yes prep
PUBLIC SCHOOLS

**2023-2024
Campus Improvement Plan**

Gulfton Secondary
YES Prep Public Schools
Campus Number 101-845-004
6565 De Moss Dr
Houston, TX 77074

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:

Ruth Yonamine Bobba
Director of Government Grants and Compliance
YES Prep Public Schools, Inc.
5455 South Loop East Freeway
Houston, TX 77033
(713) 842-5540 Office
Ruth.YonamineBobba@yesprep.org

Cintia Arenas
Principal, Gulfton Secondary
YES Prep Public Schools, Inc.
6565 De Moss Dr
Houston, TX 77074
713-967-9800
Cintia.Arena@yesprep.org

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<p style="text-align:center">DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS</p>

YES Prep Gulfton Secondary 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

Educational Equity: Ensure that every child in Houston has greater access to YES Prep pre-K through 12th grade education.

Student Achievement: Ensure that in every school, in every classroom, every day, ALL students engage in rigorous, aligned and active learning, dramatically increasing their college readiness.

Culture & Identity: Embrace the diverse communities, cultures, identities and abilities of ALL students, empowering all Houston students to succeed in college and to pursue lives of opportunity..

Talent: Continue to attract diverse, extraordinary talent at every level and will purposefully increase inclusivity, retention and development of teammates.

Support Systems & Processes: Make optimal use of systems and data, and share innovative best practices to significantly increase agility, productivity and sustainability.

Campus's Mission

YES Prep Gulfton will become an A campus by 2024.

Campus Goals (Focus/Critical Areas)

1. Gulfton Secondary will achieve a 50% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. Gulfton Secondary will meet 100% of relevant Domain III STAAR targets.
3. 60% / 50% of Gulfton Secondary's 6th - 10th grade students will meet or exceed growth targets in Math and Reading, respectively.
4. 80% of Gulfton Secondary's Class of 2024 will matriculate by the end of the school year

5. 96.6% of Gulfton Secondary students enrolled in the 2023-24 school year will remain a student at Gulfton Secondary until the last day of school.
6. Gulfton Secondary will maintain a cumulative Average Daily Attendance of 92.29%.
7. 50% of Gulfton Secondary seniors in the class of 2024 will have passed an AP exam with a score of 3, 4, or 5

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

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 campus School Support Team (SST) is 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.

Name	Role
Cintia Arenas	Principal
Stephanie Sosa	School Leader (Director of Campus Operations)
Brianna Stubblefield	School Leader (Director of Student Support)
Sarah Norwood	Community Member
Susanna Reich	Community Member
Selene Campos	Parent
Rosa Mejia	Parent
Gloria Vaquera	Gloria Vaquera Paraprofessional (Registrar)
Claudia Klonis	Paraprofessional (Attedance Clerk)
Lanese Giles	Teacher
Riley Beck	Teacher
Meagan Edwards	Administrator (Head of Schools)
Alisha Wildman	Administrator (Manager of School Data and Compliance)

Meetings and Community Access

The CNA and CIP were developed by the SST. The meetings were held at the Gulfton Campus on 5/30/23 from 1:15PM - 1:45PM. If a member of the SST was not able to attend the meeting, efforts were made to reach out to the member to update him/her/them on the topics discussed and to gather his/her/their input.

During the first meeting, the SST members had an opportunity to connect with each other and know the role of each of the members in the team. 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 Gulfton Campus. The members broke into small groups to discuss the relevant data and identify the problems/needs and strengths of our campus as well as neighboring schools and the community around our campus.

During the second meeting, the whole SST came together to share the problems/needs and strength identified, as group we agreed on the trends identified in the data and prioritize the problems/needs that the school would have to focus as priorities to reach our campus' goals. The SST team also reviewed the campus goals and broke out into small groups to discuss high impact actions based on the identified problems to reach our goals.

Data Sources Examined during the CNA Process	Title I SWP Element
Evaluations from program, activities, and initiatives	1, 2, 3
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	

<div align="center">COMPREHENSIVE NEEDS ASSESSMENT</div>

Campus Profile

YES Prep Gulfton Secondary was founded in 2017 to serve students in grades 6th - 12th. In the 2023-2024 school year, we will continue to work towards improving our campus results so that we can strive towards an A rating by the year 2024. Our campus employs 55 teachers and 40 administrators and support staff.

In tems of performance, of our students are at 71% and 66.4% "Approaches" grade level or above on STAAR Math and reading, respectively.

Student Demographics

The 2023-2024 schoolwide student demographics (estimates) are:

1,063 students in Grades 6th through 12th

97.8% economically disadvantaged

54.6% English Learners (ELs)

70.3% at-risk

7.8% special education (SpEd)

Race & Ethnicity:

8.9% African American

8% American Indian

4.7% Asian

89.2% Hispanic/Latino

1.0% White

Neighborhoods Served

The neighborhoods served are the following zip codes: Gulfton/Sharpstown. The neighborhood racial demographics are made up of approximately 14% African American, 69% Hispanic/Latino, 8% White, and 7% Asian students.

Conclusion of CNA

The CNA, Gulfton Secondary will address five areas of need for the 2023-2024 school year. We will focus on math achievement, language arts achievement, English Learners (ELs), student persistence and attendance. By addressing these five areas of need, Gulfton Secondary will successfully support academic growth & achievement, parent involvement and student engagement.

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 Gulfton Secondary 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 2023-2024 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 Gulfton Secondary 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 Gulfton Secondary: $1,492,923

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

Our campus will prioritize remediation through small group tutorials this year which will occur during the intervention courses, 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.

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: $597,528
Special Education (IDEA-B): $146,977
National School Lunch Program: $560,877

State and Local Funds

General State: $6,236,257
State Compensatory Education: $1,492,923
Bilingual/ESL Program: $427,520

GOAL #1 – STAAR DOMAIN I	
CNA Focus Areas	Gulfton Secondary will achieve a 50% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths	Domain I growth in the following courses from 21-22 to 22-23: Algebra I (+18%), Biology (+2%), English I (+12%), Math 7 (+11%), Reading 6 (+10%), Reading 7 (+8%), Reading 8 (+3%), SS8 (+6%)
CNA Needs or Challenges	Changes to STAAR exams in 22-23 - writing on all subject exams and multi-part and open-ended questions 9/23 STAAR course teachers new to campus or new to STAAR role
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
Group coaching / PLCs focused on "Content is Queen" to ensure alignment to curriculum and strong teacher lesson preparation	DOA, DOIs, LSs, SpEd Manager	Ellevation, IEPs, rosters	School Mint Grow, Coaching Workbooks	Tier 3 - Weekly Tier 2 - Biweekly Tier 1 - 1x per 6 weeks
ILs and STAAR course teachers will complete data dives following each Summative Exam and respond to data.	Teachers, DOA, DOIs, LSs, SpEd Manager	SE data, teacher-completed unit exams	PowerBI reports	Varies by course - at least once per quarter

ILs will engage in quarterly team data dives and adjust coaching plans based on data	DOA, DOIs, LSs, SpEd Manager	Power Bi Reports, coaching plans	Goals, Teacher Tiers	quarterly

GOAL #2 – STAAR DOMAIN III	
CNA Focus Areas	Gulfton Secondary will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	TELPAS - Met Yearly Progress in 2022 (37%) and 2023 (38%) Discourse strategies - verbalize to internalize
CNA Needs or Challenges	Changes to TELPAS writing (online) in 22-23 - snapshot rather than portfolio & data not used in student composite scores With >60% of students EBs, teachers are navigating content gaps + language development needs SpEd growth & Meets+ performance
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
Teachers will identify ELs nad SpEd students on rosters and write subpops supports in LPs	Teachers	Ellevation, IEPs, rosters	Goals, teacher planning binders	9/15/23 Goals PD, updated throughout year when seating charts change
Leaders will hold meetings to review data/metrics on EL and SpEd performance and action plan supports	Instructional Leaders	Ellevation, IEPs, rostersSA data dives, teacher completed unit exams	Goals, PowerBI reports	Quarterly

ILs and teachers will complete data dives following each Summative Exam for special pop students performance	Teachers, DOA, DOIs, LSs, SpEd Manager	SA data, teacher-completed unit exams	PowerBI reports	Varies by course - at least once per quarter

GOAL #3 – MAP GROWTH	
CNA Focus Areas	60% / 50% of Gulfton Secondary's 6th - 10th grade students will meet or exceed growth targets in Math and Reading, respectively.
CNA Strengths	Departmentalized intervention for the 23-24 school year
CNA Needs or Challenges	2/3 new-to-role intervention teachers
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	4. Improve low performing schools.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Post-progress monitoring data dives by intervention teachers & ILs; data shared with core content teachers	Intervention Teachers, Ils	Goals, MAP PM Data	Goals, MAP PM Data	Fall, Winter, Spring
Teacher development in conditions for administrering MAP	teachers, CTC	training materials, folders, scratch paper, monitoring	Power BI test completion, training guide	BOY & pop-ins during progress monitoring windows
Students will be assigned to intervention courses that is aligned to their level of math and reading.	LSs, DCO	placement data	Power BI, fluency, 21-22 STAAR	BOY, as new students enroll

GOAL #4 – COLLEGE MATRICULATION

CNA Focus Areas	80% of Gulfton Secondary's Class of 2024 will matriculate by the end of the school year
CNA Strengths	Seniors are open to having conversations with CCs about next steps after high school.
CNA Needs or Challenges	The BOY survey is indicating only 62% of 2024 is intending to matriculate to a 2yr/4yr college.
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	Recruit, support and retain teachers and principals. Build a foundation of reading and math

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
35% of the Class of 2024 will earn a CR SAT/TSIA score	DCC and CCs	Khan Academy and SrSem class time	Previous SAT exam ad Khan Academy minutes (tracked through PowerBI)	Tracking daily practice until October 26 SAT/TSI School Day
Class of 2024 growth goal for MOY and EOY survey	DCC and CCs	Check-in meetings with CCs	Tracking through PowerBI	Bi-Weekly
Class of 2025 Growth Goal from district	DCC, CC and JSem	Campus handbook supplement	SAT benchmarks and SAT exams	Bi-Weekly

GOAL #5 – STUDENT PERSISTENCE

CNA Focus Areas	96.6% of Gulfton Secondary students enrolled in the 2023-24 school year will remain a student at Gulfton Secondary until the last day of school.
CNA Strengths	Constant communication between campus and families.
CNA Needs or Challenges	Language barriers are not a reason for no communication. Other methods for communication can be implemented.
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
Ops Members will follow up directly with students who have not returned on the first week of school	Operations	Attendance/Absence Reports	ADA data monitoring every day	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	ADA data monitoring every day, Persistence data checks every 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	ADA data monitoring every day, Persistence data checks every 2 weeksADA data

				monitoring every day, Persistence data checks every 2 weeks

GOAL #6 – AVERAGE DAILY ATTENDANCE

CNA Focus Areas	Gulfton Secondary will maintain a cumulative Average Daily Attendance of 92.29%.
CNA Strengths	Constant communication between campus and families.
CNA Needs or Challenges	Implementing consistent incentives throughout the School YearLanguage barriers are not a reason for no communication. Other methods for communication can be implemented.
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, Weekly Truancy Lists, Daily Absence Phone Calls	Bi-Weekly
Specific protocols will be followed for truant students	Operations and School Culture Teams	Absence Lists, Truancy Protocols	Daily absence lists, Regularly updated truancy lists	As Needed
Deans of Students will regularly push into grade level meetings with attendance updates and follow ups	Dean of Students	Absence lists, Truancy Protocols	Daily absence lists, Regularly updates truancy lists	Weekly