



**2024 - 2025  
Campus Improvement Plan**

YES Prep Southside Elementary  
YES Prep Public Schools  
Campus Number 101845105  
5515 South Loop East Fwy, Suite B Houston, TX 77033



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 Southside 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.

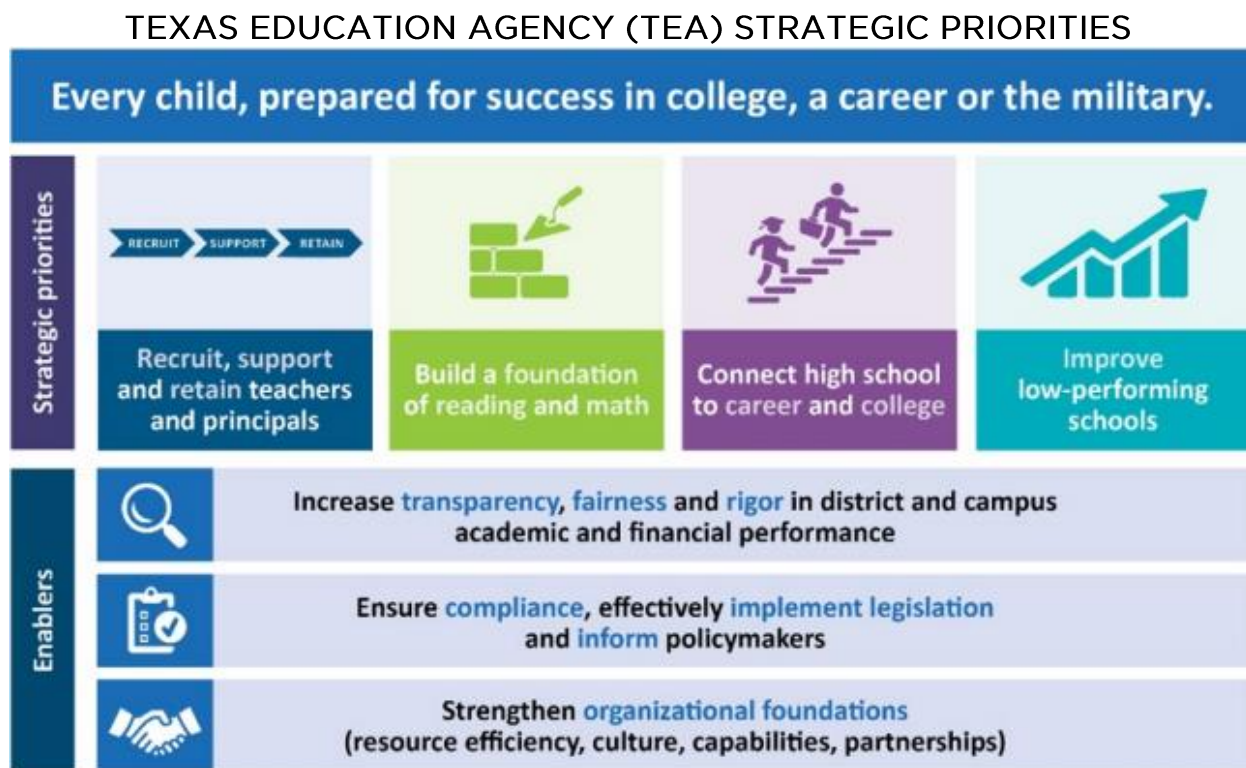
### Campus's Vision

YES Prep Southside Elementary, in partnership with its students, families and community, is committed to providing all students with exceptional learning opportunities that will allow them to reach their fullest potential and prepare them to live a choice-filled life.

### Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** Southside Elementary will achieve a 43% 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%. Southside 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:** Southside Elementary will create an inclusive environment for parents and families, leading to 93% 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:** Southside Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93%.



*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	Andrea Citchen	Principal
2	Carlton Wildman	Dean of Culture
3	Shanee Breaux	Director of Campus Operations
4	Dr. Zuri Dale	Community Member
5	Tori Dugar	Community Member
6	Whitney Roberson	Parent
7	Tierra Moore	Parent
8	Mariah Diaz	Paraprofessional
9	Jacob Stanfield	Paraprofessional
10	Yvette Herron	Teacher
11	Jodi Williams	Teacher
12	Vanessa Jordan	Administrator (Director of School Operations)
13	Trista Fortuna	Administrator (Government Grants Specialist)
14	Dr. Affton Coleman	Assistant Principal
15	Latonia Alexander	Dean of Instruction
16	Dr. Shifawn Falley	Dean of Instruction
17	Shanice Hatcherson	Assistant Principal

### Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on April 8, 2024, and again on April 8, 2024, to develop the CNA. The first CNA meeting was held in Southside Elementary Conference room and started at 12:30pm. The second meeting was held in Southside Elementary Conference Room and started at 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 April 8, 2024, Principal Andrea Citchen 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 Andrea Citchen shared with the group about the team's 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 YES Prep Southside 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 Andrea Citchen 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 Andrea Citchen 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 Andrea Citchen thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on April 8, 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 Andrea Citchen 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 Southside Elementary was founded in 2021 to serve students in grades Pre-k through 5<sup>th</sup>. Our campus employs 48 teachers and 37 administrators and support staff.

In terms of performance, 59% and 62% 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>	88%
<b>% English Learners (ELs)</b>	15%
<b>% at-risk</b>	41%
<b>% special education (SpEd)</b>	14%
<b>% Hispanic/Latino</b>	42%
<b>% African American</b>	54%
<b>% Asian</b>	0%
<b>% White</b>	0%
<b>% American Indian</b>	0%

### Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77004, 77021, 77023, 77033, 77047, 77048, 77051, 77054

The neighborhood racial demographics are approximately:

<b>% Hispanic/Latino</b>	42%
<b>% African American</b>	56%
<b>% Asian</b>	0%
<b>% White</b>	0%
<b>% American-Indian</b>	0%

### Conclusion of CNA

Summary/Bridge of Identified Problems:

1. Teachers' lack of experience with responding strategically to data and I-Team's lack of timely and/or strategic responses to students' data.



2. Physical fights and harming others are the most reported incidents.
3. PK ADA was the lowest of all grade levels for the 2324SY

**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 Southside 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 Southside 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 Southside Elementary \$6,242,494

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: \$471,118
- Special Education (IDEA-B): \$98,065
- National School Lunch Program: \$706,082

### State and Local Funds

- General State: \$3,818,353
- State Compensatory Education: \$1,063,169
- Bilingual/ESL Program: \$85,706



## YES PREP SOUTHSIDE ELEMENTARY CAMPUS IMPROVEMENT PLAN

### Goal #1: STUDENT ACHIEVEMENT

Goal (3rd+)	Southside Elementary will achieve a 43% 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)	Southside 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?

74% of our raising 3rd graders met or exceeded their reading and math MAP goals

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

36% of students K-4 are performing on grade level in reading according to MAP scores

40% of students are performing on grade level in reading and math

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

Whole School: Coaches meet with teams weekly to do lesson internalization meetings focused on the teacher model and the student work. This strategy will support all students and ensure Tier 1 instruction is strong. All SpEd Inclusion teachers as well as Teacher Assistants and Intervention teachers will attend internalization meetings to ensure they have a deep understanding of the content, potential misconceptions, and so that they can support individual students or small groups of students.

ELAR Grades 3-5: Weekly Lesson Internalization meetings with Wit and Wisdom teachers and grade -level interventionists and teachers' assistants **ONLY** and one for Foundations teachers grade -level interventionists and teachers' assistants **ONLY** to align on lesson internalization expectations such as completing the student work with clear CFS (including Exit Tickets) and appropriate scaffolds to address student misconceptions; identifying and practicing delivering lessons with best practices and access moves that will support productive struggle for students. SpEd Inclusion teachers/Reading Interventionists will also participate in lesson internalization by completing the student work with identified appropriate scaffolds and access moves for students on their caseloads.

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

Whole School: Students will complete exit tickets daily and teachers will consistently analyze the data to determine what needs to be re-taught whole group and what should be covered during dedicated small group time. Coaches meet with teams weekly to do lesson internalization meetings focused on the teacher model and the student work. This strategy will support all students and ensure Tier 1 instruction is strong. All SpEd Inclusion teachers as well as Teacher Assistants and Intervention teachers will attend internalization meetings to ensure they have a deep understanding of the content, potential misconceptions, and so that they can support individual students or small groups of students.

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

Staffing: We have five intervention teachers who will be supporting students in both math and ELA. Their focus will be students who are in the bottom 10%.

Co-Teachers: Both SPED and Intervention teachers will co-teach with our Gen. Ed teachers to ensure that the students on their caseload are receiving dedicated targeted support.

Tutorials: Tutorials will be held September to December. We will analyze updated data and make revisions for the second semester. Tutorials will start back in January. This targeted small group instruction and practice supports at-risk students who are performing below grade level.

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

1. There is small group time built into our daily schedule for both math and reading. During this time students are either in a small group with the teacher or working on an online tutorial program called Imagine Learning (Prek-2nd) and Study Island (3-5).

2. Teachers utilize the Beginning of Year MAP data as well as last year's STAAR scores to create their small groups to ensure that students are receiving targeted intervention.

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

1. The Campus Registrar will lead weekly attendance meetings with campus leaders to discuss students of concerns and action plan around increasing ADA.

2. SEL Curriculum: Students begin their day doing a connection with their homeroom teacher to build relationships with one another. Our Library teacher also teaches from an SEL curriculum (Harmony) to each class 25 minutes per week.

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
ILs meet with teams weekly to do reading and math lesson internalization meetings focused on the teacher model and the student exemplar.	Principal	Eureka Math, Wit and Wisdom, and Foundations curriculum; lesson internalization protocol	Baseline: STAAR and MAP data, teacher performance on the IER, Blueprint data Monitoring: Observation blueprint data, IER data, EOM assessments, and Interim Assessments	Weekly
Exit Ticket Huddles	Assistant Principal	Daily Exit Tickets	Daily Exit Ticket data, Mid Module data, End of Module data, MAP data, STAAR Interim data, and Common Assessment data	Daily

After-School Tutorials	Assistant Principal	Budget and curriculum materials	MAP data, STAAR data from last year for 3rd graders	September-December and January-April
SSE will partner with community organizations such as Houston Food Bank and Legacy Community Health to ensure that we are serving the whole child and supporting our families with basic needs.	Student Support Counselor and Social Worker	Partnerships, Resources, Parent Education	Parent Survey	Quarterly

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

Goal	Southside Elementary will create an inclusive environment for parents and families, leading to 93% 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?**

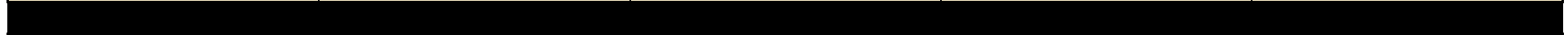
Our SY persistence for LEP, SPED and At-Risk was 95%.

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

We lost a significant number of students over the summer who indicated on the intent to return survey that they will be returning for the 24-25 school year.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Establish a strong parent association to connect families to the school community	Executive Assistant and Dean of Culture	Family Association Rep, Campus Ambassador	Parent Survey and Meeting Attendance	End of Q1
Facilitate academic and cultural programming both during and outside of school hours to ensure all	Leadership Team	Calendar of Event, Title 1 Funds	Once per quarter via Possip Surveyy, Event Attendance	Ongoing (we will have at least one event per month)

parents are able to participate in events.				
Coffee with the Principal is offered monthly for all families	Andrea Citchen (principal) and Emily Higareda (Executive Assistant)	PPTs for monthly meetings that include campus data, upcoming events, and other important information	CWTP attendance	Monthly starting in September



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

Goal	Southside Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93%.
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What are one or two areas of **STRENGTH** for your campus in terms of this goal?

Our ADA increased by 2% from the 22-23 school year

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

PreK and Kindergarten consistently have the lowest ADA

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
We will conduct a weekly attendance meeting to discuss students of concern as well as interventions	DCO and Registrar	Attendance PowerBI Report, HO Attendance Guide, and Weekly Meeting Agenda	ADA	Weekly on Wednesdays
We will provide incentives and awards for students with strong attendance during grade level huddles on a monthly and quarterly basis	Principal, EA, Assistant Principals, GLCs	Attendance Reports, Award Certificates, Small Trinkets	We will pull reports every three weeks and every nine weeks to collect attendance data through our SIS system. We will celebrate students consistently throughout the school year.	Last Thursday of each month
We will make Pre ADA phone calls daily	Operations Team	Completed Pre ADA Roster	Front office staff will ensure that all parents of absent students are called by 8:30am each day in an	Daily



			attempt to get the student to school prior to ADA	
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