2024 – 2025
Campus Improvement Plan

YES Prep Southeast Secondary
YES Prep Public Schools
Campus Number 101845001
353 Crenshaw Rd, Houston TX 77504

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 Southeast 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

In the 2024-2025 School Year, we are deeply rooted in working to become an A-Rated campus, and THE school of choice for families in Houston. We believe the student experience and opportunities provided here yield astounding results for our students.
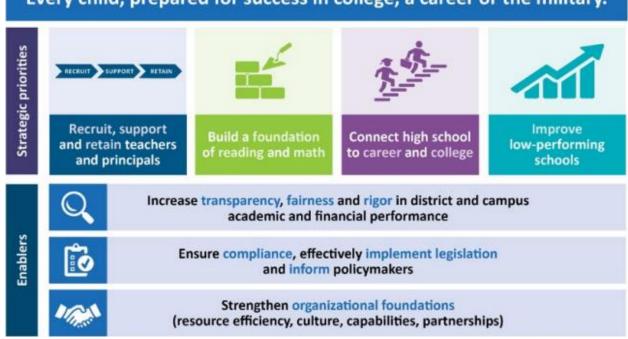
Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** Southeast Secondary will achieve a 48% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test, AND meet 100% of STAAR Domain III Targets.

2. **Family and Community Involvement:** Southeast Secondary will create an inclusive environment for parents and families, leading to a 48% matriculation rate for the Class of 2025. 95% 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:** Southeast Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.3%.

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 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.

#	Full Name	Position/Title
1	Emily Ryans	**Principal**
2	Matthew Ruiz	**School Leader** *(Director of Campus Operations)*
3	Yulianna Arredondo	**School Leader** *(Director of College Initiatives)*
4	Javier Rojas	**Community Member**
5	Matthew Gutierrez	**Community Member**
6	Dellanira Zubieta	**Parent**
7	Gloria Salas	**Parent**
8	Jorge Guerrero	**Paraprofessional** *(Manager of Alumni Persistence and Engagement)*
9	Manuel Garcia	**Paraprofessional** *(Executive Assistant)*
10	Patrick Adre	**Teacher**
11	Ms. Guevara	**Teacher**
12	Eric Newcomer	**Administrator (Head of Schools)**
13	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 8.21.24, and again on 8.21.24 to develop the CNA. The first CNA meeting was held (Virtually) on Microsoft Teams and started at 2:50PM. The second meeting was held (Virtually) on Microsoft Teams and started at 3:20PM. 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 8.21.24, Principal Emily Ryans 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 Emily Ryans 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 Southeast 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 Emily Ryans

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 Emily Ryans 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 Emily Ryans thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on 8.21.24, 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 Emily Ryans 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
• 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 Southeast Secondary was founded in 1998 to serve students in grades 6-12. Our campus employs 56 teachers and 27 administrators and support staff.

On our campus, 88% of High School students passed the STAAR EOC exams on their first attempt. We also have a robust AP Program where students have access to 10 AP classes throughout high school.

Student Demographics

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

% economically disadvantaged	36%
% English Learners (ELs)	35%
% at-risk	55%
% special education (SpEd)	9%
% Hispanic/Latino	93%
% African American	3%
% Asian	1%
% White	2%
% American-Indian	0%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77034, 77075, 77089, 77587, 77017, 77061, 77034, 77504, 77502, 77503, 77506, 77505. The neighborhood racial demographics are approximately:

% Hispanic/Latino	74%
% African American	10%
% Asian	5%
% White	56%
% American-Indian	1%

Conclusion of CNA

Summary/Bridge of Identified Problems:

Strengthening Math Instruction:

Prioritize math interventions and support, particularly in early grade levels, to close the achievement gaps. This includes targeted tutorials, additional resources, and strategic teacher placement.

Improving Student Engagement:

Develop and implement stronger attendance strategies, particularly focusing on days with historically low attendance. Increase efforts in communication and building relationships with families to enhance student persistence.

Enhancing School Culture:

Continue to reduce substance abuse by refining restroom monitoring strategies and broadening education around substance use, including nicotine. Further develop conflict resolution programs to address relational aggression effectively.

Supporting and Retaining Talent:

Implement more robust support systems for both new and veteran teachers, focusing on professional development and reducing the impact of staff absences. This includes improving the onboarding process and ensuring consistent instructional quality.

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 Southeast 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 Southeast 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)

<u>Policies and Procedures</u>
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 Southeast Secondary $7,212,916.99

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.

<u>Strategies to Serve At-Risk Students</u>
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: $579,932
- Special Education (IDEA-B): $120,715
- National School Lunch Program: $303,648

State and Local Funds

- General State: $4,700,269
- State Compensatory Education: $1,308,726
- Bilingual/ESL Program: $199,626

YES PREP SOUTHEAST SECONDARY CAMPUS IMPROVEMENT PLAN

Goal #1: STUDENT ACHIEVEMENT	
Goal	Southeast Secondary will achieve a 48% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test, AND meet 100% of STAAR Domain III Targets.

What are one or two areas of STRENGTH for your campus in terms of this goal?

(1) Our students in EOC courses performed well in 2023-2024. 88% of students taking EOCs met the approaches threshold, with English I, English II, and Biology increasing performance in Approaches, Meets, & Masters from 22-23. (2) Middle School STAAR ELA courses demonstrated tremendous growth from the 22-23 school year. ELA 6 performance increased in all performance thresholds. ELA 6 and ELA 7 increased their overall Domain I score by 9.0%, and 8.2%, respectively.

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

(1) STAAR and EOC Math courses are still experiencing stagnancy holistically. We have less than 70% of Middle School Math students hitting the Approaches threshold. In Algebra I, we have almost 90% of students hitting the Approaches threshold, but there was a 21.6% drop in Meets, and a 19.3% drop in Masters. (2) Our Social Studies courses need stronger performance in both 8th and 11th grades. 8th grade social studies was our lowest achieving course in 23-24. USH had strong Approaches performance (99.2%), but very few students earning Meets or Masters.

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

(1) Deep student engagement through strong practice opportunities that provide skill building across multiple contexts throughout each ELA course. With increasingly complex and nuanced texts, we believe practice opportunities making meaning of texts and authors' intent are drivers of reading comprehension.

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

(1) Writing opportunities are embedded into the curriculum and daily lesson materials across all content areas. An emphasis on clear and consistent teacher feedback throughout writing practice opportunities increases students' ability to implement techniques and skills during class, and not just on formative or summative assessments.

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

(1) Targeted and differentiated practice through the use of IXL, our adaptable math platform. IXL is a core component of all core math classes throughout every unit of study.

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

(1) Small group instruction targeted to the skill deficits pulled from the IXL data report

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

(1) Lesson Internalization and crafting of Criteria for Success that keeps the level of rigor intact for students as they utilize the criteria across multiple contexts.

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

(1) AP For All--ensuring students are enrolled in and excel in 3 to 4 APs by graduation (2) Access to SEL programming and supports through Advisory Programming at least two times per week (3) Affinity group learning and celebrations throughout the academic school year (4) YES Prep Atlas and aligned curriculum				
High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Reading Strategy	Bonnie Schumacher	YES Prep Atlas, AP Classroom, College Board Resources, SAT Preparation Materials	MAP, Fluency Assessments, District Formative Assessments, AP Benchmarks, District Common Assessments, TELPAS	Benchmark Assessments: Beginning of Year, Middle of Year, End of Year. Common Assessments: Fall/Spring
Writing Strategy	Bonnie Schumacher	YES Prep Atlast, AP Classroom, College Board Resources, SAT Preparation Materials	District Formative Assessments, AP Benchmarks, District Common Assessments, TELPAS, SAT, TSIA	Benchmark Assessments: Beginning of Year, Middle of Year, End of Year. Common Assessments: Fall/Spring
Math Strategy	Bonnie Schumacher	IXL Math, SAT Preparation Materials	MAP, IXL, District Formative Assessments, SAT, TSIA	Benchmark Assessments: Beginning of Year, Middle of Year, End of Year. Common Assessments: Fall/Spring
At-Risk Strategy	Bonnie Schumacher, Dora Ruiz	YES Prep Academic Programming Guidelines, SRA & Reading Mastery	MAP, SEL Survey, Panorama Survey	Benchmark Assessments: Beginning of Year, Middle of Year, End of Year. Common Assessments: Fall/Spring
Well-Rounded Education Strategy	Emily Ryans	Character Strong	SEL Survey, Panorama Survey	Fall and Spring Survey Administration

Goal #2: FAMILY & COMMUNITY INVOLVEMENT	
Goal	Southeast Secondary will create an inclusive environment for parents and families, leading to a 48% matriculation rate for the Class of 2025.

	95% 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.

What are one or two areas of STRENGTH for your campus in terms of this goal?
(1) Wizard Family Association meets monthly to engage with families (2) Strong Family Advisory members for each grade as liaisons and drivers of parent opportunities and events

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?
(1) Persistence gap in key grade levels that impact enrollment and persistence as a whole--7th to 8th & 8th to 9th

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Host Monthly Wizard Association Meetings	Directors Team	Scope & Sequence for Meeting Topics, Funding for parent snacks, raffles, and resources	Possip, Engagement with ParentSquare, Attendance at Family Gatherings	Monthly Possip Report
Implementation of 8/9 Persistence Strategy	Leadership Team	Scope & Sequence for Targeted Touchpoints and Experiences for students and families in these grade levels, funding for programming and events that emphasize positive student experiences	ADA, Student Achievement, Possip	School Review Stepback in December, March, May
Weekly Family Notes	Directors Team	Campus Website, Skyward, ParentSquare	ParentSquare, Website Engagement	Weekly

Goal #3: SCHOOL CULTURE & CLIMATE

Goal	Southeast Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.3%.

What are one or two areas of STRENGTH for your campus in terms of this goal?
(1) Our ADA on assessment days typically trends at 98% or higher (2) Attendance Committee meets regularly and is critically responsive to students with attendance concerns

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?
(1) Our students with chronic absences need to access credit recovery, which puts graduation at risk (2) Student arrival at 9:30 impacts learning

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Weekly Attendance Committee Meetings	Matt Ruiz	McKinney Vento Resources, Legacy Community Health Resources, Transportation Support Increase	ADA Reporting, ParentSquare	Weekly
Robust Incentive Programming	Matt Ruiz, Dora Ruiz	Funding for student incentives, time and space in academic calendar dedicated to celebrating and recognizing students with strong attendance and correlated performance	ADA Reporting	Quarterly
Culture Day Programming	Dora Ruiz	Funding for programming, curricular resources to support guided learning aligned to culture topics/goals	SEL Survey, Student Climate Survey	Quarterly