



**2025 - 2026
Campus Improvement Plan**

YES Prep North Rankin Elementary
YES Prep Public Schools
Campus Number '101845110
12537 KUYKENDAHL ROAD
Houston, TX, 77014

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 Rankin 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

In 2027-2028 school year, we will be fully grown out with grades Pre-K through 5th grade. Our goal is to lay the foundation for student success at YES Prep Public Schools and beyond.

Campus Goals (Focus/Critical Areas)

1. Student Achievement:

Goal (3rd+) YES Prep North Rankin will achieve a 50% 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 46% overall composite growth.

Goal (K-5) YES Prep North Rankin will ensure that 70% of their Kinder - 2nd grade students meet or exceed their projected RIT score in MATH, and 60% meet or exceed their projected RIT score in READING."

2. Family and Community Involvement: North Rankin Elementary will create an inclusive environment for parents and families, leading to 94% of students active on the first day of the 25-26 school year, persisting until the last day of school.

3. School Culture and Climate: North Rankin 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	Stephanee Dorsey	Principal
2	Nicholas Donis	School Leader (<i>ENTER position here</i>)
3	Alejandra Zumaya	School Leader (<i>ENTER position here</i>)
4	Nathan Woodridge	Community Member
5	Le'Fondria Scroggins	Community Member
6	Sarah Dorsey	Parent
7	Claribel Reyes-Gomez	Parent
8	Alejandra Mejia	Paraprofessional (<i>ENTER position here</i>)
9	Laura Medina	Paraprofessional (<i>ENTER position here</i>)
10	Daniel Flemmings	Teacher
11	Malcolm Wilson	Teacher
12	Danitra Arredondo	Administrator (Head of Schools)
13	Magda Marroquin	Administrator (Manager Of Special Revenue Compliance)

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on June 17, 2025, and again on June 17, 2025 at 11:00 a.m. to develop the CNA. The first CNA meeting was held in YES Prep North Rankin and started at 9:00 AM The second meeting was held in YES Prep North Rankin and started at 11:00 AM 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 17, 2025 Principal Stephanee Dorsey 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 Stephanee Dorsey 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 Rankin 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 Stephanie Dorsey 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 Stephanie Dorsey 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 Stephanie Dorsey thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on June 17, 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 Stephanie Dorsey 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 North Rankin Elementary was founded in 2024 to serve students in grades K-3. Our campus employs 34 teachers and 20 administrators and support staff.

According to the 2025-2026 MAP BOY, 43% of K-2 students scored at Meets or higher in Math and 38% in Reading, while current Domain 1 STAAR performance for 3rd grade is 60% with a campus goal of 50%.

Student Demographics

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

Student Demographics	
% economically disadvantaged	87%
% English Learners (ELs)	28%
% at-risk	70%
% special education (SpEd)	9%
% Hispanic/Latino	51%
% African American	48%
% Asian	0%
% White	1%
% American-Indian	0%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77060, 77073, 77067, 77066, 77014, 77069, 77068, 77090, 77379, 77388. The neighborhood racial demographics are approximately:

Neighborhood Demographics	
% Hispanic/Latino	32%
% African American	48%
% Asian	2%
% White	15%
% American-Indian	2%

Conclusion of CNA

Summary/Bridge of Identified Problems:

The SST Committee identified challenges in demographics, student achievement, attendance, English learners, and staff retention. Community demographics, including lower median income, high rates of adults with only a high school diploma, and many foreign-born residents, have contributed to limited school diversity, underperforming bilingual classes, high turnover, low attendance, and distrust between families and schools. In 2024–2025, the campus set goals around academics, ADA, student persistence, and staff retention. Growth was seen in early literacy and numeracy, though ADA fell short of the 95% goal, persistence improved but remained below target, and staff turnover—especially among bilingual teachers—continued. For 2025–2026, current goals include raising K–2 MAP Math from 43% and Reading from 38% at Meets and higher by at least 10 points, sustaining 95%+ ADA, improving persistence through stronger family trust and wraparound supports, and reducing staff turnover through coaching, development, and recognition efforts.

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 Rankin 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 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 North Rankin 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 North Rankin Elementary: \$566,693 

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: \$237,450
- Special Education (IDEA-B): \$62,957
- National School Lunch Program: \$225,833

State and Local Funds

- General State: \$2,167,342
- State Compensatory Education: \$566,693
- Bilingual/ESL Program: \$92,357

YES PREP NORTH RANKIN ELEMENTARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – Student Achievement	
CNA Focus Areas	<p>Goal (3rd+) YES Prep North Rankin will achieve a 50% 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 46% overall composite growth.</p> <p>Goal (K-5) YES Prep North Rankin will ensure that 70% of their Kinder - 2nd grade students meet or exceed their projected RIT score in MATH, and 60% meet or exceed their projected RIT score in READING.</p>
CNA Identified Strengths	<p>One strength for our campus in meeting the Kinder-2nd grade MAP & 3rd Grade STAAR goals is the strong focus on early literacy and numeracy, supported by structured interventions and consistent use of progress monitoring to track growth. Another strength is the dedication of teachers and support staff, who provide targeted small-group instruction and adjust lessons to meet students' individual needs, creating greater opportunities for students to meet or exceed their projected RIT goals.</p>
CNA Identified Needs	<p>A key challenge to meeting the Kinder-2nd grade MAP & 3rd Grade STAAR goals is inconsistent foundational skill development, as many students enter below grade level in math and reading. Low attendance and staffing instability, particularly in bilingual classrooms, can also disrupt instruction and limit progress toward meeting projected RIT growth.</p>
Reading Strategy	<p>Our campus reading strategy will focus on strengthening foundational literacy through daily phonics routines, guided reading, and small-group instruction driven by data. Intervention blocks and progress monitoring will address gaps early, while English learners will receive integrated vocabulary, comprehension, and oral language support. We will also build a culture of reading with independent reading time, family literacy events, and access to diverse, high-interest texts.</p>
Math Strategy	<p>Our campus math strategy will emphasize building strong number sense through daily fluency practice, hands-on learning, and problem-solving tasks aligned to TEKS. Small-group instruction and intervention blocks will target specific skill gaps, supported by ongoing MAP data and</p>

	classroom assessments. Teachers will integrate math talk and real-world application to strengthen reasoning, while consistent use of manipulatives and digital tools will ensure students develop both conceptual understanding and procedural fluency.
At Risk	To support at-risk students, our campus will provide targeted small-group interventions during dedicated instructional blocks, focusing on foundational skills in reading and math. Progress will be closely monitored through MAP and classroom assessments, with teachers adjusting supports in real time. Additional strategies include leveraging bilingual and SPED supports, offering after-school or extended learning opportunities, and increasing family communication to address barriers such as attendance and engagement. Consistent mentoring and wraparound services (The Rankin Closet) will also be used to build trust and ensure students have the academic and social-emotional support needed to meet growth goals.
ALL Students	To serve all students, our campus will focus on high-quality, data-driven instruction in every classroom. Teachers will use MAP and classroom assessment data to guide small-group instruction, while daily routines in literacy and math will strengthen core skills for every learner. Intervention and enrichment blocks will ensure both struggling and advanced students receive targeted support. In addition, we will build a strong culture of learning by promoting independent reading, problem-solving, and critical thinking across subjects, while creating engaging learning experiences that connect to students' interests and real-world applications.
Well-Rounded	To ensure students receive a well-rounded education, our campus will implement programs that support both academic growth and enrichment. Core instruction in reading, math, science, and social studies will be paired with opportunities for exploration in the arts, physical education, and technology. We will provide access to after-school clubs, tutoring, and extracurricular activities that foster leadership, creativity, and collaboration. Additionally, family engagement events, cultural celebrations, and community partnerships will help broaden students' experiences, ensuring they grow academically, socially, and emotionally while building skills that extend beyond the classroom.
TEA Strategic Priorities	<ul style="list-style-type: none"> • 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, 1 bilingual & 1 monolingual interventionist, Special Education Manager, Grade Level Chairs, Teachers, Teacher Assistants	ELA/SLA, Foundations, Eureka Math, STEM Scopes and Social Studies Weekly curricula Imagine Learning software, Achievement Data Performance on classroom assessments. MTSS Data	MAP Data (MTSS Report) Common Assessment Unit Assessments Progress on iReady modules	BOY (September 30), MOY (January 30), EOY (May 30) Ongoing student achievement data and check-ins with Principal/Assistant Principal/DOI (Weekly on Thursdays) Weekly grade level planning meetings (every Tuesday-Thursday, depending on content)
Math Strategy	Principal, Assistant Principals, 1 bilingual & 1 monolingual interventionist, Special Education Manager, Grade Level Chairs, Teachers, Teacher Assistants	ELA/SLA, Foundations, Eureka Math, STEM Scopes and Social Studies Weekly curricula, Manipulatives and curriculum supports for small group instruction, Student Achievement Data, Performance on classroom assessments, MTSS	MAP Data Common Assessment Unit Assessments Progress on iReady modules	BOY (September 30), MOY (January 30), EOY (May 30) Ongoing student achievement data and check-ins with Principal/Assistant Principal/DOI (Weekly on Thursdays) Weekly grade level planning meetings (every Tuesday-Thursday, depending on content)

At-Risk Strategy	Principal, Assistant Principals, 1 bilingual & 1 monolingual interventionist, Special Education Manager, Grade Level Chairs, Teachers, Teacher Assistants	Student Achievement Data, Monthly Content Days	MAP Data Unit Assessments Progress on Imagine Learning modules	Ongoing Student Achievement Data (including MAP & 3rd Grade D1 and DIII data)
Well-Rounded Education Strategy	Interventionists & Teachers	MAP data MAP conferencing templates Resources for families	Accountability tracker for conferences	Updates on accountability tracker-November (BOY conferences) and January (MOY)

GOAL #2 -Family and Community Involvement

CNA Focus Areas	North Rankin Elementary will create an inclusive environment for parents and families, leading to 94% of students active on the first day of the 25-26 school year, persisting until the last day of school.
CNA Strengths	Strong student persistence is a result of student and family engagement. Staff persistence is a foundation for ensuring families also persist. YES Prep NRE has conducted one family engagement activity per month, communication via social media and email, and a family engagement calendar.
CNA Needs or Challenges	In order to continue increasing student persistence we are going to have a strong system for holding staff accountable for sending home weekly Class Notes to families and we will increase the amount of family events on campus. We also need to increase our available community resources to connect parents to the school and resources offered, which will increase student persistence.
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
<p>Multiple ways of communication to ensure we reach all families in a culturally responsive way: weekly Class Notes, bi-weekly Family Notes, Weekly Social Media Post with important events and information, Class Dojo as the primary means of communication, Family Association Representative communicating event expectations and needs, Parent Resource Room with technology and books for family use.</p>	<p>Principal, DCO, Assistant Principals</p>	<p>Class Notes template Family Newsletter Family Contact Information Facebook/Instagram Pages Class Dojo</p>	<p>Parent Survey Attendance information Feedback from Family Association Representative</p>	<p>Parent Survey - Twice a quarter Attendance - Daily</p>
<p>A strong accountability system for teachers and campus to communicate with families consistently</p>	<p>Principal, DCO, Assistant Principals</p>	<p>Class Notes template Family Newsletter Family Contact Information Class Dojo</p>	<p>Principal, DCO, Assistant Principals</p>	<p>Weekly check for Class Notes Executive Assistant will publish Family Notes weekly in ParentSquare Social Media Cadence to post daily and engage families</p>

<p>Host family events (Report Card Conference days, Meet the Teacher, Fun Family Nights, Community Partner Resource Nights, Open House, monthly Coffee with the Principal) throughout the school year.</p>	<p>Principal, Director of Campus Operations (DCO), Assistant Principals</p>	<p>Schedule of Events Calendar of Events</p>	<p>Every 9 Weeks Parent Survey</p>	<p>Ongoing (we have at least 2 events planned per month)</p>
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GOAL #3 - School Culture and Climate

North Rankin Elementary will provide a consistent classroom environment that has clear expectations for both adults and students that support a self-managing classroom.

CNA Focus Areas	North Rankin Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94%.
CNA Strengths	There is a strong alignment across all stakeholders on the campus - from the leadership team to parents. This includes messaging around absences, the plan for attendance town halls, and investing parents in attendance incentives. 2) Investment from the leadership team is the highest driver for academic achievement. 3) A positive, highly active student culture will result in a higher attendance rate because students will want to come to school.
CNA Needs or Challenges	Attendance for surrounding campuses in area average between a yearly ADA of 90%-93%. The EOY cumulative attendance for YES Prep North Rankin for 24-25 was 93%. Because the attendance in the area is low, the need for a strong system that involves family engagement and incentives along with student engagement is needed. An attendance plan must be built from the first day of school.
Systemwide Strategic Priorities	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.
TEA Strategic Priorities	Recruit, support and retain teachers and principals

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
In Quarter 0, create tardy and attendance expectations, finalize calendar with events and spirit days to boost attendance, plan events the day before a holiday, and set guidelines for attendance incentives. Execute these initiatives throughout the year.	Director of Campus Operations	Schedule of Events Calendar of Events	Every 9 weeks Family Survey	End of Quarter 1 (October 9), End of Quarter 2 (December 19), End of Quarter 3 (March 6), End of Quarter for 4 (May 28)
Perfect Attendance Awards, Class Dojo incentives (for every 2 weeks), daily announcements over Teams to celebrate classes with perfect attendance, and individual student attendance recognition during grade level huddles	Registrar, OC, DCO, Grade Level Chairs (GLCs), teachers	Attendance Reports Attendance Certificates	Every 2 week (incentives) 9 weeks Family Survey	Every 1st and 3rd Friday during Family Huddle; Every 2nd and 4th Thursday during Grade Level Huddle (student recognition)
Perfect Attendance Awards for adults (for every 2 weeks), announcement in Family Notes and school website/social media; families receive Attendance Swag Bag + Trophy of Excellence in Attendance	Principal, Assistant Principals, Registrar, OC, DCO	Attendance Reports Attendance Certificates	Every 2 weeks	Every 1st and 3rd Friday during Family Huddle

<p>Discuss tier 2 and 3 students in our bi-weekly attendance committee meetings, continue daily phone calls, home visits, and family conferences</p>	<p>Principal, Assistant Principals, Registrar, OC, DCO</p>	<p>List of students of concern Sample plans/intervention strategies Plan of action (letter, family meetings, home visits, etc.)</p>	<p>Monthly attendance Power BI Attendance Reports Correlation between attendance and academic performance</p>	<p>Every Friday during Attendance Team Meeting</p>
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