



West

2020-2021
Campus Improvement
Plan



Campus Number 101-845-005
10535 Harwin
Houston, TX 77036

YES PREP West CAMPUS IMPROVEMENT PLAN

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YES PREP West CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

YES Prep West exists to increase the number of college-ready graduates in order to empower the diverse West community.

2020-2021 SYSTEMWIDE INITIATIVES

YES Prep West 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

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SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Sara Kaveeshwar	Principal
Addison Feind	Director of Student Support
Kaitlan Peterson	Director of Academics
Marisa Waybright	Director of College Counseling
Sarah Stillo	Director of Campus Operations
Washington Tameka	Executive Assistant
Adkins Lavette	Parent

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on 8/28/20 at 2:30pm - 3:00pm and 8/28/20 at 3:15pm - 3:45 pm.

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. West will achieve a 57% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. West will meet 100% of relevant Domain III STAAR targets.
3. 48% of West's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math
4. 92.6% of West students enrolled in the 2020-21 school year will return to West for 2021-22.
5. West will maintain a cumulative Average Daily Attendance of 96.5%.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep West was founded in 2004 to serve students in Grades 6-12. YES Prep West exists to increase the number of college-ready graduates in order to empower the diverse West community.

Student and Staff Demographics

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

- ❖ 875 students in Grades 6-12
- ❖ Race & Ethnicity:
 - 5.8% African American
 - 0.8% American Indian
 - 3.1% Asian
 - 87.9% Hispanic
 - 1.9% White
- ❖ 92.9% economically disadvantaged
- ❖ 33.0% English Learners (ELs)
- ❖ 43.4% At-Risk
- ❖ 4.7% Special Education (SpEd)

Moreover, our campus employs 53 teachers and 26 administrators and support staff.

Neighborhoods Served

YES Prep West serves the Chinatown, Sharpstown, Bellaire West and Alief neighborhoods.

Neighborhood Demographics

The demographics tend to vary by neighborhood so it is simplest to use the zip code for YES Prep West, which is 77036. In terms of educational attainment, 42% of the population has less than a High School Diploma, 38% has a high school diploma, and 16% has a college degree or higher. The area is 60% Hispanic, 8% white, 15% Black or African American, and 15% Asian. The median income is about \$33,500 and the unemployment rate is 14%. 92.5% of the population of students are eligible for Free or Reduced lunch.

Strategies to Serve At-Risk Students

We will be offering intervention blocks for all 6th and 7th grade students, a SAT preparation course for all Juniors, and tutorials for all students. Our special education team will ensure that all students receive regular support regardless of being in-person or online. Teachers will receive training on how to use Kurzweil to provide supports to our special education and EL students. Student Support Counselors will be using Purple to track student needs and be using virtual counseling to meet with students in need.

Data Sources Examined during the CNA Process	Title I SWP Element
<ul style="list-style-type: none"> • TEA Accountability Ratings • STAAR data (disaggregated by subpopulation) • Persistence data (disaggregated by subpopulation) <ul style="list-style-type: none"> ◦ Attendance data ◦ 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

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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 West: \$991,588

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.

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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: \$445,067
- Special Education (IDEA-B): \$121,544
- National School Lunch Program: \$364,849

State and Local Funds

- General State: \$6,804,645
- State Compensatory Education: \$991,588
- Bilingual/ESL Program: \$218,259

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GOAL #1 – STAAR Domain I

CNA Focus Areas	West will achieve a 57% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	Increased on consistency of base level instructional looks fors (especially LPT and Exemplar student work) through Consistency Tracker system; improved teacher and instructional leader retention allows for building upon progress from the year before.
CNA Needs or Challenges	Synchronous virtual instruction is brand new to virtual all staff, this will require significant skill building; Due to adjusted staff model, several teachers are teaching courses outside of their expertise/experience, this will require training and building content knowledge.
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
Adjusted master schedule to semester course model to provide increased focus for students and teachers	Principal, DCO, DCC	Updated Staffing Model, Certification Information, Student Enrollment Data	Unit Exam and Common Assessment Data	Creation of new staffing model - July; Updated master schedule outline - late July; cohorts and students in courses - early August; rollout to staff - in-service
Strategic Coaching and Development on Virtual Learning Strategies	DOA, I-team	Sessions from HO; Microsoft Team,	Student attendance and participation data; Unit Exam and	Session received, internalized, and finalized- early August;

		Instructional Top 10 v.3 focus	Common Assessment Data	sessions delivered - In-Service; additional PD - ongoing; weekly coaching model - ongoing
Intervention Model (MS cohorts, HS tutorials)	DOA, DCO	STAAR data for incoming students; fluency testing data	Unit Exam and Common Assessment Data; fluency data	STAAR data received - 7/31, cohort creation 8/5; staff training - In-Service and ongoing; tutorial placement - ongoing

GOAL #2 - STAAR Domain III

CNA Focus Areas	West will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	All returning teachers developed base level competence in utilizing Kurzweil to support our special populations; All of our Special Pops support staff (SpEd teachers, SpEd Manager, etc.) are returning and we have added an additional SpEd teacher position.
CNA Needs or Challenges	Synchronous virtual instruction is brand new to virtual all staff, this will require significant skill building; Special Populations support is one of the greatest challenges of virtual learning - outside of basic use of Kurzweil, this is a new skill our teachers will have to develop
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
Adjusted master schedule to semester course model to provide increased focus for students and teachers	Principal, DCO, DCC	Updated Staffing Model, Certification Information, Student Enrollment Data	Unit Exam and Common Assessment Data	Creation of new staffing model - July; Updated master schedule outline - late July; cohorts and students in courses - early August; rollout to staff - in-service
Strategic Coaching and Development on Virtual Learning Strategies	DOA, I-team	Sessions from HO; Microsoft Team, Instructional Top 10 v.3 focus	Student attendance and participation data; Unit Exam and Common Assessment Data	Session received, internalized, and finalized- early August; sessions delivered - In-Service; additional PD - ongoing; weekly

				coaching model - ongoing
Intervention Model (MS cohorts, HS tutorials)	DOA, DCO	STAAR data for incoming students; fluency testing data	Unit Exam and Common Assessment Data; fluency data	STAAR data received - 7/31, cohort creation 8/5; staff training - In-Service and ongoing; tutorial placement - ongoing

GOAL #3 – Senior SAT Performance

CNA Focus Areas	48% of West's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math
CNA Strengths	Class of 2021 is already at 37% college ready after only 1 SAT administration. For 2020 seniors, Khan Academy time every Friday and Pack time/9th period seniors could use that time for Khan Academy or SAT tutorials. Alumni panel about SAT & college helped.
CNA Needs or Challenges	Improve on procedures to progress monitor with non-college-ready advisees toward goal.
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
SAT Prep/College Readiness Course and SAT Tutorials as needed	CC Team	Resources for SAT remediation, SAT cadence from CI HO	Khan Academy tracking, past SAT data, SAT benchmarks/quizzes, fall SAT exams	In-service PD, meet with Junior Seminar teacher, ongoing PD, SAT fall exams, All year
SAT Plan Spiraled in to Senior Seminar	CC Team	Resources from CI HO, SAT cadence from CI HO	Khan Academy tracking, past SAT data, SAT benchmarks/quizzes, fall SAT exams	In-service PD, meet with Junior Seminar teacher, ongoing PD, SAT fall exams, All year
Alumni Panel	CC Team	Teams Live Q&A for students & possibly parents to join (or Zoom if parents/alums can't join Teams call), SAT/TSI/college-ready/college key points	Before & after 1st SAT	Before CI HO SAT cadence, after winter break

GOAL #4 - Student Persistence

CNA Focus Areas	92.6% of West students enrolled in the 2020-21 school year will return to West for 2021-22.
CNA Strengths	Persistence is moving in the right direction. Annual persistence percentage has increased over the past 2 years. After several years of increased persistence, West created and utilized a unified withdrawal process with accompanying documents.
CNA Needs or Challenges	West has begun collecting exit survey data to better address concerns for students and families may not persist.
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
Persistence and re-enrollment targeted communications and family calls	SSCs, DOSs, Ops. Team	Call script and tracker	Monitoring survey response rates	July/ August
Creation and execution of staff/ student advisories	DSS, DOSs, all instructional staff	SEL training, long-term SEL scope and sequence	Monitoring student feedback surveys	Ongoing
Strategic prioritization of 8th and 9th grade students during semester and summer transition	DOSs, GLCs, DSS	Survey, class time	Monitoring during semester breaks	Before February 1st

GOAL #5 - Average Daily Attendance

CNA Focus Areas	West will maintain a cumulative Average Daily Attendance of 96.5%.
CNA Strengths	Implemented reaching out to families within first 20 minutes of school day. Collaborative effort with SSCs & DOSs to call those students who are frequently absent. Utilizing Early Release as a privilege for seniors encouraged timely attendance.
CNA Needs or Challenges	With Covid-19 we anticipate a challenge with recording participation for virtual vs. in-person learning and then switching over when we are able to return to campus while some students may remain virtually.
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
Daily Attendance Calls	Attendance Committee, TEAMS, inconsistent calling cadence but will happen every day prior to ADA	Teams, SkyWard	Daily ADA, monthly ADA averages, quarterly ADA averages	Daily calls each day
Regular Attendance checks w/SSC and GLCs during strategic GLMs	DOS, SSC, DSS, Registrar, OC	Attendance check protocol	Daily ADA, monthly ADA averages, quarterly ADA averages	Weekly
Regular Attendance Meetings w/parents at 3, 6 and 9 absences	DOSs/GLCs/SSCs/OC	Access to attendance logs in Skyward, parent documentation, truancy letters	Daily ADA, monthly ADA averages, quarterly ADA averages	Meetings will happen monthly; as a student hits absence threshld