



Gulfton

2020-2021

Campus Improvement Plan



Campus Number 101-845-004
6565 De Moss Dr.

Houston, TX 77074

YES PREP Gulfton CAMPUS IMPROVEMENT PLAN

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YES PREP Gulfton CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

YES Prep Gulfton exists to empower students with choices to create a cycle of success for themselves and their families.

2020-2021 SYSTEMWIDE INITIATIVES

YES Prep Gulfton 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

Cintia Arenas	Principal
Lindsay Ralls	Director of Academics
Stephanie Sosa	Executive Assistant
Patricia Willingham	Parent
Hilda Centeno	Community Member

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on 8/28/2020 at 11:34am -11:50 am and 8/28/20 at 11:55am - 12:05 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. Gulfton will achieve a 56% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. Gulfton will meet 100% of relevant Domain III STAAR targets.
3. 35% of Gulfton's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math
4. 93.1% of Gulfton students enrolled in the 2020-21 school year will return to Gulfton for 2021-22.
5. Gulfton 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 Gulfton was founded in 2007 to serve students in Grades 6-12. YES Prep Gulfton exists to empower students with choices to create a cycle of success for themselves and their families.

Student and Staff Demographics

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

- ❖ 1041 students in Grades 6-12
- ❖ Race & Ethnicity:
 - 3.0% African American
 - 0.3% American Indian
 - 3.6% Asian
 - 91.0% Hispanic
 - 1.7% White
- ❖ 95.2% economically disadvantaged
- ❖ 41.1% English Learners (ELs)
- ❖ 51.1% At-Risk
- ❖ 4.4% Special Education (SpEd)

Moreover, our campus employs 61 teachers and 34 administrators and support staff.

Neighborhoods Served

The neighborhoods served are Gulfton/ Sharpstown.

Neighborhood Demographics

Total population: 50,510
Total households: 17,871
No HS education: 9,936
College education: 3,352
Median household income: \$29,226

Strategies to Serve At-Risk Students

Our campus will will prioritize remediation through small group tutorials this year which will occur during the day in our homeroom block of time, as well as after school and on Saturdays. Furthermore, we will be strategic with our development of teachers and their English Language Learning teaching abilities.

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

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 Gulfton: \$1,323,435

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: \$594,014
- Special Education (IDEA-B): \$162,220
- National School Lunch Program: \$434,066

State and Local Funds

- General State: \$8,095,583
- State Compensatory Education: \$1,323,435
- Bilingual/ESL Program: \$344,583

YES PREP Gulfton CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR Domain I	
CNA Focus Areas	Gulfton will achieve a 56% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	Math continues to be an area of strength and we see growth through each cohort. We have committed to a strong remediation protocol and continue to find ways of improving it so that it can continue to be a key lever in academic achievement.
CNA Needs or Challenges	We need to improve on using historical data to better prepare our staff in planning with supporting our students. This year, we have new to staff in ELA 6, ELA 7, English I, and Math 6. We also are going to have many leaves throughout the year (ELA 6, ELA 7, MI 6, Math 7, SS8) so being strategic and proactive in creating plans that are best for students while primary teacher is out.
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
All staff (teachers and administrators) will have clear goals and resources to progress monitor those goals	All Staff	19-20 grades, 18-19 STAAR Exam scores, 19-20 Unit Exam scores	Baseline: 19-20 grades and test scores Monitoring: 20-21 grades and Unit Exam scores	Semi-weekly check-ins with teachers
All staff will strategically plan supports for target groups of students (in class, through tutorials, etc.)	All Staff	19-20 grades, 18-19 STAAR Exam scores, 19-20 Unit Exam scores	Baseline: 19-20 grades and test scores Monitoring: 20-21 grades and Unit Exam scores	Administrator led data reviews after each unit exam
Administrators will introduce and monitor an intervention system that provides teachers the flexibility to hold tutorials during or before/after the school day	Administrators and teachers	19-20 grades, 18-19 STAAR Exam scores, 19-20 Unit Exam scores	Baseline: 19-20 grades and test scores Monitoring: 20-21 grades and Unit Exam scores	Semi-weekly check-ins with teachers

GOAL #2 – STAAR Domain III	
CNA Focus Areas	Gulfton will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	We have added capacity to our Special Pops Team in order to provide more strategic support for our special pops students. We are introducing a new role, Reading Teacher to support our high school EL students and hope this will allow them to continue building English fluency to Exit our LEP Program.
CNA Needs or Challenges	Improving our mindset that meeting sub-population goals should be achievable while simultaneously achieving Domain I goals. Often times, it seems as though this is a separate push, but if we take the same actions for DI for DIII, we would be improving academic achievement for all 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
All staff (teachers and administrators) will have clear goals and resources to progress monitor those goals	All Staff	19-20 grades, 18-19 STAAR Exam scores, 19-20 Unit Exam scores	Baseline: 19-20 grades and test scores	Semi-weekly check-ins with teachers
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Administrators will introduce and monitor an intervention system that provides teachers the flexibility to hold tutorials during or before/after the school day	Administrators and teachers	19-20 grades, 18-19 STAAR Exam scores, 19-20 Unit Exam scores	Baseline: 19-20 grades and test scores	Semi-weekly check-ins with teachers

GOAL #3 – Senior SAT Performance

CNA Focus Areas	35% of Gulfton's senior class of 2021 will have a College Ready SAT score of 480 in Reading and 530 in Math
CNA Strengths	Our senior class has more students who are above an 1100 than we ever have before. (34/138 total)
CNA Needs or Challenges	We need 11 more students to meet the college ready goal, and will be offering small group tutorials to support the 11 students and also leverage Senior Seminar to assist our current Juniors and Seniors to get the additional practice needed for SAT.
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
The Junior Seminar teacher and College Counselors will execute the system strategy for SAT scores with fidelity	Junior Seminar teachers, College Counselors, Campus Administrators	System developed curriculum; Khan Academy and Kaplan resources	SAT benchmarks, SAT Exams	Daily implementation of curriculum
Junior Seminar will be treated like a core content and the math DOI will manage the Junior Seminar teacher	Junior Seminar teachers, College Counselors, Campus Administrators	System developed curriculum; Khan Academy and Kaplan resources	SAT benchmarks, SAT Exams	Semi-weekly check-ins between Director of Instruction and teacher
All teachers will emphasize their students reaching meets/masters numbers on STAAR Exams	All Staff	Data spreadsheet with goals for each student in a STAAR tested course	SAT benchmarks, SAT Exams	Semi-weekly check-ins between Director of Academics and teacher, weekly data reviews

GOAL #4 – Student Persistence

CNA Focus Areas	93.1% of Gulfton students enrolled in the 2020-21 school year will return to Gulfton for 2021-22.
CNA Strengths	Gulfton has always had strong student survey data which allows us to see that students are happy to be at Gulfton. We create opportunities for students to feel part of our campus and dedicate a lot of our efforts in building a positive student culture and strong relationships.
CNA Needs or Challenges	Creating systems that are appealing to upper classman are a little more challenging. We notice that when students transition from 9th to 10th grade is when we lose quite a few students, so creating a more strategic plan for that transition to better support our high school kids.
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
Members of the SCT will follow up directly with students who have not returned on the first week of school	DSS, DOSs, SSCs	Attendance/Absence Reports	ADA data monitoring every day, Persistence data checks every 2 weeks	Daily, by 2 weeks
The School Culture Team will create a calendar of events and traditions	School Culture Team (particularly ACE) + GLCs	Calendar of events and traditions	ADA data monitoring every day, Persistence data checks every 2 weeks	Daily, by 2 weeks
The School Culture Team will hold staff and students accountable to essential systems incorporating SEL and campus norms	School Culture Team	Campus handbook supplement	ADA data monitoring every day, Persistence data checks every 2 weeks	Daily, by 2 weeks

GOAL #5 – Average Daily Attendance

CNA Focus Areas	Gulfton will maintain a cumulative Average Daily Attendance of 96.5%.
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CNA Strengths	We are consistent with our absent protocol as well as our truancy protocol. We ensure that we are communicating with families consistently when students miss a certain number of days and provide additional support when necessary. We also do our best to provide immediate incentives for students when they have met an attendance goal.
CNA Needs or Challenges	Creating systems that are appealing to upper classman are a little more challenging. We notice that when students transition from 9th to 10th grade is when we lose quite a few students, so creating a more strategic plan for that transition to better support our high school kids.
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
The Operations and School Culture Teams will hold regular attendance meetings	Operations and School Culture Teams	Absence lists, Meeting agendas, Truancy protocols	Daily absence lists, Regularly updates truancy lists	Weekly
Specific protocols will be followed for truant students	Operations and School Culture Teams	Absence lists, Truancy protocols	Daily absence lists, Regularly updates truancy lists	As needed
Deans of Students will regularly push into grade level meetings with attendance updates and follow ups	Deans of Students	Absence lists, Truancy protocols	Daily absence lists, Regularly updates truancy lists	Weekly