



2024 - 2025

Campus Improvement Plan

YES Prep West Secondary

YES Prep Public Schools

Campus Number 101845005

10535 Harwin Dr. Houston, TX 77036

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 Campus Name West 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

YES Prep Public Schools empowers all Houston students to succeed in college and to pursue lives of opportunity. At West, we strive to increase the number of college-ready graduates to empower the diverse West community.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** West Secondary will achieve 44% on Domain 1(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:** West Secondary will create an inclusive environment for parents and families, leading to an 85% matriculation rate for the Class of 2025. 95% 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:** West Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.6%.

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
Sara Kaveeshwar	Principal
Caroline Thouin-Frederick	School Leader (Resident Principal)
Deja Laws	School Leader Director of Student Support
Johnny Gonzales	School Leader Director of College Counseling
Gabrielle Hernandez	School Leader Dean of Students
Elizabeth Arteaga	Parent
Krista Lewis	Parent
Roy Saenz	Paraprofessional (<i>Registrar</i>)
Becky Chan	School Leader Director of Academics
Samantha Marquez	Teacher
Michelle Titus	Teacher
Meagan Edwards	Administrator (Head of Schools)
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 6/5/2024, and again on 6/6/2024 to develop the CNA. The first CNA meeting was held at YES Prep West and started at 1:00pm. The second meeting was held in YES Prep West and started at 2:30pm. 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 6/5/2024, Principal Kaveeshwar 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 Kaveeshwar 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 West 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 Kaveeshwar

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 Kaveeshwar 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 Kaveeshwar thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on 6/6/2024 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 Kaveeshwar 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 Secondary 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 West Secondary was founded in 2009 to serve students in grades 6th-12th. Our campus employs 57 teachers and 30 administrators and support staff.

'In terms of academic performance, 61% and 77% of our students are at "Approaches" grade level or above on STAAR Math and Reading, respectively. Additionally, 48% of

the Class of 2025 have passed one AP exam and will take 3 additional courses before graduation. Lastly, 100% of the Class of 2025 have already taken 2 or more AP exams.

Student Demographics

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

% economically disadvantaged	94%
% English Learners (ELs)	54%
% at-risk	62%
% special education (SpEd)	6%
% Hispanic/Latino	85%
% African American	8%
% Asian	3%
% White	1%
% American-Indian	0%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77036, 77411, 77099, 77072, 77057, 77063. The neighborhood racial demographics are approximately:

% Hispanic/Latino	45% Hispanic/Latino
% African American	29% African American
% Asian	17% Asian
% White	8% White
% American-Indian	0% American-Indian

Conclusion of CNA

Summary/Bridge of Identified Problems:

- Math performance on STAAR (particularly Algebra I)
- Post Pandemic ADA
- Family collaboration with school

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 West 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 West 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 West Secondary \$7,154,312

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: \$563,518
- Special Education (IDEA-B): \$117,299

- National School Lunch Program: \$347,365

State and Local Funds

- General State: \$4,567,242
- State Compensatory Education: \$1,271,687
- Bilingual/ESL Program: \$286,930

YES PREP WEST SECONDARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – Student Achievement	
CNA Focus Areas	West Secondary will achieve 44% on Domain 1(the average of “Approaches” and above, “Meets” and above, and “Masters”) on the STAAR test, AND meet 100% of STAAR Domain III Targets.
CNA Identified Strengths	ELA Scores
CNA Identified Needs	Math scores Increasing the "meets" and "masters" scores for courses
Reading Strategy	The instructional focus for our ELA teachers is grade level purposeful practice. We are going to increase the amount of productive struggle in class, processing exercises, and ensuring students are comprehending grade level text.
Math Strategy	The instructional focus for our math teachers is grade level purposeful practice. We are going to increase the amount of productive struggle in class, processing exercises, and ensuring students are comprehending grade level material. We will utilize math programs like IXL in and out of the classroom to ensure mastery of skills for our students.
At Risk	Students will receive social emotional support along with in class supports. Depending on their at - risk factor they will receive interventions throughout the year.
ALL Students	Our focus is to increase the rigor of all classrooms. We will increase effective teacher execution and ensure students are getting good purposeful practice in every class.
Well-Rounded	We will have a daily advisory block intended on adding in a variety of SEL lessons and activities to develop the whole student.

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Increase in class grade level practice TELPAS Pull outs Masters/ Meets focused	DOI/ DOA	District Curriculum TELPAS Resources	Last year's STAAR Scores Unit Data CAs	Q1-Q4
Increase in class grade level practice TELPAS Pull outs Masters/ Meets focused	DOI/ DOA	District Curriculum TELPAS Resources	Last year's STAAR Scores Unit Data CAs	Q1-Q4
YES Prep West will utilize district curriculum and IXL. We will push IXL remediation into tech classes and advisory on Mondays	DOI/ DOA/DSS	IXL- Khan Academy- District Math curriculum	Last year's STAAR Scores Unit Data CAs	Q1-Q4
Consistent Push-In support+ Co-teaching - SpEd teachers push into general education courses to provide students additional support	SpEd team	Access to unit plans and course materials	Data dive and classroom observations	Q1-Q4

Intentional instructional coaching that includes individualized coaching packages and frequent real time coaching	Instructional Team	N/A	Coaching Blueprint (PowerBi)	Q1-Q4
Individual growth goals and metrics, as well as training for teachers on how to strategically intervene with priority students based on whether they are growing, stagnant or regressing.	Instructional Team	EB strategies, particularly for students whose native language is not Spanish	Growth Goals (PowerBi)	Q1-Q4

GOAL #2 -Family and Community Involvement

CNA Focus Areas	West Secondary will create an inclusive environment for parents and families, leading to an 85% matriculation rate for the Class of 2025. 95% 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.
CNA Strengths	Strong matriculation in previous years Grew in persistence last school year
CNA Needs or Challenges	mobile neighborhood senior class performance

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Advising Touch Points	College Counselors and Director of College Counseling	Overgrad	Power BI	Beginning of year, Mid-Year and End of the year touch point. Two family meetings and a check out advising touch point
Alumni Touch Point / Summer Melt	College Counselors, Director of College Counseling and Alumni Transition Specialist	Senior Check out list	Power BI and End of year survey	Spring Semester and Summer

FASFA/ TASFA Completion	College Counselors, Director of College Counseling and Alumni Transition Specialist	FASFA/ TASFA Completion	Excel Spread sheet and Naviance	Jan 15th- Texas Priority Deadline
Require withdrawal meetings with students and families looking to transfer out.	Deans of Students and Director of Student Support; teacher champions if necessary	Translators, withdrawal meeting agenda, senior or alumna by request	West Withdrawal Survey (Microsoft Forms)	As needed
Provide experiences that aid in a student's ability to feel included and part of the West community as part of HYPE.	Student Support Team (includes GLCs, Culture Chair, ACE, and Athletics)	Budget to plan events, strong coaches and club leaders,	West Student Climate Survey (Microsoft Forms)	At least once a quarter (depends on upcoming national holidays also)

GOAL #3 – School Culture and Climate

YES Prep West Secondary will provide a consistent classroom environment that has clear expectations for both adults and students that support a self-managing classroom.

CNA Focus Areas	West Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.6%.
CNA Strengths	Campus grew in ADA by 1% in the last school year.
CNA Needs or Challenges	ADA after covid Admin withdrawal

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Pack Time Lessons Cadence (academics, CharacterStrong, Recess, Family Gathering, Recess)	Deans of Students and GLCs	CharacterStrong, Skyward, Schoology	West Student Climate Survey (Microsoft Forms); CharacterStrong	Each day during advisory
Attendance Meetings + Strategic GL goals (We will create goals for GLs and create a competition with incentives)	Attendance Committee consisting of DCO, DSS, OC, SSCs	Family Contact Information, agenda, letters	Power BI Report	Every week

Attendance Calls: We will do pre-ADA calls as well as have GLCs work with GLT teams to call Tier 2 and 3 students	Alecio + GLC	N/A	ADA, Attendance taken by teachers	Each day
Cultural Programming: Home visits + SEL + Parent Education + Macro/Micro programming based on discipline trends	Laws + SST	Partnerships with Delpelchin	Student Climate Survey (Panorama)	Programming will vary per quarter.