



**2024 - 2025
Campus Improvement Plan**

YES Prep Southwest Secondary
YES Prep Public Schools
Campus Number 101845002
4411 Anderson Rd., Houston, TX 77053

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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| Ruth Yonamine Bobba Director of Government Grants and Compliance YES Prep Public Schools, Inc. 5455 South Loop East Freeway Houston, TX 77033 (713) 842-5540 Office Ruth.YonamineBobba@yesprep.org | Erin Sadler Principal YES Prep Southwest Secondary 4411 Anderson Rd. Houston, TX 77053 101845002 (713) 967-9200 Erin.Sadler@yesprep.org |
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DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS

YES Prep Southwest 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 Southwest will become an A rated campus by consistently upholding a high standard for how staff and students engage with learning in Maverick Nation because every child deserves a safe and joyful learning environment in which to grow.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** Southwest Secondary will achieve a 54% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test, AND meet 100% of STAAR Domain III Targets.
2. **Family and Community Involvement:** "Southwest Secondary will create an inclusive environment for parents and families, leading to a 54% matriculation rate for the Class of 2025.
98% 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:** Southwest Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 96.5%.

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 | Erin Sadler | Principal |
| 2 | Taylor Romero | School Leader - Director of Academics |
| 3 | Rachel Starkel | School Leader - Director of Academics |
| 4 | Eduardo Garces | Community Member |
| 5 | Yesenia Escobar | Community Member |
| 6 | Sofia Montoya | Parent |
| 7 | Jenifer DelRio | Parent |
| 8 | Laila Alvarez | Paraprofessional <i>Executive Assistant</i> |
| 9 | Araceli Rodriguez | Paraprofessional <i>Registrar</i> |
| 10 | Jah Lowery | Teacher |
| 11 | Karlie Carmen | Teacher |
| 12 | Eric Newcomer | Administrator (Head of Schools) |
| 13 | Trista Fortuna | Administrator (Government Grants Specialist) |
| 14 | Aaron Madson | School Leader - Director of Student Support |
| 15 | Elizabeth Valencia | School Leader - Manager of Student Enrichment |
| 16 | Maria Jamaica | School Leader - Resident DCO |
| 17 | April Matthews | School Leader - DCO |

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on August 16, 2024, and again on August 16, 2024, to develop the CNA. The first CNA meeting was held in Southwest Secondary and started at 2:00pm - 2:30pm. The second meeting was held in Southwest Secondary and started at 2:30pm - 3:00pm. 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 August 16, 2024, Principal Erin Sadler 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 Erin Sadler 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 Southwest 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 Erin Sadler 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 Erin Sadler 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 Erin Sadler thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on August 16, 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 Erin Sadler 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 |

YES Prep Southwest Secondary was founded in 2012 to serve students in grades 6 - 12. Our campus employs 58 teachers and 26 administrators and support staff.

Overall, our students achieved a domain 1 average of 56% during the 2024 STAR EOC exams.

Student Demographics

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

| | |
|-------------------------------------|-----|
| % economically disadvantaged | 87% |
| % English Learners (ELs) | 55% |
| % at-risk | 72% |
| % special education (SpEd) | 5% |
| % Hispanic/Latino | 94% |
| % African American | 6% |
| % Asian | 0% |
| % White | 0% |
| % American-Indian | 0% |

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: Hiram Clarke/ Southwest Houston Region.

The neighborhood racial demographics are approximately:

| | |
|---------------------------|-----|
| % Hispanic/Latino | 94% |
| % African American | 6% |
| % Asian | 0% |
| % White | 0% |
| % American-Indian | 0% |

Conclusion of CNA

Summary/Bridge of Identified Problems:

Attendance, Accountability for both students and staff

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 Southwest 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 Southwest 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 Southwest Secondary \$8,050,291

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: \$631,603
- Special Education (IDEA-B): \$131,471
- National School Lunch Program: \$441,526

State and Local Funds

- General State: \$5,119,056

- State Compensatory Education: \$1,425,332
- Bilingual/ESL Program: \$301,303

YES PREP SOUTHWEST SECONDARY CAMPUS IMPROVEMENT PLAN

| Goal #1: STUDENT ACHIEVEMENT | | | | |
|---|--|--|--|-------------------------|
| Goal | Southwest Secondary will achieve a 54% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test, AND meet 100% of STAAR Domain III Targets. | | | |
| What are one or two areas of STRENGTH for your campus in terms of this goal? | | | | |
| 1. Staff retention 80% or more 2. Student achievement (Domain III) 91% | | | | |
| What are one or two NEEDS or CHALLENGES for your campus in terms of this goal? | | | | |
| Domain I and Domain IIA - Absolute student achievement and STAAR growth | | | | |
| What will your READING STRATEGY be for your campus in terms of this goal? | | | | |
| Clearly defined coaching strategies focused on rigor, engagement, and appropriate practice. | | | | |
| What will your WRITING STRATEGY be for your campus in terms of this goal? | | | | |
| Clearly defined coaching strategies focused on rigor, engagement, and appropriate practice. | | | | |
| What will your MATH STRATEGY be for your campus in terms of this goal? | | | | |
| Clearly defined coaching strategies focused on rigor, engagement, and appropriate practice. | | | | |
| What strategies will be used to serve AT RISK STUDENTS in terms of this goal? | | | | |
| Restructuring of MTSS owner and delegation to ensure that intervention strategies are in place and monitored for effectiveness. | | | | |
| What strategies will be used to serve ALL STUDENTS in terms of this goal? | | | | |
| Emphasis on rigor, engagement, and school culture to keep students invested. | | | | |
| What strategies or programs will be implemented to ensure students are receiving a WELL-ROUNDED EDUCATION ? | | | | |
| Consistent advisory structure with SEL, academic advising, robust AP offerings, school wide incentives. | | | | |
| High Impact Actions | Owner/ Persons Responsible | Resources Needed | Baseline Data & Monitoring Sources | Timeline |
| Reading Strategy | DOA/Principal | Targeted Reading Intervention curriculum and class | BOY fluency and MAP data | BOY - completed by 9/12 |
| Writing Strategy | DOA/Principal | Double blocked ELA courses to ensure sufficient instructional time for writing curriculum. | BOY MAP data and previous year STAAR to inform student tiering | Yearlong - Ongoing |
| Math Strategy | DOA/Principal | Double blocked math courses in grades 6- 9 and | BOY MAP data and previous year STAAR | Yearlong - Ongoing |

| | | | | |
|---------------------------------|---------------|--|---|--------------------|
| | | implementation of IXL licenses (student and teacher accounts) | results to inform student tiering | |
| At-Risk Strategy | DOA/Principal | MTSS: DOA/504 Manager will lead intensive MTSS protocols that will monitor At-Risk students. | Historical attendance, MAP, and grades will inform the DOA (MTSS) in identifying students to place in MTSS | Yearlong - Ongoing |
| Well-Rounded Education Strategy | DSS/Principal | HYPE, SEL, Advisory programming focused on providing whole child support to ensure that students are able to fully engage in the academic environment. | Panorama Student Surveys (climate survey and SEL survey) provide metrics. Focus for 24-25 are emotional regulation and relational aggression. | Yearlong - Ongoing |

Goal #2: FAMILY & COMMUNITY INVOLVEMENT

| | |
|------|---|
| Goal | Southwest Secondary will create an inclusive environment for parents and families, leading to a 54% matriculation rate for the Class of 2025. 98% 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. |
|------|---|

What are one or two areas of **STRENGTH** for your campus in terms of this goal?

Student persistence of 98% and strong parent involvement in our family organization.

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

Consistent opportunities for parents to engage with various members of staff to increase their awareness of programming and academic opportunities. Second, transportation restrictions have made it difficult for students to remain with the campus.

| High Impact Actions | Persons Responsible | Resources Needed | Baseline Data & Monitoring Sources | Timeline |
|---------------------------|-----------------------------------|----------------------------------|--|----------------------|
| Coffee with the Principal | Principal and Executive Assistant | Reserved space, minimal funding. | We will be monitoring the efficacy of this through attendance. Initial goal will be 20% of parents to attend with a gradual increase of 5% from fall events to spring. | September 30th, 2024 |

| | | | | |
|---|---|---|--|--|
| Afterschool Programming - Increased options for middle school participation | Manager of Student Enrichment | sponsors and programming guidelines for new clubs | YP SWS will have 50% of students that participate in high impact organizations will persist for two or more years. | September 9th 2024 through Math 9th 2025 |
| College Initiatives - Advisory Groups | Director of College Counseling | Schedule, trackers | CI reporting data CCMR, TSIA, STAAR, SAT | Monthly |
| Goal #3: SCHOOL CULTURE & CLIMATE | | | | |
| Goal | Southwest Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 96.5%. | | | |
| What are one or two areas of STRENGTH for your campus in terms of this goal? | | | | |
| ADA is consistently within 1% of our goal and our student survey data indicates that students feel respected and supported by staff. | | | | |
| What are one or two NEEDS or CHALLENGES for your campus in terms of this goal? | | | | |
| While the majority of students are consistently present, we have not found an effective intervention for students with a pattern of chronic school absenteeism. | | | | |
| High Impact Actions | Persons Responsible | Resources Needed | Baseline Data & Monitoring Sources | Timeline |
| Attendance Meetings | DCO | Space, resources, trackers | Daily ADA reporting | Weekly |
| Early intervention | DCO/DSS | PBI reports, funds, trackers | PBI - Earbud: Individual and campus | Ongoing |
| Communication | DCO | Attendance letters, trackers | Skyward | Ongoing |