



**2024 – 2025
Campus Improvement Plan**

YES Prep North Forest Elementary
YES Prep Public Schools
Campus Number 101845104
6602 Winfield Rd, Houston, TX 77050

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 North Forest Elementary 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

At North Forest Elementary, we are dedicated to uniting with our community to build a safe and welcoming environment where our students thrive. We work to create rigorous learning experiences inside and outside the classroom, to provide a strong foundation for success in middle-school, high-school, college, and beyond. Everything we do for students and community is grounded in our SPARKS core values- Self-Aware, Passionate, Achiever, Relentless, Kind, and Safe.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** North Forest Elementary will achieve a 43% or higher 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-- including an English Language Proficiency target of 49%. North Forest Elementary will ensure that 70% of their Kinder - 5th grade students meet or exceed their MAP Math growth targets, and 60% meet or exceed their MAP Reading growth targets.

2. **Family and Community Involvement:** North Forest Elementary will create an inclusive environment for parents and families, leading to 94% of students enrolled on the first day of the 24-25 school year persisting until the last day of school.
3. **School Culture and Climate:** North Forest Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.3%.

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	LaTreia Woodard	Principal
2	Jamelle Smith	School Leader -Assistant Principal
3	Alexandria Ojeda	School Leader -Assistant Principal
4	Crystal Benitez	Community Member
5	Julia Herrera	Community Member
6	Crystal Hernandez	Parent
7	Melissa Nava	Parent
8	Ivette Arista	Paraprofessional-Teacher Assistant
9	Viviana Maravilla	Paraprofessional-Teacher Assistant
10	Jasmine Castillo	Teacher
11	Ana Martinez	Teacher
12	Norma Gonzalez	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 April 12, 2024, and again on June 6, 2024 to develop the CNA. The first CNA meeting was held in North Forest Elementary and started at 9-10am. The second meeting was held in North Forest Elementary and started at 9-10am. 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 April 12, 2004, Principal Dr. Woodard 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 Dr. Woodard 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 North Forest Elementary. 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 Dr. Woodard 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 Dr. Woodard 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 Dr. Woodard 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 Dr. Woodard 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 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

COMPREHENSIVE NEEDS ASSESSMENT

Campus Profile

YES Prep North Forest Elementary was founded in 2021 to serve students in grades Pre-K-5. Our campus employs 49 teachers and 29 administrators and support staff.

In terms of performance, 65% and 58% of our students are at "Approaches" grade level or above on STAAR Math and Reading, respectively.

Student Demographics

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

% economically disadvantaged	97%
% English Learners (ELs)	53%
% at-risk	75%
% special education (SpEd)	10%
% Hispanic/Latino	69%
% African American	17%
% Asian	0%
% White	12%
% American-Indian	10%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77050, 77016, 77346, 77039, 77093, 77028, 77023, 77396, 77039, 77350, 77044, 77078, 77029, 77026, 77009, 77339, 77336, 77373, 77032, 77022, 77078, 77015, 77049, 77365, 77037, 77301. The neighborhood racial demographics are approximately:

% Hispanic/Latino	69%
% African American	17%
% Asian	0%
% White	12%
% American-Indian	10%

Conclusion of CNA

Summary/Bridge of Identified Problems:

List Here: The following was discussed during our CNA meeting: Student Achievement (CIRCLE, MAP, TELPAS, STAAR), Student Persistence, ADA and the Teacher Pathway.

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 North Forest Elementary 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 North Forest Elementary 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 North Forest Elementary \$6,212,602

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: \$466,863
- Special Education (IDEA-B): \$97,180
- National School Lunch Program: \$596,596

State and Local Funds

- General State: \$3,783,865

- State Compensatory Education: \$1,053,566
- Bilingual/ESL Program: \$214,532

YES PREP NORTH FOREST ELEMENTARY CAMPUS IMPROVEMENT PLAN

Goal #1: STUDENT ACHIEVEMENT				
Goal (3rd+)	North Forest Elementary will achieve a 43% or higher 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-- including an English Language Proficiency target of 49%.			
Goal (K-5)	North Forest Elementary will ensure that 70% of their Kinder - 5th grade students meet or exceed their MAP Math growth targets, and 60% meet or exceed their MAP Reading growth targets.			
What are one or two areas of STRENGTH for your campus in terms of this goal?				
Students who were identified as both EB and 504 increased Domainn 1 performance in Math 3rd grade by 33% 68% of 3rd grade students met EOY MAP growth goals				
What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?				
Only 21% of students scored at the Meets level on STAAR in Domain 1 Percentage of students who met Growth goals on MAP over time dropped from 57% in 2023 to 42% in 2024				
What will your READING STRATEGY be for your campus in terms of this goal?				
For our targeted reading strategy, NFE will ensure grade-levels, specifically our STAAR tested courses are aligned with reading annotations that are used daily in class and on assessments. Through weekly PLCs that teachers, SpEd inclusion teachers and Interventionists attend, instructional coaches will conduct lesson internalization meetings including at-bats and data dive meetings to ensure teachers have the resources/materials they need to facilitate daily lessons.				
What will your MATH STRATEGY be for your campus in terms of this goal?				
Through weekly PLCs that teachers, SpEd inclusion teachers and Interventionists attend, instructional coaches will conduct lesson internalization meetings including at-bats and data dive meetings to ensure teachers have the resources/materials they need to faciliate daily lessons. For our targeted math strategy, NFE will ensure teachers (grades 3-5) utilize a daily exit ticket tracker to review and response to data.				
What strategies will be used to serve AT RISK STUDENTS in terms of this goal?				
For our at-risk students, NFE to provide specific academic and behavior interventions through MTSS, in addition to being strategic of how our Teaching Assistants provide support.				
What strategies will be used to serve ALL STUDENTS in terms of this goal?				
All students will use annotations along with showing their work across all subject areas.				
What strategies or programs will be implemented to ensure students are receiving a WELL-ROUNDED EDUCATION ?				
All students will receive social-emotional learning daily through morning classroom connections and Core Enrichment (STEM, Health and Wellness, Music, Art and SEL/Library) weekly with students in their grade level.				
High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy	America Barrera (DOI), and Erin Dahman (DOI)	Weekly lesson plans, Wit & Wisdom curriculum,	MAP, Curriculum-based assessments	Weekly/Monthly

		Lesson Internalization Protocol, data analysis protocol		
Math Strategy	Alexandria Ojeda (Bilingual AP), and Jamelle Smith (AP)	Exit ticket tracker, Eureka Curriculum, Weekly lesson plans, lesson Internalization Protocol, data analysis protocol.	MAP, Exit tickets, Curriculum-based assessments	Weekly/Monthly
At-Risk Strategy	Jamelle Smith (AP)	MTSS Skyward	MAP, exit tickets, Curriculum-based assessments, progress monitoring through MTSS	Monthly
Well-Rounded Education Strategy	Janese Olonade(School Support Counselor)	SEL observation Checklist, morning classroom connections plan.	Classroom observations, monitoring of behavior reports	Monthly

Goal #2: FAMILY & COMMUNITY INVOLVEMENT

Goal	North Forest Elementary will create an inclusive environment for parents and families, leading to 94% of students enrolled on the first day of the 24-25 school year persisting until the last day of school.
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What are one or two areas of **STRENGTH** for your campus in terms of this goal?

Teachers are consistent with using Class Dojo to communicate upcoming events, assessments, etc. Families are excited to attend our monthly family engagement events.

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

Even though, attendance is high for monthly celebrations, attendance is often low (50% or less) of families attend academic activities or events, i.e. Parent University Night/Literacy Night.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Weekly Attendance Incentives and student celebrations (SPARKS of the week)	Ana Martinez, Ops Coordinator	Resources (prizes, candy, etc.)	Attendance emails sent daily by the Registrar, monitoring students exhibiting SPARKS core values	Weekly
Monthly events, lead by a teacher committee	Jamelle Smith and Alex Ojeda, APs	Budget for each event	Family sign in sheets	Monthly

Allowing family volunteer opportunities throughout the school year	Jamelle Smith and Alex Ojeda, APs and DCO/Ops Coordinator	Procedure for volunteer opportunities, Survey to determine family interest	Survey, Family sign in sheets	Monthly
Goal #3: SCHOOL CULTURE & CLIMATE				
Goal	North Forest Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.3%.			
What are one or two areas of STRENGTH for your campus in terms of this goal?				
Our ADA increased by 1.3% from the 22-23 school year.				
What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?				
PreK and 1st Grade consistently had the lowest ADA				
High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Weekly Attendance meetings will be conducted which will discuss trends, frequent students who are absent and any other pertinent information that is needed.	Jasmine Castillo (DCO) Ana Martinez (CCO)	Attendance Report, HO Attendance Guide, and Weekly Meeting agenda	ADA	Weekly
We will incorporate attendance incentives to promote consistent attendance in all grade levels.	LaTreia Woodard (Principal), Jasmine Castillo (DCO), Jamelle Smith (AP), Alexandria Ojeda (AP)	Attendance Reports, Certificates, Treats, snacks, and Trinkets	Attendance data will be pulled every 3 weeks and every 9 weeks, this will give us student attendance numbers. Students will be celebrated throughout the year.	Quarterly
ADA phone calls will be conducted daily.	Ana Martinez, (CCO), Barbie Alvarez (Registrar)	Completed Pre ADA Roster	Assigned staff will ensure that families receive a phone call of absent students daily by 8:30 am.	Daily