



**2024 - 2025
Campus Improvement Plan**

YES Prep Southside Secondary
YES Prep Public Schools
101845011
5515 S loop E Houston, TX 77033

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 Southside 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 empower 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 Southside exists to eliminate educational inequity by increasing the number of college-ready Giants in the Southside community for the 24-25 SY.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** Southside will receive a 43% on Domain 1 (the average of "Approaches" and above, "Meet" and above and "Masters") on the STAAR test, AND meet 100% of STAAR Domain III Targets.
2. **Family and Community Involvement:** "Southside Secondary will create an inclusive environment for parents and families, leading to a 41% matriculation rate for the Class of 2025. 93% 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:** Southside Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93%.

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	Bryce Moore	Principal
2	Brianna Holley	School Leader (<i>High School Counselor</i>)
3	Chelsea White	School Leader (<i>Director of Student Support</i>)
4	Tierra Moore	Community Member
5	Tori Coefield	Community Member
6	April Chatman	Parent
7	LaTasha Cosey	Parent
8	Adrienne Bowles	Paraprofessional (<i>executive assistant</i>)
9	Adriana Bravo	Paraprofessional (<i>Registrar</i>)
10	Mr. Campos	Teacher
11	Ms. Turner	Teacher
12	Megan Edwards	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 8/9/24, and again on 8/9/24 to develop the CNA. The first CNA meeting was held in Southside Secondary conference room and started at 1:00. The second meeting was held in Southside Secondary conference room and started at 1:30. 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 8/9/24, Principal Bryce Moore 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 Bryce Moore 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 Southside 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 Byrce Moore 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 Byrce Moore led 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 Byrce Moore thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on 8/9/24, 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 Byrce Moore 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 Southside Secondary was founded in 2015 to serve students in grades 6-12th. Our campus employs 57 teachers and 32 administrators and support staff.

In terms of overall performance, 57% of our students are at approaches, 28% are at meets, and 9% are at masters.

Student Demographics

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

Student Demographics <i>(please fill in ALL percentages)</i>	67% economically disadvantaged
	31.7% English Learners (ELs)
	52.1% at-risk
	9% special education (SpEd)
	61.2% Hispanic/Latino
	36% African American
	0% Asian
	.6% White
	.1% American-Indian

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77048, 77051, 77047, 77033, 77021, 77051, 77023, 77004, 77054, 77087. The neighborhood racial demographics are approximately:

Neighborhood Demographics: <i>(please fill in ALL percentages)</i>	42% Hispanic/Latino
	1.6% 2 or more races
	0.2% Asian
	1% White
	55.2% Black

Conclusion of CNA

Summary/Bridge of Identified Problems:

How we will address Math gaps. Cultivating culture by incorporating the House system. Creating avenues to promote ADA. Staff Retention. Lack of a parent engagement and community involvement

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 Southside 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 Southside 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 Southside Secondary \$7,090,568

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: \$562,303
- Special Education (IDEA-B): \$117,046
- National School Lunch Program: \$411,345

State and Local Funds

- General State: \$4,557,389
- State Compensatory Education: \$1,268,943
- Bilingual/ESL Program: \$173,542

YES PREP SOUTHSIDE SECONDARY CAMPUS IMPROVEMENT PLAN

Goal #1: STUDENT ACHIEVEMENT	
Goal	Southside will receive a 43% on Domain 1 (the average of "Approaches' and above, 'Meet" 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?	
ELA scores have increased over the past year. TELPAS data has increased due to tier 1 instruction.	
What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?	
Decreasing the GAP for Mathematics for students 6-10 Leader development to continue to increase effectiveness of coaching	
What will your READING STRATEGY be for your campus in terms of this goal?	
Students will write relevant annotations while reading grade level material.	
What will your WRITING STRATEGY be for your campus in terms of this goal?	
Think! Write! Pair! Share! : Allowing students to engage in instructional practices by writing, speaking and processing.	
What will your MATH STRATEGY be for your campus in terms of this goal?	
Increase skill mastery on IXL and Delta Math. Teacher development to engage students with Lead4ward strategies within those rooms. Students informed about student achievement.	
What strategies will be used to serve AT RISK STUDENTS in terms of this goal?	
Focus on SEL with campus experts to ensure we can continue to be successful. Prioritize Math and Reading interventions to decrease the gaps. Continue to connect with the community to ensure alignment and support.	
What strategies will be used to serve ALL STUDENTS in terms of this goal?	
Clear criterion for success. Small group interventions. Skill building by district's selected platform.	
What strategies or programs will be implemented to ensure students are receiving a WELL-ROUNDED EDUCATION ?	
Higher level math teachers are pushing into MS math courses to ensure that we are facilitating small group intervention. Deans of Instructions have selected a priority course and will co-teach / coach with teacher of record increase the development trends. Execute PLCs with fidelity to build skill for all instructors.	

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy	Academic Team	Coaching Scope & Sequence; planning time in tactical meetings	weekly formative assessments and summative assessments	planned through 9/22 - to be adjusted at midpoints and end of coaching cycles
Writing Strategy	Academic Team	Coaching Scope & Sequence; planning time in tactical meetings	weekly formative assessments and summative assessments	planned through 9/22 - to be adjusted at midpoints and end of coaching cycles
Math Strategy	Academic Team	Coaching Scope & Sequence; planning time in tactical meetings	weekly formative assessments and summative assessments	planned through 9/22 - to be adjusted at midpoints and end of coaching cycles
At-Risk Strategy	Academic Team	Coaching Scope & Sequence; planning time in tactical meetings	weekly formative assessments and summative assessments	PD will be planned on a monthly basis in response to data
Well-Rounded Education Strategy	Academic Team	Coaches' Tiering Document; Tiering step backs	weekly formative assessments and summative assessments	PD will be planned on a monthly basis in response to data

Goal #2: FAMILY & COMMUNITY INVOLVEMENT

Goal	<p>Southside Secondary will create an inclusive environment for parents and families, leading to a 41% matriculation rate for the Class of 2025.</p> <p>93% 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.</p>
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What are one or two areas of **STRENGTH** for your campus in terms of this goal?

We have a strong group of high school parents who meet monthly and volunteer for all events.

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

We would like more families involved in our programming and we are hoping the house system will help bring more families together.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Monthly GFA meetings to discuss concerns and plan family events	Culture Team	Rules behind booster	Monthly meeting notes	Planned monthly

Monthly events for family events using our family engagement	Culture Team	Family engagement funds/budget	Attendance tracker for those who attend and Possip	Planned monthly
Strong programming such as athletics, after school, the house system, and clubs	Culture Team	Collaboration time for house and professional development	Power Bi reports, student survey, weekly check in with stakeholders, observation tool, and Possip for feedback.	Weekly

Goal #3: SCHOOL CULTURE & CLIMATE

Goal	Southside Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93%.			
What are one or two areas of STRENGTH for your campus in terms of this goal?				
Currently we are meeting this goal by holding consistent ADA Committee Meetings. This number is being met also by parent meetings in which we discuss truancy.				
What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?				
Common trends on campus are still Mondays and Fridays have the highest amount of absences. Absences are equated to life circumstances beyond our control.				
High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
ADA checks -- follow up in person to support staff submitting attendance at an/ or before 9:30AM	Attendance Clerk & Registrar	Skyward reporting Teacher attendance submission tracker	ADA Power BI Report Teacher attendance submission tracker Observations & follow up	Month of August and September as well as needed
Provide trainings to teachers on how to submit attendance appropriately	OPS Team & D-Team	Professional development days calendared	ADA Power BI Report Teacher attendance submission tracker	SY 23-24
Weekly and monthly attendance incentives	OPS & Culture Team	Family gatherings calendared; tangible incentives and rewards	ADA & persistence tracking Student Survey	Monthly throughout 23-24 SY