



**2024 - 2025  
Campus Improvement Plan**

YES Prep North Central Secondary  
YES Prep Public Schools  
101845101  
13703 Aldine Westfield Rd.  
Houston, TX 77039

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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## **Table of Contents**

DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS .....	3
TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES.....	5
SCHOOL SUPPORT TEAM .....	6
COMPREHENSIVE NEEDS ASSESSMENT .....	7
PARENT AND FAMILY ENGAGEMENT .....	9
STATE COMPENSATORY EDUCATION (SCE) .....	9
COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS.....	10

## DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS

YES Prep North Central 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

The mission of YES Prep North Central Secondary is to empower all North Central students to succeed in college and to pursue lives of opportunity.

Vision: YES Prep North Central, an A school, is a safe space that is culturally and socially responsive, an academic community of diverse leaders and learners, elevating all students with college-ready skills for post-secondary success.

### Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** North Central Secondary will achieve a 58% 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:** "North Central Secondary will create an inclusive environment for parents and families, leading to a 58% 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:** North Central Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 95.3%.

## 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
Lilian Macias	<b>Principal</b>
Erick Perez	<b>School Leader</b> ( <i>Director of Student Support</i> )
Teneiza Tibbs	<b>School Leader</b> ( <i>Dean of Students</i> )
Nicole Anderson	<b>Community Member</b>
Dr. Daphne Rhoads	<b>Community Member</b>
Olga Saldana	<b>Parent</b>
Lydia Sifuentes	<b>Parent</b>
Teresa Resendiz	<b>Paraprofessional</b> ( <i>Campus EA</i> )
Jacqueline Ortiz	<b>Paraprofessional</b> ( <i>Receptionist</i> )
Jacob Garcia	<b>Teacher</b>
Taylor Harris	<b>Teacher</b>
Luis Macias	<b>Administrator (Manager of Student Culture)</b>
Trista Fortuna	<b>Administrator (Government Grants Specialist)</b>

### Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on 6/6/24, and again on 6/6/24 to develop the CNA. The first CNA meeting was held in North Central campus and started at 2:00 – 2:30 PM. The second meeting was held in North Central campus and started at 2:35 – 3:05 PM. 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 6/6/24, Principal Lilian Macias 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 Lilian Macias 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 Central 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 Macias 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 Lilian Macias 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 Lilian Macias thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on 6/6/24, 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 Lilian Macias 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 Secondary 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 North Central Secondary was founded in 2003 to serve students in grades 6 - 12. Our campus employs 56 teachers and 27 administrators and support staff.

In terms of performance, all of our STAAR tested courses perform at or above the district average.

### Student Demographics

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

% economically disadvantaged	78%
% English Learners (ELs)	49%
% at-risk	55%
% special education (SpEd)	5%
% Hispanic/Latino	95%
% African American	2%
% Asian	0%
% White	1%
% American-Indian	0%

**Neighborhoods Served**

The neighborhoods served are the following areas/zip codes: 77039, 77032, 77037, 77076, 77093, 77060, 77022. The neighborhood racial demographics are approximately:

% Hispanic/Latino	85%
% African American	9%
% Asian	1%
% White	6%
% American-Indian	0%

**Conclusion of CNA**

**Summary/Bridge of Identified Problems:**

List Here:  
 Focus on MS STAAR Courses  
 Closing the gap for Special Populations  
 Focus for retention of AA/Black student population

**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 Central 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 North Central 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 North Central Secondary \$7,605,672

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: \$609,718

- Special Education (IDEA-B): \$126,916
- National School Lunch Program: \$333,678

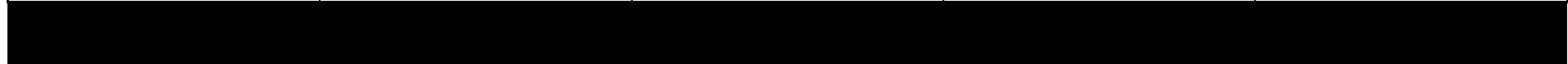
### State and Local Funds

- General State: \$4,941,688
- State Compensatory Education: \$1,375,946
- Bilingual/ESL Program: \$217,726

## YES PREP NORTH CENTRAL SECONDARY CAMPUS IMPROVEMENT PLAN

<b>Goal</b>	North Central Secondary will achieve a 58% 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.			
<b>What are one or two areas of STRENGTH for your campus in terms of this goal?</b>				
<ol style="list-style-type: none"> <li>1. We have a high retention rate, and teachers have a strong content knowledge.</li> <li>2. Real-time coaching has been effective for direct instruction</li> <li>3. We made strategic hires and moves for core courses</li> </ol>				
<b>What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?</b>				
<ol style="list-style-type: none"> <li>1. Clear understanding of how to accommodate or modify work for EB and Sp.Ed. Students.</li> <li>2. Consistent PLCs on instructional gaps</li> <li>3. MS STAAR courses</li> </ol>				
<b>What will your READING STRATEGY be for your campus in terms of this goal?</b>				
We are focused on annotations, and more discourse and discussion in groups.				
<b>What will your WRITING STRATEGY be for your campus in terms of this goal?</b>				
We are ensuring that students are prepared for TELPAS writing.				
<b>What will your MATH STRATEGY be for your campus in terms of this goal?</b>				
We are implementing the I.D.E.A. strategy in all math classes. This strategy will be used to align with how notes need to be taken for students as they take the STAAR assessment.				
<b>What strategies will be used to serve AT RISK STUDENTS in terms of this goal?</b>				
Students will attend Blazer Block sessions to focus on the content area where academic gaps are present.				
<b>What strategies will be used to serve ALL STUDENTS in terms of this goal?</b>				
In-class observations, RTC, and data dives to monitor student progress.				
<b>What strategies or programs will be implemented to ensure students are receiving a WELL-ROUNDED EDUCATION?</b>				
Blazer Block interventions ASPIRE clubs Athletics Affinity Groups				
<b>High Impact Actions</b>	<b>Owner/ Persons Responsible</b>	<b>Resources Needed</b>	<b>Baseline Data &amp; Monitoring Sources</b>	<b>Timeline</b>
<b>Reading Strategy</b>	ILT	provided by content teams	Exit Tickets Formative assessments Common assessments STAAR	Quarterly

Writing Strategy	ILT/LS	n/a	Exit Tickets Formative assessments Common assessments STAAR	EOY
Math Strategy	ILT	provided by content teams	Exit Tickets Formative assessments Common assessments STAAR	Quarterly
At-Risk Strategy	ILT	Interventions provided during Blazer Block for identified students.	Exit Tickets Formative assessments Common assessments STAAR	Quarterly
Well-Rounded Education Strategy	ILT, SCT & AD	provided by the different department - ASPIRE, SCT, Athletics	Power Bi reports for attendance and grades for student athletes, students who participate in clubs and SEL observations	Each semester



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

Goal	<p>North Central Secondary will create an inclusive environment for parents and families, leading to a 58% matriculation rate for the Class of 2025.</p> <p>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.</p>
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**What are one or two areas of STRENGTH for your campus in terms of this goal?**

1. Monthly Parent Meetings
2. CI team BOY meetings with families

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

1. Making information accessible and convenient for all families
2. Providing a safe space for our AA children

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Schedule BOY meetings with each student and	CI	Schedules	BOY data for senior	Q1

family to counsel on college/post-high school aspirations				
Meet with families and students regarding their academic progress and MTSS support	D-Team	Campus calendar	Parent surveys	each semester
Have ASPIRE clubs that reflect student interests	K. Williams (ASPIRE coordinator)	Funding/sponsors	Parent surveys	Quarterly

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

Goal	North Central Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 95.3%.
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**What are one or two areas of STRENGTH for your campus in terms of this goal?**

Historically we have high attendance rates. Last year, we did not meet our goal but experience growth from the previous year.

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

Inconsistency with student and family follow ups. Currently above goal but with a small percentage. Upper grade levels tend to have higher absences.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Bi-weekly/weekly attendance meetings	DCO & DSS	Meeting agendas	Tier 2 and Tier 3 attendance students	First week of sept
Student incentives for short period attendance goals	Attendance committee	TBD depending on incentives rolled out	By quarter	Quarterly
Family communication	Attendance committee	parent square, email and phone calls	Tier 2 and Tier 3 attendance students	Weekly