



**2024 - 2025
Campus Improvement Plan**

YES Prep Northwest Secondary
YES Prep Public Schools
Campus Number 101845013
14741 Yorktown Plaza Dr, Houston, TX 77040

Each school year the principal of each school campus, with the assistance of the campus-level School Support Team, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). 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. Any questions regarding this CIP should be directed to:

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DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS

YES Prep Northwest Secondary is part of the YES Prep Public Schools, Inc. (YES Prep, system, or district) network of open-enrollment charter schools. Our systemwide initiatives are:

District's Vision

Every child in Houston will have equitable access to a public school that delivers a college-ready education.

District's Mission

YES Prep Public Schools empowers all Houston students to succeed in college and to pursue lives of opportunity.

System Strategic Priorities

- **Educational Equity:** Ensure that every child in Houston has greater access to YES Prep Pre-K through 12th grade education.
- **Student Achievement:** Ensure that in every school, in every classroom, every day, ALL students engage in rigorous, aligned and active learning, dramatically increasing their college readiness.
- **Culture & Identity:** Embrace the diverse communities, cultures, identities and abilities of ALL students, empowering all Houston students to succeed in college and to pursue lives of opportunity.
- **Talent:** Continue to attract diverse, extraordinary talent at every level and will purposefully increase inclusivity, retention and development of teammates.
- **Support Systems & Processes:** Make optimal use of systems and data, and share innovative best practices to significantly increase agility, productivity and sustainability.

Campus's Vision

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

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** Northwest Secondary will achieve a 45% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test, AND meet 55% of STAAR Domain III Targets.
2. **Family and Community Involvement:** Northwest Secondary will create an inclusive environment for parents and families, leading to a 45% matriculation rate for the Class of 2025.
96% of students enrolled on the first day of the 24-25 school year will persist until the last day of school due to a strengthened home-school connection.
3. **School Culture and Climate:** Northwest Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.5%.

TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES



Source: [TEA Strategic Plan | Texas Education Agency https://tea.texas.gov/about-tea/welcome-and-overview/tea-strategic-plan](https://tea.texas.gov/about-tea/welcome-and-overview/tea-strategic-plan)

ESSA Program Implementation Statutory Requirements

- Element 1: SWP Comprehensive Needs Assessment (CNA)
- Element 2: SWP Campus Improvement Plan (CIP) Requirements
- Element 3: Program Evaluation/Annual Review

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

Our School Support Team (SST) was designed to conduct the Campus Needs Assessment (CNA), create, review, monitor, and evaluate the Campus Improvement Plan (CIP). This model is aligned to state legislation and YES Prep policy. The intention of the SST is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

#	Full Name	Position/Title
1	Justin West	Principal
2	Natalie Garcia	School Leader (<i>Resident Principal</i>)
3	Adriana Magarin	School Leader (<i>Executive Assistant</i>)
4	Echlyn Encalade	Community Member
5	Arony Marquez	Community Member
6	Marsha Thomas	Parent
7	Silvia Paz	Parent
8	Margaret Moguel	Paraprofessional (<i>Operations Coordinator</i>)
9	Taylor Addison	Paraprofessional (<i>Director of Academics</i>)
10	Njoroge Kabugu	Teacher
11	Ronny Pena	Teacher
12	Eric Newcomer	Administrator (Head of Schools)
13	Trista Fortuna	Administrator (Government Grants Specialist)

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on June 6, 2024, and again on June 6, 2024 to develop the CNA. The first CNA meeting was held in YES Prep Northwest Secondary and started at 12:00 PM. The second meeting was held in YES Prep Northwest Secondary and started at 2:00 PM. We plan to meet again each quarter to review and revise the CNA as needed. If an SST member was not able to attend the meeting, efforts were made to contact the member to update him/her/them on the topics discussed and to gather his/her/ their input.

During the first meeting on June 6, 2024, Principal Justin West began the meeting with introductions. An ice breaker was conducted to support relationship building. The SST members had a chance to connect and know the role of each team member. Then, Principal Justin West shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. 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 YES Prep Northwest Secondary. The importance of attendance and the purpose of this Title 1 Team was emphasized and explained to all members. The

purpose of the Comprehensive Needs Assessment was shared. Principal Justin West then provided each person with a sample list of data options that the committee members could use to lead conversations to identify which data the committee would review to gather strengths and problems from the 2023-2024 school year. Principal Justin West lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at six specific data points to identify strengths and problems from the 2023-2024 school year. Principal Justin West thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on June 6, 2024, the SST reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024 school year but focused on the problems identified in the data. Principal Justin West led the team in prioritizing the problems. Each team member was asked to help identify three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the three problems.

The School Support Team reviewed the data listed to identify strengths and problems.

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 Secondary 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

COMPREHENSIVE NEEDS ASSESSMENT

Campus Profile

YES Prep Northwest Secondary was founded in 2018 to serve students in grades 6-12. Our campus employs 60 teachers and 88 administrators and support staff.

45% Domain I. 69% of students earned approaches or above on STAAR Math. 75% of students earned approaches or above on STAAR English.

Student Demographics

The 2024-2025 schoolwide student demographics (estimates) are:

% economically disadvantaged	78%
% English Learners (ELs)	40%
% at-risk	64%
% special education (SpEd)	11%
% Hispanic/Latino	82%
% African American	13%
% Asian	0%
% White	2%
% American-Indian	0%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77040, 77041, 77080, 77055, 77092, 77043. The neighborhood racial demographics are approximately:

% Hispanic/Latino	52%
% African American	17%
% Asian	9%
% White	45%
% American-Indian	1%

Conclusion of CNA

Summary/Bridge of Identified Problems:

Middle School Math

Rising 8th and 9th grade cohort support

African American students

Areas of Focus for Next Year:

1. Student Achievement
2. Family and Community Involvement
3. School Culture and Climate

PARENT AND FAMILY ENGAGEMENT

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 was planned and implemented by a campus committee and 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 Northwest Secondary will be notified through Family Notes and social media channels that the CIP is on our website and that we will have copies will be available in our front office, as well as shared during Parent Family Engagement meetings.

We will review, assess, and update the Parent and Family Engagement Policy quarterly during the 2024-2025 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 Northwest 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.

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 YES Prep Northwest Secondary \$7,152,370

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.

Strategies to Serve At-Risk Students

Early Identification: Implement a system for early identification of at-risk students. This might involve reviewing academic performance, attendance records, behavior reports, and input from teachers and counselor.

Small Group Instruction: Offer small group instruction for students who are struggling academically. This allows for more personalized attention and targeted interventions.

Tutoring and Academic Support: Establish tutoring programs or peer tutoring where students can get extra help with challenging subjects.

Data-Driven Decision-Making: Use data to inform decisions and adjust strategies as needed. Regularly analyze academic and behavioral data to track progress and make improvements.

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: \$570,205
- Special Education (IDEA-B): \$118,691
- National School Lunch Program: \$379,055

State and Local Funds

- General State: \$4,621,439
- State Compensatory Education: \$1,286,777
- Bilingual/ESL Program: \$176,204

YES PREP NORTHWEST SECONDARY CAMPUS IMPROVEMENT PLAN

Goal #1: STUDENT ACHIEVEMENT

Goal	Northwest Secondary will achieve a 45% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test, AND meet 55% of STAAR Domain III Targets.
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What are one or two areas of **STRENGTH** for your campus in terms of this goal?

English I Domain I grew by 6%. ELA 7 Domain I grew by 7%.

What are one or two **NEEDS** or **CHALLENGES** for your campus in terms of this goal?

Middle School Math is a focus area for this campus.

What will your **READING STRATEGY** be for your campus in terms of this goal?

We have a dedicated Dean of Instruction that specializes in ELA and Reading instruction. She will provide support and coaching to all ELA teachers to ensure that students are meeting rigorous goals set in their classes. Additionally, our Reading Intervention teacher is a tenured and skilled teacher. She will work to ensure that middle school students reading below grade level are able to catch up over time.

What will your **WRITING STRATEGY** be for your campus in terms of this goal?

We saw improvements in Writing scores last year and are going to continue to focus on using rigorous district curriculum, which includes daily writing practice in all of our ELA courses.

What will your **MATH STRATEGY** be for your campus in terms of this goal?

All of our STAAR-level math courses will be utilizing a 70/20 model for daily instruction. 70 minutes spent on rigorous, grade-level aligned content. The last 20 minutes will be for acceleration for students performing above grade level or intervention for students struggling to access grade-level content.

What strategies will be used to serve **AT RISK STUDENTS** in terms of this goal?

Data will be reviewed regularly in MTSS meetings. Students of concern will be discussed and interventions will be put into place. Administrators will monitor progress of students with interventions.

What strategies will be used to serve **ALL STUDENTS** in terms of this goal?

We are focused on providing strong Tier 1 instruction. Deans are focused on providing coaching for teachers to ensure that daily lessons are strong so that most students are able to access rigorous content. Tier 2 and 3 supports will be provided for students that need it as well.

What strategies or programs will be implemented to ensure students are receiving a **WELL-ROUNDED EDUCATION**?

We are committed to students engaging in Advisory for 30 minutes every day. 1 day per week will be focused on character education, 1 day will provide opportunities for students to participate in interest clubs. 1 day per week will be focused on academic tutorials.

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy	Taylor Addison, Adrienne Thomas, Allison Rodrigues, Carolyn Anderson, ELA Teachers	ELA Curriculum; Coaching systems	Unit Exam Data, Observation Data	Unit Exam data after each unit (typically 9 weeks in ELA classes). Observation data varies by teacher based on performance.

				Between 1-6 touchpoints per phase.
Writing Strategy	Taylor Addison, Adrienne Thomas, ELA Teachers	ELA Curriculum, Coaching Systems	Unit Exam Data, Observation Data	Unit Exam data after each unit (typically 9 weeks in ELA classes). Observation data varies by teacher based on performance. Between 1-6 touchpoints per phase.
Math Strategy	Taylor Addison, Leo Vivias, Travis Wooten, Math Teachers	Math Curriculum, Coaching Systems	Unit Exam Data, Observation Data	Unit exam data after each unit, typically every 2-4 weeks in Math courses. Observation data varies by teacher based on performance. Between 1-6 touchpoints per phase.
At-Risk Strategy	Taylor Addison, Andrea Pollard	MTSS Systems, Gradebook Data	MTSS Tracking, Unit Exam Data, Student Grades & Failure Data,	Every 3 weeks
Well-Rounded Education Strategy	Taylor Addison, Andrea Pollard, SSCs	Advisory structures, SEL programming	Advisory observation data, Student SEL surveys	Surveys - Twice per year (BOY and EOY). SEL lessons - once per week

Goal #2: FAMILY & COMMUNITY INVOLVEMENT

Goal	Northwest Secondary will create an inclusive environment for parents and families, leading to a 45% matriculation rate for the Class of 2025. 96% of students enrolled on the first day of the 24-25 school year will persist until the last day of school due to a strengthened home-school connection.
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What are one or two areas of STRENGTH for your campus in terms of this goal?

50% of seniors are college-ready in Reading.

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?

Most attrition is occurring between 8th and 9th grade. African American students have lower persistence rates than other demographics.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
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Complete Intent to Matriculate Surveys throughout the school year	Javier Osornio and College Counselors	Surveys	Intent to Matriculate Survey Data	Students will take 3 surveys throughout the year, Beginning, Middle, and End of year.
Strategic advising throughout senior year for students of concern	Javier Osornio and College Counselors	Advising Systems	Advising Tracker	BOY, MOY, EOY
Focus on deep engagement in daily lessons that make students want to return to school each year.	All instructional leaders	Curriculum, engagement strategies, coaching systems	Observation data, student survey feedback	Student Surveys - twice per year. Observation data frequency depends on teacher (1-6 touchpoints per phase)

Goal #3: SCHOOL CULTURE & CLIMATE

Goal	Northwest Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.5%.
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What are one or two areas of STRENGTH for your campus in terms of this goal?

6th and 8th grade cohorts have started the year strong. Strong attendance clerk and attendance reporting systems.

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?

11th grade cohort historically has struggled with attendance. Addressing chronic absenteeism.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Execution of attendance committee meetings	Norma Reyes and Andrea Pollard	Meeting structures, ADA data, student information systems	ADA data, attendance tier reporting	Bi-weekly if meeting EOY goal. Weekly if below EOY goal.
Parent communication with students at-risk for dropping out due to low attendance.	Norma Reyes and Andrea Pollard	ADA data, student information systems,	ADA data, attendance tier reporting, ADA committee action tracker	Bi-weekly if meeting EOY goal. Weekly if below EOY goal.
Focus on deep engagement in daily lessons that make students want to come to school.	All instructional leaders	Curriculum, engagement strategies, coaching systems	Observation data, student survey feedback	Student Surveys - twice per year. Observation data frequency depends on teacher (1-6 touchpoints per phase)