yes prep
PUBLIC SCHOOLS

Southeast

2020-2021
Campus Improvement Plan

Campus Number 101-845-001
353 Crenshaw Rd.

Houston, TX 77034

YES PREP Southeast CAMPUS IMPROVEMENT PLAN

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MISSION STATEMENT

YES Prep Southeast empowers students to become the future leaders of Houston by equipping them with an excellent college-ready education, embracing them in an inclusive school culture where all can thrive, and connecting them with ambitious post-secondary

2020-2021 SYSTEMWIDE INITIATIVES

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

Mission Outcomes

1. Build consistently excellent schools that prepare all students to graduate from college prepared to lead.
2. Serve Houston's underserved communities at scale.

Strategic Priorities

1. Deeply engage the students, families, and communities we serve.
2. Recruit, develop, sustain, and retain extraordinary talent.
3. Build a diverse organization that values inclusivity and transparency.
4. Innovate and implement clear, manageable, and high-leverage academic systems.
5. Harness technology and operating systems that promote efficiency and accountability.
6. Be financially strategic and sustainable on public funding.

TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES
Every child, prepared for success in college, a career or the military.

1. Recruit, support, and retain teachers and principals.
2. Build a foundation of reading and math.
3. Connect high school to career and college.
4. Improve low-performing schools.

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 FOR THE CNA and CIP

Eileen Galligan	Principal
Emily Ryans	Resident Principal
Bonnie Schumacher	Director of Academics
Francheska McIntyre	Director of Student Support
Tandra Jack	Parent
Nadia Galvan	Parent

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on 9/2/2020 at 12:30-1:00 and 9/2/2020 at 1:05-1:20.

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.

The CIP will be reviewed and updated quarterly during the 2020-2021 school year.

Campus Goals (Focus/Critical Areas)
1. Southeast will achieve a 61% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.

2. Southeast will meet 100% of relevant Domain III STAAR targets.

3. 51% of Southeast's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math

4. 94.1% of Southeast students enrolled in the 2020-21 school year will return to Southeast for 2021-22.

5. Southeast will maintain a cumulative Average Daily Attendance of 97%.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep Southeast was founded in 1998 to serve students in Grades 6-12. YES Prep Southeast empowers students to become the future leaders of Houston by equipping them with an excellent college-ready education, embracing them in an inclusive school culture where all can thrive, and connecting them with ambitious post-secondary

Student and Staff Demographics

The 2020-2021 schoolwide student demographics (estimates) are:

- ❖ 952 students in Grades 6-12
- ❖ Race & Ethnicity:
  - o 2.6% African American
  - o 0.0% American Indian
  - o 0.7% Asian
  - o 95.9% Hispanic
  - o 0.6% White
- ❖ 87.6% economically disadvantaged
- ❖ 22.3% English Learners (ELs)
- ❖ 42.4% At-Risk
- ❖ 5.7% Special Education (SpEd)

Moreover, our campus employs 57 teachers and 26 administrators and support staff.

Neighborhoods Served

The neighborhoods served are Southeast Houston, South Houston, Pasadena.

Neighborhood Demographics

The neighborhoods that we serve in Southeast Houston are racially and ethnically diverse. The immediate neighborhood around the school is 87.2% non-white, according to census data, with the majority of the neigborhood population identifying as Hispanic (77.7%). The average household income in this area is $24K.

Strategies to Serve At-Risk Students

YES Prep Southeast has a number of full-time staff members dedicated to academic and cultural programming designed to support students with additional needs. Our full-time Learning Lab staff of six

educators work with teachers to support students who receive Special Education services. We have a Literacy Specialist who coordinates support for students with Dyslexia and students who qualify for LEP accomodations. Our two Student Support Counselors are licensed school social workers who are trained to support students with increased social-emotional needs. Additionally, all 6th and 7th grade students have extended class periods for English Language Arts and Math, and attend daily additional Reading and Math classes Intervention, for a total of 675 instructional minutes per week each on literacy and math skills.

Data Sources Examined during the CNA Process	Title I SWP Element

• TEA Accountability Ratings
• STAAR data (disaggregated by subpopulation)
• Persistence data (disaggregated by subpopulation)
    o Attendance data
    o School Leaver/withdrawal data
• Student demographic data
• EL student data
• SpEd student data
• At-risk student data
• Other demographic data from public elementary schools within the attendance boundaries
• Teacher performance and development data
• Teacher feedback from beginning-of-year trainings
• Recruitment activities (e.g., input from parents and community members)
• Registration activities (e.g., input from parents)
• Neighborhood demographic data and trends
	1, 2, 3

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 Southeast: $1,044,262

The process we use to <u>identify</u> 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 <u>exit</u> 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.

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: $468,709
- Special Education (IDEA-B): $128,001
- National School Lunch Program: $396,956

State and Local Funds

- General State: $7,403,453
- State Compensatory Education: $1,044,262
- Bilingual/ESL Program: $159,308

YES PREP Southeast CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR Domain I

CNA Focus Areas	Southeast will achieve a 61% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	We were on-track to meet this goal prior to closure and test cancellation last year, and we have at least 1 teacher returning to course in every STAAR-tested subject.
CNA Needs or Challenges	The lack of data we have to start with on student readiness and performance due to the cancellation of last year's exams makes identifying students who need support early on difficult, but not impossible. We will work to use initial formative assessment data to begin to build intervention tutorial lists.
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Small Group Instruction: Teachers will use data from Unit exams to form small groups for targeted instruction during daily lessons for students.	Director of Academics, Deans of Instruction	Data Dive document, small group list	Unit Test data	After every unit exam
Student Growth Goals: Teachers in STAAR tested courses will share individual growth goals with students, and engage students in Unit Exam reflections to celebrate progress toward goals, and identify strengths and areas for growth.	Director of Academics, Deans of Instruction	Student growth goals tracker, Student Unit Exam Reflection document, Student growth goals certificate	Common Assessment results from 19-20	After every unit exam
Targeted Course Interventions: If any course is more than 20 points away from meeting the STAAR Domain I goal, an intensive	Director of Academics,	STAAR Course Support Plan	Common Assessment data	After CA 1

support plan will be put in place including additional personnel and resources.	Deans of Instruction			

GOAL #2 – STAAR Domain III

CNA Focus Areas	Southeast will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	We maintained experienced instructors in our Math and Reading Intervention courses, and have prioritized closing the device and Wifi gap for students in our SPED and EL program first. We have an additional full-time staff member in our SPED department compared to last year.
CNA Needs or Challenges	The restructuring of Math and Reading Intervention to meet the needs of the block schedule that will allow us to provide both virtual and in-person learning to students does give our intervention teachers more levels to focus on. In the past, we had our teachers focus primarily on the needs of Tiers 1.5-4 in Reading and 2-4 in Math, but this year, we will have students at all levels take intervention classes in 6-7 grade, so teachers have more students.
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Small Group Instruction: Teachers will partner with SPED teachers and the Literacy Specialist to use data from Unit exams to form small groups for targeted instruction during daily lessons for students.	SPED Manager, Literacy Specialist	Data Dive document, small group list	Unit Test data	After every unit exam
SPED Growth Goals: In partnership with classroom teachers, SPED teachers will share STAAR growth goals with students and engage students in Unit Exam reflections to celebrate progress toward goals, and identify strengths and areas for growth.	SPED Manager	SPED growth goals tracker, Student Unit Exam Reflection document, Student growth goals certificate	Common Assessment results from 19-20	After every unit exam
Targeted Course Interventions: For any courses where students in the SPED and EL program are not progressing toward goals, an intensive support plan will be put in place	SPED Manager, Literacy Specialist	STAAR Course Support Plan	Common Assessment data	After CA 1

including frequent observations and feedback from SPED team and Literacy Specialist.				

GOAL #3 – Senior SAT Performance

CNA Focus Areas	51% of Southeast's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math
CNA Strengths	We exceeded our goal last year due to a combination of targeted tutorials, data tracking, and parent and student communication. We plan to replicate and build on this success this year. We also began more intensive work with this year's seniors last year
CNA Needs or Challenges	Student and family investment in tutorials. Since many of our high school students will remain virtual, we will need to do our best to motivate and monitor their practice in Khan Academy to make sure they are ready for October.
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	3. Connect high school to career and college.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Parent information sessions: Live and recorded parent information sessions will be provided for all students who have not reach the College Ready SAT score.	Director of College Counseling, Resident Principal	Parent letter, slide deck	SAT goal tracker	by September 11
Weekly Tutorials: Small group tutorials will be offered 3 times per week to targeted students using a combination of Khan Academy and content support, with a focus on Math.	Director of College Counseling, Director of Academics	SAT goal tracker, small group tutorial list, assigned staff	SAT goal tracker	3 times weekly, beginning September 14th
Celebration and Awareness Campaign: Social media and other public platforms will be used to share SAT information, reminders, and tips, as well as to celebrate students for hours logged in Khan Academy and growth shown on benchmarks and the exam.	Director of College Counseling, Social Media Ambassador	Posts, videos, and graphics	SAT tutorial tracker, benchmark data	ongoing, starting with the launch of tutorials

GOAL #4 – Student Persistence

CNA Focus Areas	94.1% of Southeast students enrolled in the 2020-21 school year will return to Southeast for 2021-22.
CNA Strengths	We were able to get 100% of our Wizards online and learning quickly, as a result of our staff's ability to partner with families, and our parent communities' commitment to getting students logged in. This bodes well for perisistence through this difficult year.
CNA Needs or Challenges	Many of our in-person strategies for student engagement and connection on campus are not part of our programming this semester--athletics, celebrations, and extra-curriculars. We will need to find creative ways to connect with our students whether they are learning on campus or in person, and to do so safely.
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Advisory: Teachers will connect with small groups of students in a low-stakes, high-connection weekly advisory.	Director of Student Support	advisory lessons and criteria for success	student surveys, both formal and informal	starting September 8th
Virtual Extracurriculars and eSports: We will provide fun, safe after-school programming to all students to connect them with their peers and allow them to explore their interests.	Director of Student Support, Athletics Director	Virtual programming calendar, virtual club guidelines	student surveys, both formal and informal	starting September 8th
Student Experience Survey: Teachers will receive and address trends in student feedback on their course, in order to make sure that student voices are heard and drive academic and cultural programming.	Deans of Instruction, Deans of Students	Panorama Student Survey reports, Teacher Student survey reflection and action plan	Panorama Student Survey	October and March

GOAL #5 – Average Daily Attendance	
CNA Focus Areas	Southeast will maintain a cumulative Average Daily Attendance of 97%.
CNA Strengths	Despite the emergency closure last spring, we almost met our high ADA goal, as a result of our staff and families working together, in addition to strong tracking practices on our Operations team with the intervention support of our counselors.
CNA Needs or Challenges	This year, the attendance process and systems look different for everyone, so we will need to monitor staff's ability to take accurate attendance and potentially create additional training in order to have accurate data that will allow us to intervene with the correct students.
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Strong Start: We will launch an all-hands on deck tracking and calling campaign the first week of school in order to get all students online and learning by the end of the week.	Principal	Attendance Tracker, Call Script	Reignite Dashboard, Skyward data	Daily for the 1st week of school, potentially repeated at the start of any transition
100% Everyday: Teachers will strive to submit 100% accurate attendance every day so that we have accurate student data to analyze and address.	Director of Operations	Attendance Errors Report, Teacher attendance tracker	Attendance Errors Report, Teacher attendance tracker	every day
Attendance Task Force: Campus staff from Operations, Student Support, and Instruction will meet monthly to monitor attendance data, identify students for support, and provide action steps and incentives to grade level teams.	Director of Student Support, Director of Operations	ADA report	ADA report	1x/month, starting with September