

2025 – 2026
Campus Improvement Plan

YES Prep North Forrest Secondary
YES Prep Public Schools
Campus Number '101845010
6602 WINFIELD RD
HOUSTON TX 77050

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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DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS

YES Prep North Forrest 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

- 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

We exist to increase the number of college-ready graduates in North Forest. NFS will be an A rated school

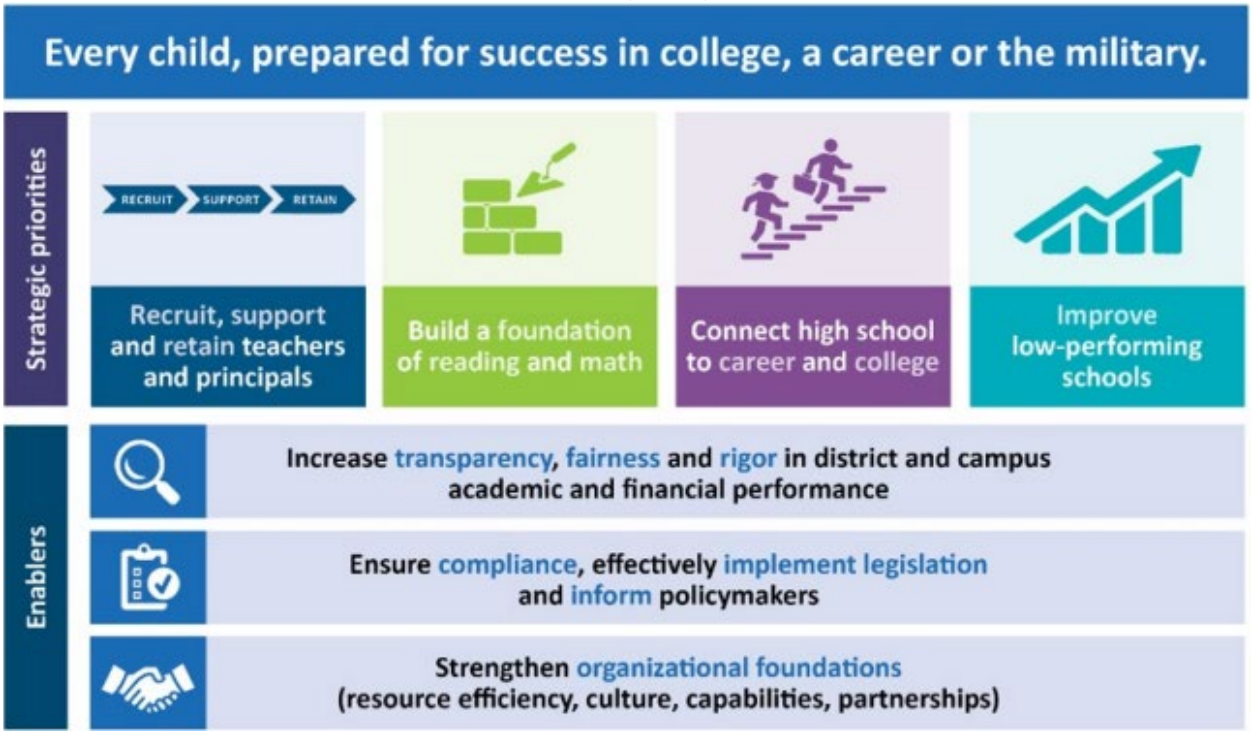
Campus Goals (Focus/Critical Areas)

1. Student Achievement: North Forest Secondary will achieve a 0% 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 0% matriculation rate for the Class of 2026. 0% of students enrolled on the first day of the 25-26 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 0%.

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

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	**Principal**
2	Michelle Nealy	**School Leader** *(Director of Academics)*
3	Candance Brooks	**School Leader** *(Director of Campus Operations)*
4	Alexsaundra Preston	**Community Member**
5	Erica Lee Carter	**Community Member**
6	Carolina Guerra	**Parent**
7	Azucena Pineda	**Parent**
8	Kimberly Fields	**Paraprofessional** *(Executive Assistant)*
9	Yahaira Rodriguez	**Paraprofessional** *(Operations Coordinator I)*
10	Yolonda Brown	**Teacher**
11	Daijah Ray	**Teacher**
12	Antonio Castillo	**Administrator (Head of Schools)**
13	Magda Marroquin	**Administrator** (Manager Of Special Revenue Compliance)
14	Antonia Salto	**Registrar**
15	Jackson Rivera	**Dean of Instruction**

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The School Support Team met on 5/28/2025, to develop the CNA. The first CNA meeting was held in NFS Conference Room and started at 11:00- 11:30am and 11:30-12:00 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 5/28/2025, 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 Forrest 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 2024-2025 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 2024-2025 school year. Principal Naketchia Alfred thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on 5/28/2025, 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 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
• 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 North Forrest Secondary was founded in 2010 to serve students in grades 6-12 Our campus employs 56 teachers and 29 administrators and support staff.

In terms of performance, 72% of our students are at "Approaches" for STAAR Math and 76% for STAAR Reading.

Student Demographics

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

Student Demographics	
% economically disadvantaged	81%
% English Learners (ELs)	59%
% at-risk	54%
% special education (SpEd)	8%
% Hispanic/Latino	89%
% African American	10%
% Asian	0%
% White	0%
% American-Indian	0%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77090. The neighborhood racial demographics are approximately:

Neighborhood Demographics	
% Hispanic/Latino	30%
% African American	48%
% Asian	0%
% White	0%
% American-Indian	0%

Conclusion of CNA

Summary/Bridge of Identified Problems:

Family & Community Engagement

Family participation in Title I and engagement events is lower than expected.

Parents request clearer and more frequent communication in Spanish and other home languages.

Opportunities for families to partner in student learning at home are limited.

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 Forrest 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 Forrest 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 Forrest Secondary: $1,316,451

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: $551,607
- Special Education (IDEA-B): $146,251
- National School Lunch Program: $524,620

State and Local Funds

- General State: $5,034,824
- State Compensatory Education: $1,316,451
- Bilingual/ESL Program: $214,752

YES PREP NORTH FORREST SECONDARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – Student Achievement	
CNA Focus Areas	North Forest Secondary will achieve a 0% 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.
CNA Identified Strengths	Double-digit increase in Domain 1 in all STAAR Math courses; DIII Meets + increased in Math across all subgroups by 10 points or more compared to previous year
CNA Identified Needs	Domain 1 regressed in ELA 7 and Social Studies 8
Reading Strategy	1. All students have 2 blocks a week of Academic Support during advisory providing additional math and reading support. 2. During our PLCs, we are focusing on crafting exemplary student responses and annotations connected to daily learning objective. 3. Coaching touchpoints are focused on effective response to data, both in real time and in assessments including student goal tracking, providing targeted feedback on the most important and aligned practice, data response strategies, and creating a culture of a culture of achievement in every classroom.
Writing Strategy	1. All students have 2 blocks a week of Academic Support during advisory providing additional math and reading support. 2. During our PLCs, we are focusing on crafting exemplary student responses and annotations connected to daily learning objective. 3. Coaching touchpoints are focused on effective response to data, both in real time and in assessments including student goal tracking, providing targeted feedback on the most important and aligned practice, data response strategies, and creating a culture of a culture of achievement in every classroom.
Math Strategy	1. All students have 2 blocks a week of Academic Support during advisory providing additional math and reading support.

	2. During our PLCs, we are focusing on crafting exemplary student responses and leveraging students' scratch paper to provide feedback and identify misconceptions 3. Coaching touchpoints are focused on effective response to data, both in real time and in assessments including student goal tracking, providing targeted feedback on the most important and aligned practice, data response strategies, and creating a culture of a culture of achievement in every classroom.
At Risk	Appropriately scaffolded supports (flashcards, graphic organizers, manipulatives, etc) are used to supplement Tier 1 instruction. Students at risk in Math are pulled for small group reteaches during independent practice in the instructional period; Students at risk of meeting Reading and Writing goals receive additional support from Literacy Assistants each day.
ALL Students	Teachers draft response to formative and summative assessment data; students have individualized data trackers that allow them to course correct each week in pursuit of EOY goals. 100% of students have BOY goal-setting conference with Math and ELA teachers. All students are enrolled in Academic Advisory two days per week.
Well-Rounded	Students receive rigorous core instruction and have a variety of choice electives in Fine Arts (Theatre, Dance, Art, and AP Art) and ECTE (Digital Media, Computer Science, Technology Applications). We offer 1 block of SEL advisory and 1 block of College and Career Readiness advisory to all students each week. Students have multiple pathways to leadership opportunities including LEGEND Ambassadors, House Leaders, and National Honor Society.
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	Director of Academics and Principal	Intervention curricular resources; budget for additional paper supply	Power BI, BOY data packages, Schoolmint Grow, and campus-based data trackers	Ongoing all year
Writing Strategy	Director of Academics and Principal	Intervention curricular resources; budget for additional paper supply	Power BI, BOY data packages, Schoolmint Grow, and campus-based data trackers	Ongoing all year
Math Strategy	Director of Academics and Principal	Intervention curricular resources; budget for additional paper supply	Power BI, BOY data packages, Schoolmint Grow, and campus-based data trackers	Ongoing all year
At-Risk Strategy	Director of Academics and Principal	Supplementary materials (flashcards, graphic organizers, and manipulatives)	Power BI, BOY data packages, Schoolmint Grow, and campus-based data trackers	Ongoing all year

Well-Rounded Education Strategy	Principal	Curriculum materials, continued funding for clubs and enrichment programing	School Climate Survey	Ongoing all year

GOAL #2 –Family and Community Involvement	
CNA Focus Areas	North Forest Secondary will create an inclusive environment for parents and families, leading to a 0% matriculation rate for the Class of 2026. 0% of students enrolled on the first day of the 25-26 school year will persist until the last day of school due to a strengthened home-school connection.
CNA Strengths	Strong turnout at family events such as Open House, Title I Night, and Fall Festival. Strong community partnerships that provide support and enrichment (e.g., mentoring, donations, volunteering).
CNA Needs or Challenges	Low family engagement in academic-focused events (e.g., report card nights, curriculum workshops). Language barriers and inconsistent communication methods make it difficult to engage all families effectively.
Systemwide Strategic Priorities	Student Enrollment & Persistence: Maximize student enrollment and persistence by building a long-term family engagement plan.
TEA Strategic Priorities	Recruit, support and retain teachers and principals

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Host monthly “Family Connect Nights” focused on academic success, student well-being, and culture.	Family Engagement Coordinator, Grade Level Chairs	Calendar of events, food, child care, bilingual materials	Attendance logs, feedback forms, event reflections	Sept 2025–May 2026
Implement a home visit or personal call initiative for at-risk students to strengthen trust.	Counselors, Student Support Team	Time, talking points, translator support	At-risk student attendance and persistence data	Oct 2025–March 2026
Launch a “Whole-Child Wellness Week” with parent workshops, student activities, and resource fairs.	Culture Team, Community Partners	Guest speakers, health/wellness vendors, campus space, communication support	Participation counts, student and family surveys, discipline data	Jan-26

GOAL #3 – School Culture and Climate	
CNA Focus Areas	North Forest Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 0%.
CNA Strengths	4% growth on school climate survey; 6th grade and 12th grade ADA were the highest.
CNA Needs or Challenges	6th grade relational aggression highest in the school; 7th grade substance abuse incidents highest in the school
Systemwide Strategic Priorities	Recruit, support and retain teachers and principals
TEA Strategic Priorities	Improve low-performing schools

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
MTSS oversight and prorgress montioring	Director of Student Support	MTSS training with role-specific responsibilities; behavior trackers	Behavior Inervention Plans, Power BI (Secondary Discipline)	Ongoing all Year
Weekly ADA Committeem Meetings	Director of Campus Operations	Meeting Space, Weekly meeting agenda	Power BI (ADA and Student Attendance)	Ongoing all Year
Added Behavior Support Specialist to Staffing Model	Principal	Campus Staffing Model allocations	Staffing Tracker	Quarter 0