



**2025 - 2026
Campus Improvement Plan**

YES Prep Southside Elementary
YES Prep Public Schools
Campus Number 101845105
5515 S LOOP E STE B Houston, Texas, 77033

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 Southside Elementary is part of the YES Prep Public Schools, Inc. (YES Prep, system, or district) network of open-enrollment charter schools. Our systemwide initiatives are:

District's Vision

Every child in Houston will have equitable access to a public school that delivers a college-ready education.

District's Mission

YES Prep Public Schools empowers all Houston students to succeed in college and to pursue lives of opportunity.

System Strategic Priorities

- **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

At YES Prep Southside Elementary, we strive to become a national model for Pre-K - 5 grades by delivering rigorous and engaging instruction, arming students with the skills required to be independent and successful in college, and creating a staff culture where every team member is excited to work together to provide life-changing opportunities for our students.

Campus Goals (Focus/Critical Areas)

1. Student Achievement:

Goal (3rd+) : Southside Elementary will achieve a 45% on Domain I (the average of 'Approaches' and above, 'Meets' 'Campus Goal Summary'! And above, and 'Masters') on the STAAR test, AND meet 100% of STAAR Domain III Targets-- including an English Language Proficiency target of 51%.

Goal (K-5): Southside Elementary will ensure that 70% of their Kinder - 5th grade students meet or exceed their MAP Math growth targets, and 60% meet or exceed their MAP Reading growth targets.

2. Family and Community Involvement: Southside 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: Southside Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94% B4894%.

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	Andrea Citchen	Principal
2	Carlton Wildman	Dean of Culture
3	Shanee Breaux	Director of Operations
4	Crystal Frank	Community Member
5	Affton Coleman	Assistant Principal
6	Whitney Roberson	Parent
7	Jamal Brown	Parent
8	Nidian Ortuno	Registrar
9	Emily Higareda	Executive Assistant
10	Jodi Williams	Teacher
11	Armauni Henry	Teacher Assistant
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 May 16th, 2025 to develop the CNA. The first CNA meeting was held in Conference room and started at 10:00am. The second meeting started at 10:30am. 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 May 16th, 2025 Principal Andrea Citchen began the meeting with introductions. An ice breaker was conducted to support relationship building. The SST members had a chance to connect and know the role of each team member. Then, Principal Andrea Citchen shared with the group 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 Southside Elementary. The importance of attendance and the purpose of this Title 1 Team was emphasized and explained to all members. The

purpose of the Comprehensive Needs Assessment was shared. Principal «Principal_Name» 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 Andrea Citchen lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at six specific data points to identify strengths and problems from the 2024-2025 school year. Principal Andrea Citchen thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on May 16th, 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 Andrea Citchen led the team in prioritizing the problems. Each team member was asked to help identify three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the three problems.

The School Support Team reviewed the data listed to identify strengths and problems.

Data Sources Examined during the CNA Process	Title I SWP Element
<ul style="list-style-type: none"> • 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 Southside Elementary was founded in 2021 to serve students in Prek-5 grade. Our campus employs 44 teachers and 32 administrators and support staff.

In terms of performance, 68% of our students are at "Approaches" grade level or above on STAAR Math, 70% on STAAR RLA, and 49% on STAAR Science.

Student Demographics

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

Student Demographics	
% economically disadvantaged	94%
% English Learners (ELs)	14%
% at-risk	36%
% special education (SpEd)	13%
% Hispanic/Latino	46%
% African American	51%
% Asian	0%
% White	0%
% American-Indian	0%

Neighborhoods Served

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

Neighborhood Demographics	
% Hispanic/Latino	44%
% African American	52%
% Asian	0%
% White	0%
% American-Indian	0%

Conclusion of CNA

Summary/Bridge of Identified Problems:

1. ADA continues to be a struggle campus wide as well as a significant amount of students being tardy everyday
2. Teachers lack of consistency when it comes to deeply internalizing lessons and preparing for student misconceptions
3. Instructional leaders facilitating highly effective PLCS which includes teachers practicing the most important parts of the lesson. "

Areas of Focus for Next Year:

1. Student Achievement
2. Family and Community Involvement
3. School Culture and Climate

PARENT AND FAMILY ENGAGEMENT

All school activities will promote and encourage family engagement. The school will offer Parent Consultation Meetings to collaborate with parents and other stakeholders about the family engagement policy.

The Parent and Family Engagement Policy was planned and implemented by a campus committee and will be available in English and Spanish at the campus front office, on the campus website, at PFE meetings, and at parent and community engagement activities and events. The families and parents of YES Prep Southside Elementary will be notified through Family Notes and social media channels that the CIP is on our website and that we will have copies will be available in our front office, as well as shared during Parent Family Engagement meetings.

We will review, assess, and update the Parent and Family Engagement Policy quarterly during the 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 Southside Elementary families' needs. Families and parents will be encouraged to attend these informative meetings where they will learn about the school's participation in Title I programming, curriculum programs, assessments and how student achievement will be measured and how the school and families will partner to support students' academic growth.

Participation in these meetings will be actively promoted through our social media channels, website and the weekly Family Notes.

STATE COMPENSATORY EDUCATION (SCE)

Policies and Procedures

YES Prep has systemwide written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students enter the SCE program
- How students are exited from the SCE program
- Cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to YES Prep Southside Elementary \$877,634

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: \$367,738
- Special Education (IDEA-B): \$97,500
- National School Lunch Program: \$349,747

State and Local Funds

- General State: \$3,356,549
- State Compensatory Education: \$877,634
- Bilingual/ESL Program: \$143,019

YES PREP SOUTHSIDE ELEMENTARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – Student Achievement	
CNA Focus Areas	<p>Goal (3rd+) : Southside Elementary will achieve a 45% on Domain I (the average of 'Approaches' and above, 'Meets' 'Campus Goal Summary'! And above, and 'Masters') on the STAAR test, AND meet 100% of STAAR Domain III Targets-- including an English Language Proficiency target of 51%.</p> <p>Goal (K-5): Southside Elementary will ensure that 70% of their Kinder - 5th grade students meet or exceed their MAP Math growth targets, and 60% meet or exceed their MAP Reading growth targets.</p>
CNA Identified Strengths	We increased our Math D1 by 10% and our RLA D1 by 5%
CNA Identified Needs	We are in need of additional reading and math interventionists who can support our students in K-2 through small group pull out.
Reading Strategy	Instructional Coaches will host PLCs weekly focused on either module internalization, lesson internalization, or data dives. This strategy will support all students and ensure Tier 1 instruction is strong. Teachers should be completing a student exemplar for every student output. The student exemplar should be completed at the Meets+ level and support for Tier 2 and Tier 3 should be scaffolded in. All SpEd Inclusion teachers as well as Teacher Assistants and Intervention teachers will attend these PLCs to ensure they have a deep understanding of the content, potential misconceptions, and so that they can support individual students or small groups of students.
Math Strategy	Students will complete exit tickets daily and teachers will consistently analyze the data to determine what needs to be re-taught whole group and what should be covered during dedicated small group time. Instructional Coaches will host PLCs weekly focused on either module internalization, lesson internalization, or data dives. This strategy will support all students and ensure Tier 1 instruction is strong. Teachers should be completing a student exemplar for every student output. The student exemplar should be completed at the Meets+ level and support for Tier

	<p>2 and Tier 3 should be scaffolded in. All SpEd Inclusion teachers as well as Teacher Assistants and Intervention teachers will attend these PLCs to ensure they have a deep understanding of the content, potential misconceptions, and so that they can support individual students or small groups of students.</p>
At Risk	<p>"Staffing: We have four intervention teachers who will be supporting students in both math and ELA. Their focus will be students who are in the bottom 10%.</p> <p>Co-Teachers: SPED teachers will co-teach with our Gen. Ed teachers to ensure that the students on their caseload are receiving dedicated targeted support.</p> <p>Tutorials: Tutorials will be held September to December. We will analyze updated data and make revisions for second semester. Tutorials will start back in January. This targeted small group instruction and practice supports at-risk students who are performing below grade level. "</p>
ALL Students	<p>"1. There is small group time built into our daily schedule for both math and reading. During this time students are either in a small group with the teacher or working on an online tutorial program called I-Ready. Our Emergent Bilingual students in 2-5 grades also receive small group pull out utilizing the Summit K-12 curriculum. They also have access to the online platform.</p> <p>2. Teachers utilize the Beginning of Year MAP data as well as last year's STAAR scores to create their small groups to ensure that students are receiving targeted intervention. "</p>
Well-Rounded	<p>"1. Director of Campus Operations and Campus Registrar will lead weekly attendance meetings with campus leaders to discuss students of concerns and action plan around increasing ADA.</p> <p>2. SEL Curriculum: Students begin their day doing a connection with their homeroom teacher to build relationships with one another. Our Library teacher also teaches from an SEL curriculum (Wayfinder) to each class 25 minutes per week."</p>
TEA Strategic Priorities	<p>Build a foundation for reading and math</p>

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy ILs meet with teams weekly to facilitate lesson internalization meetings focused meets+ student exemplars and teacher practice.	Deans of Instruction and ELA Assistant Principal	Wit and Wisdom and Foundations curriculum; lesson internalization protocol	Baseline: STAAR and MAP data, teacher performance on the IER, Benchmark data Monitoring: Observation data, Mid-Module Assessments, EOM assessments, DOLs, and Interim Assessments	Weekly
Math Strategy Exit Ticket Huddles	Math/Science Assistant Principal	Daily Exit Tickets	Daily Exit Ticket data, Mid Module data, End of Module data, MAP data, and Common Assessment data	Daily
At-Risk Strategy After-School Tutorials	Assistant Principals	Curriculum Materials	MAP data for 3rd graders and previous STAAR data for 4th and 5th graders	September-December and January-April

<p>Well-Rounded Education Strategy SSE will partner with community organizations such as Houston Food Bank and Legacy Community Health to ensure that we are serving the whole child and supporting our families with basic needs.</p>	<p>Student Support Counselor</p>	<p>Partnerships, Resources, Parent Education</p>	<p>Parent Survey and Student Assistance Form</p>	<p>Ongoing</p>
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GOAL #2 -Family and Community Involvement

CNA Focus Areas	Southside 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	We lost a significant amount of students over the summer who indicated on the intent to return survey that they will be returning for the 25-26 school year. We also had new students who completed registration but didn't show up.
CNA Needs or Challenges	Our annual persistence increased by 1.4%
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
Establish a strong parent association to connect families to the school community	Executive Assistant and Dean of Culture	Family Association Rep	Parent Survey and Meeting Attendance	Retrieving data. Wait a few seconds and try to cut or copy again.

Facilitate academic and cultural programming both during and outside of school hours to ensure all parents are able to participate in events.	Leadership Team	Culture Calender, Title 1 Funds	Campus Created Survey, Event Attendance	Ongoing (we will have at least two events per quarter)
Coffee with the Principal is offered montly for all families	Principal and Executive Assistant	PPTs for monthly meetings that include campus data, upcoming events, and other important information	CWTP attendance	Monthly starting in September

GOAL #3 – School Culture and Climate

CNA Focus Areas	Southside Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94% B4894%.
CNA Strengths	Our annual ADA increased by 1.10%
CNA Needs or Challenges	We continue to see a large number of students absent on Mondays and Fridays
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
We will conduct a weekly attendance committee meeting to discuss students of concern as well as interventions	DCO and Registrar	Attendance PowerBI Report, HO Attendance Guide, and Weekly Meeting Agenda	ADA	Weekly on Mondays

<p>We will provide incentives and awards for students and grade levels with strong attendance on a monthly, quarterly, and semester basis.</p>	<p>Attendance Committee</p>	<p>Attendance Reports and Budget</p>	<p>We will pull reports every three weeks and every nine weeks to collect attendance data through our SIS system. We will celebrate students consistently throughout the school year.</p>	<p>Grade level celebration: last Friday of each month Quarter celebration: last day of the quarter Semester celebration: week before the end of the semester</p>
<p>We will make Pre ADA phone calls daily</p>	<p>Operations Team and Grade Level TAs</p>	<p>Completed Pre ADA Roster and Access to Skyward</p>	<p>OPS staff and GL TAs will ensure that all parents of absent students are called by 8:30am each day in an attempt to get the student to school prior to ADA</p>	<p>Daily</p>