



Gulfton Secondary



2021-2022
Campus Improvement Plan

Campus Number 101-845-004

Houston, TX 77074

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YES PREP Gulfton Secondary CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

YES Prep exists to increase the number of college ready students.

2021-2022 SYSTEMWIDE INITIATIVES

YES Prep 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 Gulfton Secondary CAMPUS IMPROVEMENT PLAN

SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Name	Role
Cintia Arenas	Principal
Cristal Atilano	Community Member
Melissa Axton	Service Staff
Stephanie Sosa	Paraprofessional
Liz Lara	Special Education Staff

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held virtually on TEAMS on 9/29/2021 1:00-1:45 PM and 9/29/2021 2:45PM-3:30PM.

During the first meeting, the SST members had an opportunity to connect with each other and know the role of each of the members in the team. Team members were also given the opportunity to learn about the purpose of the team, learn specific vocabulary like CNA, CIP, Title I. The team also learned about the vision and mission of the Gulfton Secondary Campus. Each group discussed the data and identify the problems/needs and strengths of our campus.

During the second meeting, the whole SST came together to share the problems/needs and strength identified, as group we agreed on the trends identified in the data and prioritize the problems/needs that the school would have to focus as priorities to reach our campus' goals. The SST team also reviewed the campus goals and broke out into small groups to discuss high impact actions based on the identified problems to reach our goals.

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 2021-2022 school year.

Parent and Family Engagement Policy

All school activities will promote and encourage family engagement. The school will offer Parent Consultation Meetings to collaborate with parents and other stakeholders about the family engagement policy.

The Parent and Family Engagement Policy will be planned and implemented by the following committee:

Name	Role
Cintia Arenas	Principal
Cristal Atilano	Community Member

Melissa Axton	Service Staff
Stephanie Sosa	Paraprofessional
Liz Lara	Special Education Staff

The Parent and Family Engagement Policy will be 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 families and parents of YES Prep Gulfton Secondary will be notified through the Family Notes and social media channels that the CIP is on our website and that we will have copies available in our front office and copies will also be shared during Parent Family Engagement meetings.

We will review, assess, and update the Parent and Family Engagement Policy quarterly during the 2021-2022 school year.

There will be multiple meetings at flexible times, such as meetings in the morning and evenings, during different days of the week to accommodate All YES Prep Gulfton Secondary families' needs. Families and parents will be encouraged to attend these informative meetings where they will learn about the school's participation in Title I programming, curriculum programs, assessments and how student achievement will be measured and how the school and families will partner to support students' academic growth.

Participation in these meetings will be actively promoted through our social media channels, website and the weekly Family Notes.

Campus Goals (Focus/Critical Areas)

We will support literacy development for all students and plan for strategic intervention with our LEP population. We will focus on lesson planning to provide differentiated support for targeted groups of students.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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YES PREP Gulfton Secondary CAMPUS IMPROVEMENT PLAN

COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep Gulfton Secondary was founded in 2007 to serve students in Grades 6-12. YES Prep Gulfton’s mission is to be an A-Campus by 2024.

Student and Staff Demographics

The 2021-2022 schoolwide student demographics (estimates) are:

- ❖ 1055 students in Grades 6-12
- ❖ Race & Ethnicity:
 - 3.1% African American
 - 0.4% American Indian
 - 0.2% Hawaiian
 - 88.9% Hispanic
 - 0.8% White
 - 2.8% Multiple Races
- ❖ 97.4% economically disadvantaged
- ❖ 61.2% English Learners (ELs)
- ❖ 77.6% at-risk
- ❖ 6% special education (SpEd)

Moreover, our campus employs 92 staff members.

Neighborhoods Served

The neighborhoods served are Gulfton/Sharpstown.

Neighborhood Demographics

Total population: 53,031 | Total households: 18,846 | No HS education: 9,102
College education: 4,894 | Median household income: \$33,502

Strategies to Serve At-Risk Students

Our campus will will prioritize remediation through small group tutorials this year which will occur during the day in our homeroom block of time, as well as after school and on Saturdays.

Furthermore, we will be strategic with our development of teachers and their English Language Learning teaching abilities.

Data Sources Examined during the CNA Process	Title I SWP Element
<ul style="list-style-type: none"> • Evaluations from program, activities, and initiatives • Census • TEA Accountability Ratings • STAAR performance of surrounding schools • MAP performance of YES Prep Elementary schools • Staff Quality • Community Feedback • YES Prep programming and teaching facilitation data • Staff Development • Standardized Tests • Surveys and Interviews of Students/Staff/Parents • Technology Inventory 	1, 2, 3

Bridge – Conclusion of CNA

After meeting with the Student Support Team and conducting a comprehensive Campus Needs Assessment (CNA), the Gulfton Secondary Campus Improvement Plan (CIP) will address five areas of need for the 2021-2022 school year. We will focus on Domain I, Domain III, SAT College Readiness, Student Persistence, Attendance, MAP, College Matriculation, and AP scores. By addressing these eight areas of need, Gulfton Secondary will successfully support academic growth & achievement, parent involvement and student engagement.

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 Gulfton Secondary: \$1,368,367.00

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 Gulfton Secondary 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: \$474,388.00
- Special Education (IDEA-B): \$154,514.00
- National School Lunch Program: \$619,083.00

State and Local Funds

- General State: \$8,071,652.00
- State Compensatory Education: \$1,368,367.00
- Bilingual/ESL Program: \$353,896.00

YES PREP *Gulfton Secondary* CAMPUS IMPROVEMENT PLAN

GOAL #1 – Domain I

CNA Focus Areas	Average of the 50% of exams scoring "Approaches" or better, "Meets" or better, and "Masters"
CNA Strengths	We have strategically set our DI goals based on student cohort historical performance, balancing the growth all teachers need to lead to achieve this year's goals. Student reading course performance is our current area of strength. Students have also become increasingly proficient using technology for learning and testing, and increasingly use tools to show critical thinking and answer choice elimination testing online.
CNA Needs or Challenges	We need to improve on growing EL reading, listening, speaking, and writing skills and using student historical performance data to set and monitor individual student growth. We have 11 new (or new to course) STAAR course teachers to focus on in developing data-driven instruction skills: Math 6, Algebra I, ELA 6, ELA 8, English I, English II, Social Studies 8, Biology, US History. There is more content acceleration to achieve in math, science, and SS than reading based on interrupted learning/lower engagement in virtual learning over the past 1.5 years.
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 of STAAR course teachers will commit to data-driven instruction by completing data dive for each Unit Exam.	Teachers	20-21 grades, 20-21 STAAR Exam scores, 20-21 Unit Exam scores	Monitoring: 20-21 grades and Unit Exam scores	Once every unit

We will have an 90% of classrooms mastering student discourse opportunities throughout a lesson.	All Staff	20-21 grades, 20-21 STAAR Exam scores, 20-21 Unit Exam scores	Monitoring: 20-21 grades and Unit Exam scores	Daily implementation
Leaders will host meeting to review data/metrics on EL performance and action plan on supports.	Leaders	20-21 grades, 20-21 STAAR Exam scores, 20-21 Unit Exam scores	Monitoring: 20-21 grades and Unit Exam scores	Every 3 weeks

GOAL #2 – Domain III

CNA Focus Areas	STAAR Domain III: TELPAS - 36% of ELs advance one composite score or score AH on TELPAS.
CNA Strengths	We have established our campus instructional goal to focus on EL language development acceleration through ELlevation best practice strategies and data-driven instruction. In the first quarter, over 4 hours of professional development have focused on EL best practices.
CNA Needs or Challenges	Improving our mindset that meeting sub-population goals should be achievable while simultaneously achieving Domain I goals. Often times, it seems as though this is a separate push, but if we take the same actions for DI for DIII, we would be improving academic achievement for all students.
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
Teachers will identify ELs and SPED students on their rosters and will write sub pop supports in LPs.	Teachers	20-21 grades, 20-21 STAAR Exam scores, 20-21 Unit Exam scores	Monitoring: 21-22 grades and Unit Exam scores	Daily
We will have an 90% of classrooms mastering student discourse opportunities throughout a lesson.	All Staff	20-21 grades, 20-21 STAAR Exam scores, 20-21 Unit Exam scores	Monitoring: 20-21 grades and Unit Exam scores	Daily implementation

Leaders will host meeting to review data/metrics on EL performance and action plan on supports.	Leaders	20-21 grades, 20-21 STAAR Exam scores, 20-21 Unit Exam scores	Monitoring: 20-21 grades and Unit Exam scores	Every 3 weeks
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GOAL #3 – SAT College Readiness

CNA Focus Areas	College Readiness: Seniors 38% by end of 2022 ;College Readiness: Juniors 40% by end of 2022; College Matriculation: 73% by end of 2022
CNA Strengths	There are 12 seniors with 1200+ on the SAT right now! And we only need 9 more seniors to meet the goal of 38% of the class having college-ready scores.
CNA Needs or Challenges	We have Early Release for seniors, which is a roadblock for after-school SAT tutorials for seniors. They are not interested and neither are their parents in having them stay when they have other responsibilities.
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
The Junior Seminar teacher and College Counselors will execute the system strategy for SAT scores with fidelity	Junior Seminar teachers, College Counselors, Campus Administrators	System developed curriculum; Khan Academy and Kaplan resources	SAT benchmarks, SAT Exams	Daily implementation of curriculum
Junior Seminar will be treated like a core content and the DOI will manage the Junior Seminar teacher	Junior Seminar teachers, College	System developed curriculum; Khan Academy and Kaplan resources	SAT benchmarks, SAT Exams	Semi-weekly check-ins between Director of Instruction and teacher

	Counselors, Campus Administrator s			
All teachers will emphasize their students reaching meets/masters numbers on STAAR Exams	All Staff	Data spreadsheet with goals for each student in a STAAR tested course	SAT benchmarks, SAT Exams	Semi-weekly check-ins between Director of Academics and teacher, weekly data reviews

GOAL #4 – Student Persistence

CNA Focus Areas	98% of students who are active on 9/1 of current year and still active on 9/1 of the following year
CNA Strengths	Our campus often has strong persistence because families know that their child will receive a rigorous, quality education, which includes strong support by teachers to close gaps in skills & knowledge. Our campus also strives to keep parents involved and have strong communication with families to engage them as necessary partners in educating their children.
CNA Needs or Challenges	In the current time period, the most significant challenge we face is parents keeping their child at home or withdrawing them due to Covid and our school not offering virtual learning. We also sometimes have students withdraw because they would like to have access to other opportunities, like playing football or access to electives that we do not offer.
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
Members of the SCT will follow up directly with students who have not returned on the first week of school	DSS, DOSs, SSCs	Attendance/Absence Reports	ADA data monitoring every day, Persistence data checks every 2 weeks	Daily, by 2 weeks
The School Culture Team will create a calendar of events and traditions	School Culture Team (particularly ACE) + GLCs	Calendar of events and traditions	ADA data monitoring every day, Persistence data checks every 2 weeks	Daily, by 2 weeks
The School Culture Team will hold staff and students accountable to essential systems incorporating SEL and campus norms	School Culture Team	Campus handbook supplement	ADA data monitoring every day, Persistence data checks every 2 weeks	Daily, by 2 weeks

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GOAL #5 – Average Daily Attendance

CNA Focus Areas	Cumulative average daily attendance %- 96.4%
CNA Strengths	Strong campus systems to support attendance data accuracy ; Strong attendance coding, received a 100% on our yearly audit; Strong efforts to encourage, teach, and engage virtual student learning; Strong communication with families and staff
CNA Needs or Challenges	Outside forces that can effect student attendance (covid-19, weather implications); Harder to address chronic absent students in a virtual environment; Tech needs for our students
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
The Operations and School Culture Teams will hold regular attendance meetings	Operations and School Culture Teams	Absence lists, Meeting agendas, Truancy protocols	Daily absence lists, Regularly updates truancy lists	Weekly
Specific protocols will be followed for truant students	Operations and School Culture Teams	Absence lists, Truancy protocols	Daily absence lists, Regularly updates truancy lists	As needed
Deans of Students will regularly push into grade level meetings with attendance updates and follow ups	Deans of Students	Absence lists, Truancy protocols	Daily absence lists, Regularly updates truancy lists	Weekly

GOAL #6 - MAP

CNA Focus Areas	6-8 60% Math & 55% Reading Meeting or Exceeding Growth.
CNA Strengths	We have added a Campus Testing Coordinator to our campus which has allowed us to ensure 100% of our students complete their MAP test. We have also been intentional in assigning students to the right intervention class so that they receive instruction at their tier.

CNA Needs or Challenges	Given the pandemic and students being almost 2 years behind, we are trying to strategize on how to have most impact in a short amount of time. Providing individual support for students can be challenging when so many have gaps in their learning due to the current events.
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
Students will be assigned to intervention courses that is aligned to their level of math and reading.	Leaders	20-21 MAP Data, 21-22 BOY MAP Data, 20-21 STAAR Results	Daily monitoring of performance on ST Math and Reading Intervention Curriculum	Beginning of year and Re-evaluated at the end of Semester 1
All staff will strategically plan supports for target groups of students (in class, through tutorials, etc.)	Teachers	20-21 MAP Data, 21-22 BOY MAP Data, 20-21 STAAR Results	Daily monitoring of performance on ST Math and Reading Intervention Curriculum	Daily implementation of curriculum
All of intervention teachers will commit to data-driven instruction by completing data dive for each Unit Exam.	Teachers	20-21 grades, 20-21 STAAR Exam scores, 20-21 Unit Exam scores	Monitoring: 20-21 grades and Unit Exam scores	Once every unit

GOAL #7 – College Matriculation

CNA Focus Areas	73% of the Class of 2022 that intend to matriculate by end of year
CNA Strengths	We have a strong college initiatives team who prioritizes building relationships with not only the student but families. We have benchmark conversations to discuss where they are in the matriculation process, and continue to maintain contact with students even after they graduate.
CNA Needs or Challenges	We continue to navigate how to best support our students who are unable to afford tuition, have challenging circumstances, or different priorities at the moment. Our college initiative team continues to find opportunities for them to apply for scholarships and share all the options so that they feel confident in their decision to matriculate.
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.
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Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
College Counselors will execute the system strategy for SAT scores with fidelity	Junior Seminar teachers, College Counselors, Campus Administrators	System developed curriculum; Khan Academy and Kaplan resources	SAT benchmarks, SAT Exams	Daily implementation of curriculum
College Counselors will meet with their advisees a minimum of 6 times a year.	College Counselors, Campus Administrators	System developed curriculum; Khan Academy and Kaplan resources	SAT benchmarks, SAT Exams	Semi-weekly check-ins between Director of Instruction and teacher
All teachers will emphasize their students reaching meets/masters numbers on STAAR Exams	All Staff	Data spreadsheet with goals for each student in a STAAR tested course	SAT benchmarks, SAT Exams	Semi-weekly check-ins between Director of Academics and teacher, weekly data reviews

