



**2024 - 2025
Campus Improvement Plan**

YES Prep Brays Oaks Secondary
YES Prep Public Schools
Campus Number 101845006
9000 W. Bellfort Blvd.
Houston, TX 77031

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 Brays Oaks 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 Vision

YES Prep Brays Oaks was founded with a vision of providing the students of our community with an education that will transform their lives and empower them to reach their goal of success in college and beyond.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** Brays Oaks Secondary will achieve a 51% on Domain B8I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. **Family and Community Involvement:** "Brays Oaks Secondary will create an inclusive environment for parents and families, leading to a 51% matriculation rate for the Class of 2025.

96% of students enrolled on the first day of the 24-25 school year will persist until the last day of school due to a strengthened home-school connection."

3. **School Culture and Climate:** Brays Oaks Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 95.5%.

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](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.

Name	Role
Selina Hall-Swope	Principal
Britny Sampson	School Leader (<i>ENTER position here</i>)
Jeevan Moses	School Leader (<i>ENTER position here</i>)
Jestina Franks	Community Member
Sebastian Gonzalez	Manager of Student Enrichment
Kenlly Gomez	Parent
Andrea Puente	Parent
Quinesha Turner-Gordon	Teacher
Jessica Catalan	Paraprofessional (<i>ENTER position here</i>)
Jaylen Millard	Teacher
Sam Barlow	Teacher
Meagan Edwards	Administrator (Head of Schools)
Trista Fortuna	Administrator (Government Grants Specialist)

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The School Support Team met on May 30th, and again on May 30th to develop the CNA. The first CNA meeting was held in Brays Oaks Secondary and started at 2:45 pm-3:15 pm. The second meeting was held in Brays Oaks Secondary and started at 3:15-4:15 pm. 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 30th, Principal Selina Hall-Swope 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 Selina Hall-Swope 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 Brays Oaks Secondary. 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 Selina

Hall-Swope 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 2023-2024 school year. Principal Selina Hall-Swope 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 2023-2024 school year. Principal Selina Hall-Swope thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on May 30th, the SST reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024 school year but focused on the problems identified in the data. Principal Selina Hall-Swope 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 Secondary 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 Brays Oaks Secondary was founded in 1998 to serve students in grades 6th-12th. Our campus employs 59 teachers and 19 administrators and support staff.

In terms of performance, 30% and 65% of our students are at Approaches grade level or above on STAAR Math and Reading.

Student Demographics

The 2024-2025 schoolwide student demographics (estimates) are:

Student Demographics	% economically disadvantaged	90%
	% English Learners (ELs)	58%
	% at-risk	63%
	% special education (SpEd)	7%
	% Hispanic/Latino	90%
	% African American	7%
	% Asian	1%
	% White	1%
	% American-Indian	<1%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77031, 77071, 77035. The neighborhood racial demographics are approximately:

Neighborhood Demographics:	% Hispanic/Latino	28%
	% African American	49%
	% Asian	8%
	% White	13%
	% American-Indian	2%

Conclusion of CNA

Summary/Bridge of Identified Problems:

13% of students had 16-35 unexcused absences; 17% of rising seniors are College-Ready (SAT)

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 Brays Oaks 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 2024-2025 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 Brays Oaks 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 YES Prep Brays Oaks Secondary \$7,836,020

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: \$618,229
- Special Education (IDEA-B): \$128,687
- National School Lunch Program: \$363,353

State and Local Funds

- General State: \$5,010,664
- State Compensatory Education: \$1,395,152
- Bilingual/ESL Program: \$319,935

YES PREP BRAYS OAKS SECONDARY CAMPUS IMPROVEMENT PLAN

Goal #1: STUDENT ACHIEVEMENT

Goal	Brays Oaks Secondary will achieve a 51% on Domain B8I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
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What are one or two areas of **STRENGTH** for your campus in terms of this goal?

Brays has strong academic expectations in place as a campus; Brays Instructional Leadership team is leveraging real-time coaching, data driven PD's and relationship building to further develop teachers which ultimately impacts direct instruction and learning in classrooms.

What are one or two **NEEDS** or **CHALLENGES** for your campus in terms of this goal?

Brays has a significant number of new teachers in STAAR tested courses as well as a one new DOI who is coaching a large number of STAAR tested courses. MS Math courses will be high priority and focus for Brays.

What will your **READING STRATEGY** be for your campus in terms of this goal?

Questioning: Ask questions about the text and author's meaning to gain in depth understanding for a higher and deeper level.

What will your **WRITING STRATEGY** be for your campus in terms of this goal?

Think Write Pair Share: Building from simple sentence structure to complex.

What will your **MATH STRATEGY** be for your campus in terms of this goal?

IDEA strategy: this strategy will also be observed in social studies and science.

What strategies will be used to serve **AT RISK STUDENTS** in terms of this goal?

The same strategies identified for reading, writing, and math will be used to support students. At risk students will also engage in weekly SEL lessons and will be differentiated by the need. MTSS Interventions.

What strategies will be used to serve **ALL STUDENTS** in terms of this goal?

The strategies identified for reading, writing and math will be used to support all students.

What strategies or programs will be implemented to ensure students are receiving a **WELL-ROUNDED EDUCATION**?

The strategies identified for reading, writing and math will be used to support all students. Blended learning will continue to be a focus on campus with implementing Schoology, OneNote and Nearpod in daily lessons.

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy	DOA + Literacy Specialist	Literacy Specialist will roll-out during upcoming PD session.	Instructional Team will use Data Packages in PowerBi to track students' progress	Ongoing Strategy throughout the School Year
Writing Strategy	DOA + Literacy Specialist	Literacy Specialist will roll-out during upcoming PD session.	Instructional Team will use Data Packages in PowerBi to track students' progress	Ongoing Strategy throughout the School Year

Math Strategy	DOA and Instructional Team	IDEA strategy Anchor Charts	Instructional Team will use Data Packages in PowerBi to track students' progress	Ongoing Strategy throughout the School Year
At-Risk Strategy	DOA, Instructional and Culture Team	Character Strong, Grade 8 SEL Pilot- HO Support	Instructional Team will use Data Packages in PowerBi to track students' progress Admin Team complete SEL observations	Ongoing Strategy throughout the School Year
Well-Rounded Education Strategy	DOA and Instructional Team	Schoology Differentiated PD, Nearpod Teacher Accounts, OneNote Support	Classroom Observations during Testing, Data dive using FAs and SEs	Ongoing Strategy throughout the School Year

Goal #2: FAMILY & COMMUNITY INVOLVEMENT

Goal	<p>Brays Oaks Secondary will create an inclusive environment for parents and families, leading to a 51% matriculation rate for the Class of 2025.</p> <p>96% of students enrolled on the first day of the 24-25 school year will persist until the last day of school due to a strengthened home-school connection.</p>
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What are one or two areas of STRENGTH for your campus in terms of this goal?

Students want to be at Brays. Students were not voluntarily asking to leave our school.
 We have a strong partnership with our local HCC to help increase matriculation

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?

At the start of the year many students made poor choices that resulted in expulsions for our campus combined with our students that struggled with maintaining appropriate attendance.
 Continuing to get resources (transportation) to do small college visits with students would be a huge help

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
8th Grade SEL Pilot- Building Sense of Belonging + Self-Efficacy.	Middle Deck Staff- DOS, DSS, DOI, SSC	Microsoft Reflect	Microsoft Reflect Data	Daily Tiered SEL Response Structure
HYPE	Student Support Team + HYPE Coordinator	Student Climate Survey + Student Persistence Data	Climate Survey Data	Yearly

Multiple off site college visits in first and second semester	CI Team + Ops	Transportation Protocol	Beginning of Year Matriculation Survey	Yearly
Goal #3: SCHOOL CULTURE & CLIMATE				
Goal	Brays Oaks Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 95.5%.			
What are one or two areas of STRENGTH for your campus in terms of this goal?				
1. Consistently strong ADA for students in grades 6th - 10th 2. Implementation of attendance intervention to support with student attendance that is cross collaborative across all of campus.				
What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?				
1. 11th and 12th Grade ADA				
High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Attendance Incentives to motivate students to attend school	Rodriguez Plata Cruz	Attendance Incentive Outline	PowerBi Student Absence and ADA Report	6 Weeks Quarterly Semester
Implementing Attendance interventions weekly for all students based on the intervention ladder.	Green, Gardner, White, Martinez, Payne, Benford, Roohi, Rodriguez, Little, Calvit, Cruz, Ceasar, Goergen, Moses, Bessellieu, Tate, Thomas, Hall-Swope, Lightfoot, Solomon	Individual Intervention Trackers	Master ADA Campus Tracker	Weekly
Consistent communication and sharing of ADA with data with students (Weekly Morning Announcement Slide & Attendance Board)	Rodriguez	ADA Weekly Slides	ADA PowerBi Report	Weekly