



**2025 - 2026
Campus Improvement Plan**

YES Prep Hobby Elementary
YES Prep Public Schools
Campus Number '101845111
7660 Hansen Road Houston, TX, 77061

Date Approved: 11/20/2025

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 8
 PARENT AND FAMILY ENGAGEMENT 9
 STATE COMPENSATORY EDUCATION (SCE) 10
 COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS11
 GOAL #1 - Student Achievement12
 GOAL #2 -Family and Community Involvement 16
 GOAL #3 - School Culture and Climate..... 19

DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS

YES Prep Hobby 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

- **Academic & Cultural Excellence:** Fuel the Power of YES by elevating academic and cultural excellence to become an A-district.
- **Data Systems to Drive Decisions:** Enhance data systems to drive decisions, agility, and data-informed actions to become an A-district.
- **EVP & Staffing:** Launch employee value proposition and talent recruitment strategy to get to and stay at 100% staffed with a highly effective teammate in every role.
- **Student Enrollment & Persistence:** Maximize student enrollment and persistence by building a long-term family engagement plan.
- **Edge:** Create a cross functional team and structures to drive YES Prep's competitive edge.

Campus's Vision: Hobby Elementary cultivates a nurturing, high-achieving environment where all students thrive academically and socially through a foundation of clarity, integrity, and collaboration.

Campus Goals (Focus/Critical Areas)

1. Student Achievement:

Goal (3rd+): Hobby Elementary will achieve a 45% 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 57%.

Goal (K-5) Hobby 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: Hobby Elementary will create an inclusive environment for parents and families, leading to 94% of students enrolled on the first day of the 25-26 school year persisting until the last day of school.

3. School Culture and Climate: Hobby Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94%.

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 | Maribel Barrera | Principal |
| 2 | Claudia Garza | School Leader (<i>Assistant Principal</i>) |
| 3 | Latresha Olaosebikan | School Leader (<i>Assistant Principal</i>) |
| 4 | Leo Bueno- In and Out Excavation | Community Member |
| 5 | Yovanni Cano, Raquel Pallares- Chik Filet | Community Member |
| 6 | Veronica Alvarez | Parent |
| 7 | Emilse Olivas | Parent |
| 8 | Andrea Mireles | Paraprofessional (<i>Executive Assistant</i>) |
| 9 | Latrese Hopkins | Paraprofessional (<i>Teacher Assistant</i>) |
| 10 | Laura Rios | Teacher |
| 11 | Elisa Espinoza | Teacher |
| 12 | Norma Gonzalez | Administrator (<i>Head of Schools</i>) |
| 13 | Magda Marroquin | Administrator (<i>Manager Of Special Revenue Compliance</i>) |

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on 8/19/2025, and again on 8/19/2025 to develop the CNA. The first CNA meeting was held in YES Prep Hobby Elementary and started at 7:30 AM. The second meeting was held in YES Prep Hobby Elementary and started at 2:00 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 8/19/2025, Principal Maribel Barrera 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 Maribel Barrera 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 Hobby 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 Maribel Barrera 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 2024-2025 school year. Principal Maribel Barrera 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 2024-2025 school year. Principal Maribel Barrera thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on 8/19/2025, the SST reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2024-2025 school year but focused on the problems identified in the data. Principal Maribel Barrera 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 Elementary 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 Hobby Elementary was founded in 2024 to serve students in grades PK - 3rd Grade. Our campus employs 21 teachers and 16 administrators and support staff.

Hobby Elementary is currently projected at a D or F accountability rating. 37% of returning students going into 3rd grade are on grade level according to NWEA Map Assessment.

Student Demographics

The 2025-2026 schoolwide student demographics (estimates) are:

| Student Demographics | |
|------------------------------|-----|
| % economically disadvantaged | 91% |
| % English Learners (ELs) | 42% |
| % at-risk | 32% |
| % special education (SpEd) | 17% |
| % Hispanic/Latino | 78% |
| % African American | 20% |
| % Asian | 1% |
| % White | 3% |
| % American-Indian | 0% |

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77061, 77075, 77087. The neighborhood racial demographics are approximately:

| Neighborhood Demographics | |
|---------------------------|-----|
| % Hispanic/Latino | 64% |
| % African American | 21% |
| % Asian | 6% |
| % White | 7% |
| % American-Indian | 1% |

Conclusion of CNA

Summary/Bridge of Identified Problems:

Student achievement—particularly in 3rd grade—remains a high focus area for school accountability, requiring intentional support and monitoring. Enrollment and ADA (Average Daily Attendance) are below target, which creates budgetary pressures and limits available resources. In addition, there is a need to strengthen parent involvement and fundraising efforts to provide supplemental support for students and staff. Teacher surveys also highlight areas for growth in campus systems and support, which must be addressed to ensure staff satisfaction and retention.

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 Hobby Elmenantry 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 2025-2026 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 Hobby 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 Hobby Elementary: \$372,860

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: \$156,232
- Special Education (IDEA-B): \$41,423
- National School Lunch Program: \$148,589

State and Local Funds

- General State: \$1,426,019
- State Compensatory Education: \$372,860
- Bilingual/ESL Program: \$60,974

YES PREP HOBBY ELEMENTARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – Student Achievement

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|--|--|
| <p>CNA Focus Areas</p> | <p>Goal (3rd+): Hobby Elementary will achieve a 45% 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 57%.</p> <p>Goal (K-5) Hobby 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.</p> |
| <p>CNA Identified Strengths</p> | <p>Focus on 3rd Grade</p> <p>Coaches leverage the planning and practice applied in 3rd grade to set the bar for campus-wide expectations in lesson internalization execution and use it as a model to coach and support K-2 teachers.</p> <p>Instructional Leadership Team Commitment to the Vision</p> <p>Our instructional leaders are all in on the campus vision, working together as a team, staying aligned, and ready to pivot when needed to keep growth and high expectations going."</p> |
| <p>CNA Identified Needs</p> | <p>Shifting Mindsets and Practices</p> <p>A challenge we face is helping teachers move away from old instructional habits and ensuring that using Meets + Exemplars and backwards planning becomes a consistent, campus-wide expectation.</p> <p>Building Consistency in Practice</p> <p>While progress has been made, we still need to strengthen consistency across classrooms so that aligned planning, lesson internalization, and execution are fully embedded in daily instruction.</p> |

| | |
|--|---|
| Reading Strategy | Reading Strategy: HBE leaders will hold weekly planning sessions with the teachers they coach to prioritize high-impact reading lessons, review summative assessment data, and create responsive action plans. In 3rd grade, the focus will be on reviewing student work and exemplars to maintain a high bar of rigor aligned to STAAR. For K-2, leaders will track proficiency levels to gauge understanding and readiness. Each session will also include practicing the teacher model with feedback to ensure lessons are clear, concise, and provide a strong model for student success. |
| Math Strategy | Math Strategy: HBE leaders will hold weekly planning sessions with the teachers they coach to prioritize high-impact math lessons, review summative assessment data, and create responsive action plans. In 3rd grade, the focus will be on reviewing student work and exemplars to maintain a high bar of rigor aligned to STAAR. For K-2, leaders will track proficiency levels to gauge understanding and readiness. Each session will also include practicing the teacher model with feedback to ensure lessons are clear, concise, and provide a strong model for student success. |
| At Risk | At-risk students will receive priority intervention, tutorials (for 3rd grade), and student service support through our multi-tiered student support systems. In addressing our SPED students academic progress, SpEd Inclusion teachers have been assigned to co-teach in classrooms where the majority of our SPED students are (1st and 2nd). The inclusion teachers will internalize lessons alongside teachers so that they can co-teach the class. |
| ALL Students | Every student has individualized learning goals, and teachers hold regular data conferences to ensure students feel supported in reaching them. Using the school-wide PLC strategy, all teachers will meet their teacher development and performance goals centered around student achievement. School-wide data systems will be utilized to ensure all students are meeting or exceeding their individual goals. |
| Well-Rounded | Students will engage in daily social-emotional learning with their homeroom teacher, weekly lessons with their SEL/library teacher, and in-the-moment lessons to respond to incidents that occur to reinforce character development skills necessary to be productive students. |
| Systemwide Strategic Priorities | Academic & Cultural Excellence: Fuel the Power of YES by elevating academic and cultural excellence to become an A-district. Data Systems to Drive Decisions: Enhance data systems to drive decisions, agility, and data-informed actions to become an A-district. |

| | |
|--------------------------|---|
| TEA Strategic Priorities | Build a foundation for reading and math |
|--------------------------|---|

| High Impact Actions | Owner/ Persons Responsible | Resources Needed | Baseline Data & Monitoring Sources | Timeline |
|-------------------------|--|--|--|----------|
| Reading Strategy | Principal Assistant Principals SPED Manager | Wit and Wisdom Arriba la Lectura Summit K-12 | MAP STAAR EOY End of Module Exams Common Assessments Exit Ticket Data Trackers | Ongoing |
| Math Strategy | Principal Assistant Principals SPED Manager | Eureka Math | MAP STAAR EOY Mid Module and End of Module Exams Common Assessments Exit Ticket Data Trackers | Ongoing |
| At-Risk Strategy | Principal Assistant Principals SPED Manager Intervention Team | Fun in Focus I-Ready | I Ready Assessments Intervention Progress Monitoring | Ongoing |

| | | | | |
|--|---|----------------|-----------------------|---------|
| Well-Rounded Education Strategy | Principal Student Support Counselor | SEL Curriculum | District-made surveys | Ongoing |
|--|---|----------------|-----------------------|---------|

GOAL #2 -Family and Community Involvement

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|--|---|
| CNA Focus Areas | Hobby Elementary will create an inclusive environment for parents and families, leading to 94% of students enrolled on the first day of the 25-26 school year persisting until the last day of school. |
| CNA Strengths | <p>Increased Family Engagement Families are more willing to participate in meetings and contribute to decision-making, providing valuable input that helps shape school initiatives and priorities.</p> <p>Greater Involvement in School Activities and Fundraising Families are actively generating ideas to raise funds and are becoming more involved in school events, strengthening the partnership between home and school and supporting student success</p> |
| CNA Needs or Challenges | <p>Limited Capacity for Large Scale Events As a small school with limited staff and budget, we sometimes struggle to host large, high-caliber events, which families may not always understand.</p> <p>Increasing Consistent Family Participation While many families are engaged, we continue to face the challenge of ensuring consistent participation across all school activities and initiatives.</p> |
| Systemwide Strategic Priorities | Student Enrollment & Persistence: Maximize student enrollment and persistence by building a long-term family engagement plan. |
| TEA Strategic Priorities | Improve low-performing schools |

| High Impact Actions | Persons Responsible | Resources Needed | Baseline Data & Monitoring Sources | Timeline |
|--|---|--|------------------------------------|----------------|
| <p>We will switch from Class Dojo to Parent Square as the primary avenue to communicate and engage with families to align with our secondary campus. 100% of families will be connected on Parent Square by the first day of school or within 5 days of enrolling their child in the school.</p> | <p>Principal DCO Operations Team Instructional Leadership Executive Assistant</p> | <p>Parent Square, training materials, expectations around teacher use of Parent Square</p> | <p>Parent Square</p> | <p>29-Aug</p> |
| <p>Weekly Family Notes messaging for updates on school events and academic information.</p> | <p>OC Instructional Team SSC</p> | <p>Canva, Smores, Final Site</p> | <p>Parent Square</p> | <p>Ongoing</p> |

| | | | | |
|---|-------------------------------|--|----------------|---------|
| Coffee with the Principal and Family Association meetings are offered montly for all families | Principal Executive Assistant | PPTs for monthly meetings that include campus data, upcoming events, and other important information | Sign in Sheets | Monthly |
|---|-------------------------------|--|----------------|---------|

GOAL #3 – School Culture and Climate

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|--|---|
| CNA Focus Areas | Hobby Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94%. |
| CNA Strengths | <p>Consistent Emphasis on Attendance</p> <p>HBE maintains a consistent focus on attendance through weekly leadership meetings, daily ADA updates during morning announcements, daily Pre ADA calls, and incentives on Wednesdays for students with perfect attendance.</p> |
| CNA Needs or Challenges | <p>Maintaining Persistence and Consistent Attendance</p> <p>Student attendance (ADA) has been impacted due to transportation issues and families withdrawing students, making it challenging to maintain consistent attendance and persistence.</p> |
| Systemwide Strategic Priorities | <p>Academic & Cultural Excellence: Fuel the Power of YES by elevating academic and cultural excellence to become an A-district.</p> <p>Data Systems to Drive Decisions: Enhance data systems to drive decisions, agility, and data-informed actions to become an A-district.</p> <p>Edge: Create a cross functional team and structures to drive YES Prep’s competitive edge.</p> |
| TEA Strategic Priorities | Improve low-performing schools |

| High Impact Actions | Persons Responsible | Resources Needed | Baseline Data & Monitoring Sources | Timeline |
|---|---|---|---|---------------------------|
| We will have attendance committee meetings weekly throughout the year to analyze and address attendance trends/concerns. | Principal DCO OC Registrar | Power BI attendance report, Skyward (phone calls) and Parent Square, tracker to assign attendance champions, attendance incentive materials | Power BI-Attendance Report | Ongoing |
| Host family events (Report Card conference days, Meet the Teacher, Fun Family Nights, Open House) throughout the school year. | Principal DCO Assistant Principals | Schedule of Events Calendar of Events | Every nine weeks Parent Survey | Ongoing |
| Perfect Attendance Awards and individual student attendance recognition during quarter pep rallies | Principal DCO Operations Team GLCs Teachers | Attendance Reports Attendance Certificates | Every Nine Weeks | Ongoing - Each Nine Weeks |
| Our nurse, SSC, and the Legacy Clinic will work with families as needed to ensure the health and safety of all students. | SSC Principal Assistant Principals DCO Nurse Legacy Clinic | Confidential medical information provided by families Flyers from community organizations (ie Baker-Ripley) | Qualitative information/concerns from teachers and families Student registration documents | Ongoing |

