



**2024 - 2025  
Campus Improvement Plan**

YES Prep North Forest Secondary  
YES Prep Public Schools  
Campus Number 101845010  
6602 Winfield Road, 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:

<b>Ruth Yonamine Bobba</b> Director of Government Grants and Compliance YES Prep Public Schools, Inc. 5455 South Loop East Freeway Houston, TX 77033 (713) 842-5540 Office Ruth.YonamineBobba@yesprep.org	<b>Naketchia Alfred</b> Principal YES Prep North Forest Secondary 6602 Winfield Road, Houston, TX 77050 101845010 713-967-8699 Naketchia.Alfred@yesprep.org
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## DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS

YES Prep North Forest 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

We exist to increase the number of college-ready graduates in North Forest.

### Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** North Forest Secondary will achieve a 41% 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 Forest Secondary will create an inclusive environment for parents and families, leading to a 41% 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 Forest Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93.6%.

## 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	Naketchia Alfred	<b>Principal</b>
2	Michelle Nealy	<b>School Leader</b> <i>(Director of Academics)</i>
3	Timothy Nelson	<b>School Leader</b> <i>(Director of Student Support)</i>
4	Jamaal Smith	<b>Community Member</b>
5	Shannon Martin	<b>Community Member</b>
6	Sandra Godoy	<b>Parent</b>
7	Maria Ballesteros	<b>Parent</b>
8	Kimberly Fields	<b>Paraprofessional</b> <i>(Executive Assistant)</i>
9	Antonia Salto	<b>Paraprofessional</b> <i>(Registrar)</i>
10	Yolanda Brown	<b>Teacher</b>
11	Daijah Ray	<b>Teacher</b>
12	Antonio Castillo	<b>Administrator (Head of Schools)</b>
13	Trista Fortuna	<b>Administrator (Government Grants Specialist)</b>
14	Candance Brooks	<b>School Leader</b> <i>(Director of Campus Operations)</i>
15	Anais Zumaya	<b>School Leader</b> <i>(Director of College Counseling)</i>
16	Chrystal Golden	<b>School Leader</b> <i>(Manager of Student Enrichment)</i>
17	Alicia Riddle	<b>School Leader</b> <i>(Manager of Special Education)</i>

### Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on June 6, 2024, and again on June 6, 2024 to develop the CNA. The first CNA meeting was held in Microsoft Teams and started at 12:00-12:30pm. The second meeting was held in Microsoft Teams and started at 12:30-1:00pm. 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 6, 2024, Principal Naketchia Alfred 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 Naketchia Alfred 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 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 Naketchia Alfred 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 Naketchia Alfred 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 Naketchia Alfred 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 Naketchia Alfred 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 Forest Secondary was founded in 2010 to serve students in grades 6-12. Our campus employs 55 teachers and 27 administrators and support staff.

In terms of performance, 67% and 60% 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:

<b>% economically disadvantaged</b>	95%
<b>% English Learners (ELs)</b>	59%
<b>% at-risk</b>	75%
<b>% special education (SpEd)</b>	7%
<b>% Hispanic/Latino</b>	87%
<b>% African American</b>	11%
<b>% Asian</b>	0%
<b>% White</b>	1%
<b>% American-Indian</b>	0%

### Neighborhoods Served

The neighborhoods served are the following areas/zip codes: General Northeast Houston Area. The neighborhood racial demographics are approximately:

<b>% Hispanic/Latino</b>	76%
<b>% African American</b>	23%
<b>% Asian</b>	0%
<b>% White</b>	1%
<b>% American-Indian</b>	3%

## Conclusion of CNA

### **Summary/Bridge of Identified Problems:**

Teacher Development and Accountability – Growing and retaining highly effective teachers at a rate that drives results within the one-year assessment cycle % of students not on-grade level or not college-ready NFS is approaching a phase out of positive CCMR impact"

### **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 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 Forest 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 Forest Secondary **\$7,527,040**

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: \$596,345
- Special Education (IDEA-B): \$124,132
- National School Lunch Program: \$348,557

### State and Local Funds

- General State: \$4,833,296
- State Compensatory Education: \$1,345,766
- Bilingual/ESL Program: \$278,945

## YES PREP NORTH FOREST SECONDARY CAMPUS IMPROVEMENT PLAN

Goal	North Forest Secondary will achieve a 41% 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 <b>STRENGTH</b> for your campus in terms of this goal?				
NFS saw an increase in Domain I in 5 courses (Math 6, ELA 7, Algebra I, English I, and English II). There was also growth in Math for High Focus and Hispanic students within our DIII target. Priority plan created for these courses yielded results.				
What are one or two <b>NEEDS</b> or <b>CHALLENGES</b> for your campus in terms of this goal?				
Middle School Math continues to be an area of growth. Percentage of novice teachers teaching priority courses and low tutorial attendance in Middle School courses.				
What will your <b>READING STRATEGY</b> be for your campus in terms of this goal?				
1. All students will engage in goal-setting and individual data tracking for Reading classes. 2. Weekly PLCs where teachers practice effective data tracking and collecting and responding to data in real time. 3. Focus on deep internalization of content that results in high engagement.				
What will your <b>WRITING STRATEGY</b> be for your campus in terms of this goal?				
1. All students will engage in goal-setting and individual data tracking for Reading classes. 2. Weekly PLCs where teachers practice effective data tracking and collecting and responding to data in real time. 3. Focus on deep internalization of content that results in high engagement.				
What will your <b>MATH STRATEGY</b> be for your campus in terms of this goal?				
1. All students will engage in goal-setting and individual data tracking for Reading classes. 2. Weekly PLCs where teachers practice effective data tracking and collecting and responding to data in real time. 3. Focus on deep internalization of content that results in high engagement.				
What strategies will be used to serve <b>AT RISK STUDENTS</b> in terms of this goal?				
1. All teachers engage in Lesson Internalization meetings to plan appropriate scaffolds for at-risk students. 2. Provide and coach on the NFS Student Work Exemplar, a criteria for success that includes support for at-risk students. 3. Academic monitoring laps focused on identified priority students.				
What strategies will be used to serve <b>ALL STUDENTS</b> in terms of this goal?				
1. Implementation of instructional vision: Lesson internalization, all students engaging in on-grade-level work with appropriate scaffolds, data analysis, and student engagement. 2. Integration of House System into teaching and learning. 3. Individualized coaching plans Instructional Leaders who support priority courses.				
What strategies or programs will be implemented to ensure students are receiving a <b>WELL-ROUNDED EDUCATION</b> ?				
1. House system that celebrates academic risk-taking while building sense of community. 2. Purposeful grade-level programming that builds students' social-emotional skills while fostering culture of achievement. 3. Teaching non-cognitive skill building across all grade levels.				
High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy	Principal, Director of Academics, Deans of Instruction, Literacy	YES Prep Curriculum and Instructional Coaching resources	Power BI reports, YES Prep assessments, MAP	Weekly

	Specialist, Special Education Manager			
Writing Strategy	Principal, Director of Academics, Deans of Instruction, Literacy Specialist, Special Education Manager	YES Prep Curriculum and Instructional Coaching resources	Power BI reports, YES Prep assessments, MAP	Weekly
Math Strategy	Principal, Director of Academics, Deans of Instruction, Special Education Manager	YES Prep Curriculum and Instructional Coaching resources	Power BI reports, YES Prep assessments, MAP	Weekly
At-Risk Strategy	Principal, Director of Academics, Deans of Instruction, Literacy Specialist, Special Education Manager	YES Prep Curriculum and Instructional Coaching resources	Power BI reports, YES Prep assessments, MAP	Weekly
Well-Rounded Education Strategy	Principal, Director of Academics, Director of Student Support, Deans of Instruction, Deans of Students Literacy Specialist, Special Education Manager	YES Prep Curriculum and Instructional Coaching resources	Power BI reports, YES Prep assessments, MAP	Weekly

<b>Goal #2: FAMILY &amp; COMMUNITY INVOLVEMENT</b>	
Goal	<p>North Forest Secondary will create an inclusive environment for parents and families, leading to a 41% 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>
<b>What are one or two areas of STRENGTH for your campus in terms of this goal?</b>	
Increased persistence (+3) from previous school year. Black student persistence increased +16% from previous year.	
<b>What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?</b>	
9th grade students and Black students persist at a much lower rate than the school average, on par with historical data.	

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
House System	Director of Student Support/Principal	YES Prep Student Culture and Identify resources	Power BI, Panorama, and HERO	Weekly
Grade Level Programming - 9th Grade Priority Plan	Principal/Director of Student Support/Director of Academics	YES Prep Student Culture and Identify resources	Power BI, Panorama, and HERO	Weekly
Character Strong SEL Lessons	Director of Student Support/Student Support Counselors	Character Strong, YES Prep Student Culture and Data resources	Power BI, Panorama, and HERO	Weekly

### Goal #3: SCHOOL CULTURE & CLIMATE

Goal	North Forest Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93.6%.
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What are one or two areas of **STRENGTH** for your campus in terms of this goal?

6th grade ADA exceeded goal for the entire year. Middle School ADA incentives most impacted campus ADA.

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

8th grade had the highest Tier 3 absences. 10th grade had the highest number of administrative withdrawals due to excessive absences.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
ADA Committee Meetings	Director of Campus Operations	YES Prep Attendance Guide, Culture and Identity resources	Power BI reports, ADA trackers	Weekly
ADA Incentives	Director of Campus Operations	YES Prep Attendance Guide, Culture and Identity resources	Power BI reports, ADA trackers	Weekly
Family education - ADA	Director of Campus Operations	YES Prep Attendance Guide, Culture and Identity resources	Power BI reports, ADA trackers	Weekly