2024 – 2025
Campus Improvement Plan

YES Prep East End Secondary
YES Prep Public Schools
Campus Number 101845003
8401 Lawndale St, Houston, TX 77012

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 East End 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 East End Secondary empower all students to succeed in college and beyond.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** East End 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 100% of STAAR Domain III Targets.

2. **Family and Community Involvement:** "East End Secondary will create an inclusive environment for parents and families, leading to a 90% 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:** East End Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 95%.

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

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	Kaitlan Peterson	**Principal**
2	Jessica Trejo	**School Leader** *(Director of College Counseling)*
3	Erika Gonzalez	**School Leader** *(Director of Campus Operations)*
4	Maria Gamboa	**Community Member**
5	Maria Guerrero	**Community Member**
6	Alma Garcia	**Parent**
7	Alfredo Garcia	**Parent**
8	Vanessa Hernandez	**Paraprofessional** *(Operations Coordinator)*
9	Sonya Martinez	**Paraprofessional** *(Registrar)*
10	Keren Cisneros	**Teacher**
11	Joseph Higgs	**Teacher**
12	Antonio Castillo	**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 7, 2024, and again on June 7, 2024 to develop the CNA. The first CNA meeting was held in YES Prep East End Secondary and started at 9:00am-9:30am. The second meeting was held in YES Prep East End Secondary and started at 9:30am-10:00am. 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 7, 2024, Principal Kaitlan Peterson 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 Kaitlan Peterson 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 East End 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 «Principal_Name» 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 Kaitlan Peterson 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 Kaitlan Peterson thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on June 7, 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 Kaitlan Peterson 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
- 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

<u>Campus Profile</u>
YES Prep East End Secondary was founded in 2006 to serve students in grades 6-12. Our campus employs 60 teachers and 30 administrators and support staff.

In terms of performance, 70% of student earned approached or higher on all STAAR exams, 44% earned meets or higher on all STAAR exams, and 14% earns masters on all STAAR exams.

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

% economically disadvantaged	91%
% English Learners (ELs)	51%
% at-risk	72%
% special education (SpEd)	9%
% Hispanic/Latino	99%
% African American	0%
% Asian	0%
% White	1%
% American-Indian	0%

Neighborhoods Served
The neighborhoods served are the following areas/zip codes 77003, 77023, 77011, 77020, 77029, 77012, 77017. The neighborhood racial demographics are approximately:

% Hispanic/Latino	85%
% African American	10%
% Asian	1%
% White	3%
% American-Indian	0%

Conclusion of CNA

Summary/Bridge of Identified Problems: Opportunity to increase parental engagement, increase in relational aggression incidents since COVID

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 East End 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 East End 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 East End Secondary $7,554,179

The process we use to <u>identify</u> 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 <u>exit</u> 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.

<u>Strategies to Serve At-Risk Students</u>
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.

<u>Federal Funds</u>

- Title I, Part A: $601,816
- Special Education (IDEA-B): $125,271
- National School Lunch Program: $337,950

State and Local Funds

- General State: $4,877,638
- State Compensatory Education: $1,358,112
- Bilingual/ESL Program: $253,393

YES PREP EAST END SECONDARY CAMPUS IMPROVEMENT PLAN

Goal #1: STUDENT ACHIEVEMENT

Goal	East End 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 100% of STAAR Domain III Targets.

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

In 23-24, our campus held steady at 43% D1 despite many schools across the state of Texas declining in performance. Additionally, we saw increases in D1 performance in 4/5 EOCs and in both 6th and 7th Math and Reading. All EOC courses increase % of students earning Approaches or higher on the first attempt, effectively decreasing the number of students needing to retake their EOCs throughout subsequent high school years.

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

8th Grade is a high impact year for student performance on STAAR because students take 4 exams in their 8th grade year. That is also the grade level that did not show significant increases in Domain I in the 23-24 School Year. We will need to both 1) target teacher development and student readiness in this year's 8th grade teachers and students, and 2) accelerate learning for the cohort of students now in 9th grade.

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

The dean of instruction for 8th and 9th grade specializes in teaching and coaching reading and language arts. She will collaborate with our literacy specialist to co-observe 8th and 9th grade classes to identify trends in student needs and performance and ultimately develop a strategy for all students to utilize in building their reading comprehension and analysis skills. Additionally, our advisory structure dedicates every Monday to an English class study hall where students can receive remediation in their readining subjects, extra practice, or time to read their anchor texts and novels. Lastly, we have re-vemped our campus library and all students will visit the library at least once every 2 weeks to check out books and promote literacy as a driver for college readiness.

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

Our campus's Reading & English results have continued to increase the last two years, so we will continue with utilizing the rigorous district materials that incorporate daily writing practice in all subject areas.

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

All STAAR tested math subjects are moving to a 70/20 minute split in class where the primary lesson of the day will last 70 of our allotted 90 minutes, while the remaining 20 minutes will be dedicated to remediation, every day.

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

We are providing study hall and remediation 3 times a week during our advisory time. Additionally, our campus will focus on whole group and small group response to data so that teachers are more intentionally responding to students' needs according to their data starting in the 1st semester. Lastly, we are piloting a co-teaching model that

fosters collaborative teaching approaches between special education teachers and general education teachers to decrease the student-teacher ratio in select class periods with at risk students.

What strategies will be used to serve ALL STUDENTS in terms of this goal?
We are providing study hall and remediation 3 times a week during our advisory time. Additionally, our campus will focus on whole group and small group response to data so that teachers are more intentionally responding to students' needs according to their data starting in the 1st semester.

What strategies or programs will be implemented to ensure students are receiving a WELL-ROUNDED EDUCATION?
We have increased our electives offerings this year so students have more options to explore their interests. Additionally, we are providing one character lesson and one college lesson to students in all grade levels each week during advisory time.

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy	8th/9th grade initiatives: Director of Academics + Middle Deck leaders (Directors, DOI, DOS, SSC) Monday English study hall - Director of Student Support +Student Support Team & English Teachers Library - Literacy Specialist	Regular meetings of the deck team to collaborate on the needs of 8th and 9th grade, co-observations, and data dives. Schoology course set up for study halls & system for teacher posting materials & pull-outs for tutorials. Library pass system	8th/9th grade unit exam data + classroom observations Study Halls: Explorer Time observation data	8th/9th Grade: Deck meetings every 3 weeks with data dives, co-observations set up recurring based on student & teacher need. Study Halls: Set up prior to the start of the school year, 3+ walkthroughs during the first quarter, and tutorial pull-outs beginning in September Library opening at the start of the school year

Writing Strategy	Director of Academics + DOIs	Observations & Data Dives	Unit Exam performance + academic monitoring during observations of writing level + data dives with student work analysis	Ongoing and after each unit exam.
Math Strategy	Director of Academics + DOIs	Observations & Data Dives Spiral notebooks for all students in math 6-9 courses to set up strong routines for intervention time	Unit Exam performance + observations of intervention time+ data dives with student work analysis	Intervention daily in all math classes
At-Risk Strategy	Study Hall: Director of Student Support Data Response: Director of Academics	Schoology course set up for study halls & system for teacher posting materials & pull-outs for tutorials. All-Staff Data Response and PD days	Explorer Time observation data Student Grades & Fail Stack - decreasing failures % and missing grades Unit Exam Data MTSS tracking	Study Halls: Set up prior to the start of the school year, 3+ walkthroughs during the first quarter, and tutorial pull-outs beginning in September Deck meetings every 3 weeks to review data for at risk students
Well-Rounded Education Strategy	Director of Student Support & Director of College Counseling	SEL lessons from SSCs & Student Support Team, and College Lessons from College Initiatives team.	Explorer Time observation data HERO data & suspension data	One SEL lesson per week, and one college lesson per week, starting the week of 8/19.

Goal #2: FAMILY & COMMUNITY INVOLVEMENT

Goal	East End Secondary will create an inclusive environment for parents and families, leading to a 90% 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.

What are one or two areas of STRENGTH for your campus in terms of this goal?
11th and 12th grade BOY, FAFSA, and EOY family meetings to review goals, expectations, and matriculation programming. EFA programming + Parent University for families. Our home-school connection encompasses Back to school night, Open House, Explorer Family association meetings, comms through social media and parent square regarding discipline and academic updates.

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?
Attendance from families of lower tiered students in this programming (close gap in comms). Lack of 2 way communication, our families don't all have access to social media or platforms we use as a campus.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Scheduling ahead dates for meetings and sending out communication through students in seminar and other platforms.	Jessica Trejo, Oneida Salazar, Selena Tully, Laura Martinez, Danielle Mitchell.	Fliers	CI Team Meeting check-ins	2 weeks in advance
Send 1:1 communication to seniors of concern to confirm attendnace and follow-up	Jessica Trejo, Selena Tully, Laura Martinez, Danielle Mitchell	Data Dive- SOC's	Excel tracker with students GPA, attendance, credtis etc.	September , EOS, BOMY, EOY
Mini-advising sessions to check-in with students in regards to college ready programming	Selena Tully, Laura Martinez, Danielle Mitchell	Data Dive- SOC's	Advising Tracker	S1 and S2
Using different avenues for parents to access parent	Megan Zimmerhanzel, Whitley Gould, Erika Mark, Brenda Garza,	Parent Square platform and fliers	Monitor % of parents opting in to parent	S-team bi-weekly meetings

square through fliers, social media posts, and grade level communications.	Arianna Hooker, Oneida Salazar, and GLC's		square communication	
1:1 direct phone calls for at-risk students	all staff	list of students with special circumstances	student support counselors monitor on Purple platform	SSC's weekly check-ins
Communication through Explorer Time	teachers and leaders	powerpoint with Parent Square reminders for students	Explorer Time observations	3 times per semester

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Goal #3: SCHOOL CULTURE & CLIMATE

Goal	East End Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 95%.

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

Strong Communication with Parents and Guardians: The school has effective communication channels that keep parents informed about attendance expectations, which helps in addressing attendance issues promptly.
Engaging and Supportive Classroom Environment: Teachers create a positive and engaging classroom atmosphere, which encourages students to attend regularly.

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

Addressing Chronic Absenteeism: Some students have patterns of chronic absenteeism due to various factors, including personal or family issues, health concerns, or lack of transportation.
Improving Student Motivation and Engagement: There may be a need to enhance students' motivation to attend school regularly, particularly among at-risk students who may feel disconnected from school activities.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Implement a school-wide attendance awareness campaign focusing on the importance of daily attendance. This campaign could include classroom	School administration, teachers, attendance Coordinator	Posters, announcements, parent communication tools	ADA data from the previous year, daily attendance records, monthly attendance reports	Begin at the start of the school year and monitor monthly

discussions, posters, and regular updates during morning announcements				
Develop targeted support plans for at-risk students, such as mentoring programs, check-ins, and personalized support from counselors.	School counselors, teachers	Mentoring program materials, training for mentors, access to counselors	Identification of at-risk students based on past attendance records, monitoring through check-in logs, attendance tracking	Start within the first month of the school year and review progress quarterly
Incorporate social-emotional learning (SEL) activities into the curriculum to support the whole-child and foster a well-rounded education that encourages attendance	Teachers, school administrators, school counselors	SEL curriculum resources, professional development for teachers	Student surveys, SEL program participation records, observations of student engagement	Ongoing throughout the school year, with assessments every semester