72% Hispanic

18% Black

Median Household Income - \$50,832

38% Have No Diploma, 31% Have High School Diploma, 10% Bachelor's or Higher

Golfcrest/Belfort/Reveille

68% Hispanic

20% Black

Median Household Income - \$34,731

40% Have No Diploma, 32% Have High School Diploma, 10% Bachelor's or Higher

Strategies to Serve At-Risk Students

- 1) All students will attend core Math and ELA classes for 90 minutes, every day.
- 2) All students will be enrolled in a Reading Intervention class based on their fluency and comprehension levels.
- 3) All students will be enrolled in a Math Intervention class using ST Math as part of a blended-learning curriculum.
- 4) We have a full-time Special Education Manager who will ensure that exceptional learners have the supports and instruction required by their IEP.
- 5) We have a full-time Literacy Specialist who will work with dysfluent readers and ensure dyslexia services are provided for identified 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 Hobby: \$152,755

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: \$68,563
- Special Education (IDEA-B): \$18,724
- National School Lunch Program: \$127,176

State and Local Funds

- General State: \$2,371,905
- State Compensatory Education: \$152,755
- Bilingual/ESL Program: \$42,810

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GOAL #1 – STAAR Domain I	
CNA Focus Areas	Hobby will achieve a 53% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	An area of strength related to our Domain 1 goal is that every STAAR-tested content team has at least one experienced teacher who is paired with a more novice teacher.
CNA Needs or Challenges	One of the challenges for our Domain 1 Goal for Hobby is that this will be the first year that we have 7th grade students who will be taking the STAAR assessments in Reading, Writing, and Math. Of the teachers who are teaching these courses, 50% of the teachers are in their first year of teaching; the other 50% are experienced teachers but new to their content. Additionally, a second challenge is that we do not have historical performance data on STAAR from the Spring of 2020 to accurately gauge student performance on standardized assessments.
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
Facilitate small group instruction during Asynchronous time	Deans of Instruction, SPED Manager, Literacy Specialist	Unit Test Data ExitTicket Data CFU Data	Student Achievement Data	Daily
Enroll all students in Reading and Math Intervention classes based on fluency and comprehension testing.	Principal, Literacy Specialist	STAAR Data R-CBM Data Reading Intervention	BOY Reading Tier Data 4th Grade STAAR Data Unit Assessments	MOY and EOY Benchmarking

		Curriculum, Texts, and Resources	Common Assessments STAAR Data	
Assign all YES Prep Hobby teachers to a dedicated Dean of Instruction who supports their development and monitors student achievement data.	Principal, Deans of Instruction, Literacy Specialist, Teachers	Student Achievement Data Whetstone/Teacher Performance Data Weekly/Bi-Weekly One-on-One Check-Ins	IER Data Continuum Place Data Student Achievement Data	MOY and EOY Benchmarking MAP Testing

GOAL #2 – STAAR Domain III

CNA Focus Areas	Hobby will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	We have a full-time Special Education Manager and full-time Literacy Specialist who will work to support our special populations. This special populations team will work closely to monitor student achievement data and support students.
CNA Needs or Challenges	Due to the COVID-19 closure, the class of 2026 did not have an opportunity to take the TELPAS assessment nor to execute our TELPAS preparation plan. We will need to work closely with core-content and intervention teachers to support and develop their skills in supporting our English Language Learners.
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
Monitor Special Education student achievement on an ongoing basis and provide small group intervention	Special Education Manager	Student IEPs STAAR Data MAP Data Special Education Classroom	STAAR Data MAP Data Unit Assessments Report Cards	Twice Per quarter (once at Progress Report and once at Report Card)
Monitor student achievement data on an ongoing basis to inform instruction decisions.	Principal, Director of Academics, Deans of Instruction, Teachers, Special Education Manager,	Course Blueprint Unit Plans Unit Exams Data Tracker	Unit Assessments Quizzes Common Assessments Gradebooks	Ongoing - following Unit Exam and Report Card Timeline

	Literacy Specialist			
Monitor ELL student achievement on an ongoing basis and provide small group instruction and teacher development.	Literacy Specialist	STAAR Data MAP Data Special Education Classroom	STAAR Data MAP Data Unit Assessments Report Cards	Twice Per quarter (once at Progress Report and once at Report Card)
Offer mandatory teacher professional development and coaching in supporting Special Population Students.	Principal, Special Education Manager, Literacy Specialist	Student IEPs STAAR Data MAP Data	STAAR Data MAP Data Unit Assessments Report Cards	Beginning of Year Professional Development Ongoing in Teacher O3s

GOAL #3 – Student Persistence

CNA Focus Areas	93% of Hobby students enrolled in the 2020-21 school year will return to Hobby for 2021-22.
CNA Strengths	We had a high level of during school year persistence, especially during the first semester of 2019-2020 with 100% student persistence. We have hired a full time Student Support Counselor to support with family needs and student concerns.
CNA Needs or Challenges	We are currently under-enrolled, and we will need to work to ensure that all students have a successful onboarding no matter when they enroll at YES Prep Hobby. We have and will continue to bring on new students in the Founding Class of 2026, and we will need to ensure that they feel welcome and part of our school community.
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
Develop clear communication structures with families (weekly newsletter from the Principal, daily Social Media posts, website)	Principal, RP, DCO, DSS, DOA	Newsletter, Parent Contact Information, Facebook & Instagram Page	Parent Survey, Attendance	Daily/Weekly
Creating a culture calendar with pre-planned events, activities, and celebrations to increase positive school culture for students and families	DSS, SSC, GLCs	Culture Calendar	Student Survey, Parent Survey, Attendance	Updated Quarterly
Host purposeful Advisory System with weekly student meetings, and frequent communication to families	DSS, SSC, All campus staff	Advisory Materials, Scope & Sequence of Advisory Plans,	Student Survey, Attendance	Weekly

to build relationships and investment in our school over time.				
Establish Parent Association to connect parents to the school and community.	DSS, Campus Leadership	Parent Meeting Agenda, Parent Meeting Calendar, Teams Event Schedule	Parent Survey, Attendance	Once a month
Host Student Dialogue's with opportunity for student voice to be heard and adjust systems and culture at Hobby	DSS, GLCs, Teachers	Dialogue Calendar, Dialogue Script	Student Survey, Attendance	Once a month

GOAL #5 – Average Daily Attendance

CNA Focus Areas	Hobby will maintain a cumulative Average Daily Attendance of 96.5%.
CNA Strengths	We maintained high ADA attendance during our founding school year prior to the COVID-19 closure through the use of incentives and student buy-in to attendance. We worked to create a system that allowed for frequent follow up with absent students.
CNA Needs or Challenges	We only have historical attendance data for about two-thirds of the school year as a result of the COVID-19 closure, so we don't have a clear picture of where we actually ended the year. We have added an additional grade level this year where we will have to closely monitor attendance to ensure we are proactive in the work that we are doing to meet our attendance goals.
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 and maintain systems to check daily attendance and ensure accurate and timely submission by teachers.	Registrar	Power BI Daily Attendance Report Skyward	Daily and Weekly attendance data	Daily
Implement daily system to call families about student absences.	Receptionist , CMA	Student absence tracker Call script	Daily and Weekly attendance data	Daily
Conduct Attendance Committee meetings with Student Support and Operations Team.	Director of Campus Operations, Director of	Student absence tracker	Quarterly attendance data	Once per quarter

	Student Support			
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