



**2024 - 2025  
Campus Improvement Plan**

YES Prep Airline Elementary  
YES Prep Public Schools  
Campus Number 101845107  
5815 Airline Dr, Houston, TX 77076



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 Airline 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

YES Prep Airline, is an elementary school committed to cultivating a dynamic learning environment that encourages curiosity, embraces challenges, and celebrates the joy of knowledge acquisition. We strive to create a community where students are inspired to learn, explore, and achieve their personal best. Our vision revolves around cultivating a dynamic learning environment that encourages curiosity, embraces challenges, and celebrates the joy of knowledge acquisition. We strive to create a community where students are inspired to learn, explore, and achieve their personal best.

### Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** 51% in math and 50% in reading 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. Airline 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:** Airline Elementary will create an inclusive environment for parents and families, leading to 96% 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:** Airline Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93.8%.

## 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	Cynovia Hall	<b>Principal</b>
2	Gema Funez	<b>School Leader</b> ( <i>Assistant Principal</i> )
3	Maraliz Gonzalez	<b>Director of Campus Operations</b>
4	Deb Bonario Martin Zelma	<b>Community Member</b>
5	Deblin	<b>Community Member</b>
6	Elizabeth Jaimes	<b>Parent</b>
7	Luisana Rodriguez+ Zulema Almaguer	<b>Parent</b>
8	Cristina Saucedo	<b>Paraprofessional</b> ( <i>Registrar</i> )
9	Ruth Hernandez	<b>Paraprofessional</b> ( <i>Executive Assistant</i> )
10	Isabel Asker	<b>Teacher</b>
11	Candy Lopez	<b>Teacher</b>
12	Danitra Arredondo	<b>Administrator (Head of Schools)</b>
13	Trista Fortuna	<b>Administrator (Government Grants Specialist)</b>
14	Jared Braun	<b>Staff-other (Assistant Principal)</b>
15	Natalie Tristian	<b>Staff-other (Student Support Counselor)</b>
16	Nataly Rodriguez	<b>Staff-other (Operations Coordinator)</b>

### Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on May 8, 2024, and again on June 5, 2024 to develop the CNA. The first CNA meeting was held in Yes Prep Airline Elementary and Teams Virtual Meeting and started at 10:30 AM-11:30 AM. The second meeting was held in Yes Prep Airline Elementary and Teams Virtual Meeting and started at 10:00 AM-11:00 AM. 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 May 8, 2024, Principal Cynovia Hall 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 Cynovia Hall 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 Airline 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 Cynovia Hall 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 Cynovia Hall 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 Cynovia Hall thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on June 5,2024, 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 Cynovia Hall 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"> <li>• Evaluations from program, activities, and initiatives</li> <li>• Census</li> <li>• TEA Accountability Ratings</li> <li>• STAAR performance of surrounding schools</li> <li>• MAP performance of YES Prep Elementary schools</li> <li>• Staff Quality</li> <li>• Community Feedback</li> <li>• YES Prep programming and teaching facilitation data</li> <li>• Staff Development</li> <li>• Standardized Tests</li> <li>• Surveys and Interviews of Students/Staff/Parents</li> <li>• Technology Inventory</li> </ul>	1, 2, 3

## COMPREHENSIVE NEEDS ASSESSMENT

### Campus Profile

YES Prep Airline Elementary was founded in 2022 to serve students in grades pk-5. Our campus employs 42 teachers, and 30 administrators and support staff.



In terms of performance, 75% of our students performed at Approaches and above on the Reading and Math STAAR exam in Spring 2024.

**Student Demographics**

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

<b>% economically disadvantaged</b>	98%
<b>% English Learners (ELs)</b>	48%
<b>% at-risk</b>	68%
<b>% special education (SpEd)</b>	11%
<b>% Hispanic/Latino</b>	84%
<b>% African American</b>	12%
<b>% Asian</b>	0%
<b>% White</b>	2%
<b>% American-Indian</b>	0%

### Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77076, 77093, 77022.

The neighborhood racial demographics are approximately:

<b>% Hispanic/Latino</b>	90%
<b>% African American</b>	5%
<b>% Asian</b>	0%
<b>% White</b>	5%
<b>% American-Indian</b>	0%

### Conclusion of CNA

#### Summary/Bridge of Identified Problems:

Progress Monitoring: There may have been inconsistencies or gaps in progress monitoring, leading to delayed or insufficient interventions for struggling readers.

New Students with Gaps: Students new to YES Prep may have arrived with more significant reading gaps compared to those who have persisted, impacting overall reading growth.

Instructional Gaps: There may have been instructional gaps or misalignment with STAAR standards,

particularly for new students who may not have received rigorous reading instruction previously.

Language Barriers: English Learners struggling with language proficiency may have contributed to lower reading scores."

**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 Airline 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 Airline 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 Airline Elementary \$5,398,035.

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.
- Students 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: \$397,563
- Special Education (IDEA-B): \$82,755
- National School Lunch Program: \$620,543

### State and Local Funds

- General State: \$3,222,197
- State Compensatory Education: \$897,177
- Bilingual/ESL Program: \$177,801

## YES PREP AIRLINE ELEMENTARY CAMPUS IMPROVEMENT PLAN

### Goal #1: STUDENT ACHIEVEMENT

Goal (3rd+)	51% in math and 50% in reading 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
Goal (K-5)	Airline 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?

Math and Reading: 1) In the second half of last year our coaching/school development focus became strong first instruction, analyzing misconceptions, and response to misconceptions through small groups. We saw a 14% increase mid to end of the year in students meeting their growth goals in MAP. 2) We were at 65% in math and 58% in reading last year. We have a large percentage of our teachers returning, and all of our leadership team returning we will be able to continue the work we have been doing and grow with our new goals.

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

Math and Reading: 1) Our intervention process was underdeveloped last year, resulting in low levels of intervention students meeting their growth goals by the end of the year. This is a critical area of focus for this year, as improving and refining our intervention strategies will be essential to providing students with the differentiated support they need to achieve success.

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

Strategically monitor the multi-tiered system of support (MTSS) where students receive increasingly intensive interventions based on their needs and regularly monitor progress.  
 Monitor teacher development and progression as a pathway to student achievement.  
 Student work analysis to analyze depth of understanding and increase rigor.

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

Math: We will focus on conceptual understanding in our CFS and questioning to better understand the level of knowledge students have about particular math concepts.

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

Math and Reading: Throughout the year we will identify at-risk students based on data testing and identify support measures that should be in place based on those students' needs, so they can be successful throughout the year. Provide tutorials for students performing below grade level in math and reading in both monolingual and bilingual programs.

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

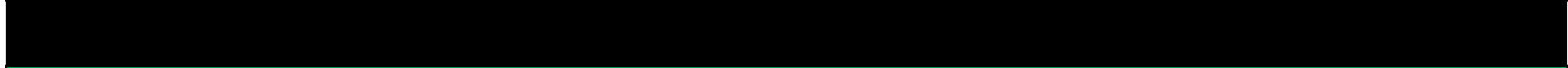
Math and Reading: We will have radical access for all students during initial instruction. Teachers will work this year to identify an appropriate bar of rigor and teach to that level throughout the year.

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

Students and families take multiple surveys that gauge the effectiveness of our SEL program and the student/family experience. Using the data collected from students and families, Airline Elementary partners with community partners to provide additional resources and training to close gaps.

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy	Funez/Stephens	Curriculum materials and training for tutorials	MAP Data, Previous STAAR results, EOM Assessment data, MTSS progress data	Ongoing
Math Strategy	Jared/Gema/Maiya	Problem sets that are properly aligned to the STAAR, and TEK's	EOM's, Common Assessments, TEA Practice STAAR, MAP	Ongoing
At-Risk Strategy	Jared	Materials that are for inside and outside the classroom. What they might need to be successful could be so varied i.e. glasses or support with consistent transportation.	MAP Data, Previous STAAR results, EOM Assessment data, MTSS progress data	Ongoing
Well-Rounded Education Strategy	Jared	Additional PD on how to run morning meetings and closeouts for teachers struggling with building classroom culture. A larger field trip budget. People	SEL Survey Student Climate Survey Counselor-created Behavior tracker Purple System	Ongoing

		power to do different clubs and activities with students.		



**Goal #2: FAMILY & COMMUNITY INVOLVEMENT**

Goal	Airline Elementary will create an inclusive environment for parents and families, leading to 96% 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?**

ALE is currently at 97.86%, 640 students enrolled. This is a 3% improvement to where we were the 23-24 SY we finished the semester with 445 students and at 94% enrolled.

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

We are seeing a gap in filling Kinder seats in the monolingual program, we currently have 21 seats available. The district as a whole is seeing these lower numbers in that grade level. The boundaries were redefined the 24-25 school year and a lot of students that were previously eligible no longer within our zone and don't qualify for transportation, and about 70 families live 7 miles from the school. We could potentially lose these families due to transportation not being available.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Create a collaborative system to process student requests to withdraw.	Registrar DCO SSC	Formal Plan Developed	Withdrawal Requests and Reasons identified for the withdrawal.	Ongoing
Transportation boundary lines for our school should be expanded so that the populations that started when the boundary lines were set can still get	Transportation team	Plan for families that no longer qualify, but that did qualify before the boundaries were re-zoned	70+ students do not qualify for transportation	Ongoing



transportation to and from school.				
Identify returning students of concern for ADA and implement support.	Attendance Committee	List of students of concern from 23-24 SY. Service/support eligibility	Power Bi- ADA Report	Weekly during Attendance Committee Meetings

**Goal #3: SCHOOL CULTURE & CLIMATE**

**Goal** Airline Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93.8%.

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

We have a strong family culture that motivates and encourages students to come to school.

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

With the growth of our campus to 195 students we expect that the number of families to reach out to will likely increase.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Gear up our Family Association program so there is more parent stake at the school	Principal	Budget allocation for Family Association professional development	Monthly FA Meetings with families so that they can volunteer at school events	Ongoing
Identify waiver days tied to attendance incentives and determine eligibility. Roll out to staff and families to gather investment.	Attendance Committee Ops GLCs Families	Budget allocation for ADA incentives.	Students of Concern ADA Tracking GL Incentives tracker.	Ongoing
Build in deep data dive during the	Attendance Committee	Budget allocation for ADA incentives.	Power Bi-ADA Report	Ongoing

Attendance Committee. Assign GLs to each committee member to deep dive and determine support needs.				