



**2025 - 2026
Campus Improvement Plan**

**YES Prep Southeast Secondary
YES Prep Public Schools
Campus Number 101845001
353 CRENSHAW RD Houston, TX, 77034**

Date Approved: 11/20/2025

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

- **Academic & Cultural Excellence:** Fuel the Power of YES by elevating academic and cultural excellence to become an A-district.
- **Data Systems to Drive Decisions:** Enhance data systems to drive decisions, agility, and data-informed actions to become an A-district.
- **EVP & Staffing:** Launch employee value proposition and talent recruitment strategy to get to and stay at 100% staffed with a highly effective teammate in every role.
- **Student Enrollment & Persistence:** Maximize student enrollment and persistence by building a long-term family engagement plan.
- **Edge:** Create a cross functional team and structures to drive YES Prep's competitive edge.

Campus's Vision

We aim to achieve an A-Rated designation and maintain the Signature Experience that is a Southeast Secondary Education.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** Southeast Secondary will achieve a 53% 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 90% matriculation rate for the Class of 2026.
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](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 | Bonnie Schumacher | School Leader (<i>Director of Academics</i>) |
| 3 | Yuliana Arredondo | School Leader (<i>Director of College Counseling</i>) |
| 4 | Danika Palacios | Community Member |
| 5 | Javier Rojas | Community Member |
| 6 | Liliana Mendez | Parent |
| 7 | Michelle Pena | Teacher |
| 8 | Marlene Cox | Paraprofessional (<i>Teaching Assistant</i>) |
| 9 | Manuel Garcia | Paraprofessional (Executive Assistant) |
| 10 | Kevin Jones | Teacher |
| 11 | Mia Bennett | Teacher |
| 12 | Eric Newcomer | Administrator (Head of Schools) |
| 13 | Magda Marroquin | Administrator (Manager Of Special Revenue Compliance) |
| 14 | Ruth Bobba | Virtual Attendee, Compliance |

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on 5/20/2025 to develop the CNA. The first CNA meeting was held in Southeast Secondary and started at 9:00 AM. The second meeting was held in Southeast Secondary and started at 10:00 AM. 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 5/20/2025 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 2024-2025 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 2024-2025 school year. Principal Emily Ryans thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on 5/20/2025, the SST reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2024-2025 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 |
|---|---------------------|
| <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 Southeast Secondary was founded in 1988 to serve students in grades 6-12. Our campus employs 52 teachers and 28 administrators and support staff.

In terms of performance we are a B-rated campus, with 81% and 70% of students are at "Approaches" grade level or higher on STAAR Reading and Math respectively.

Student Demographics

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

| Students Demographics | |
|-------------------------------------|--------------------------|
| % economically disadvantaged | 82.8% (according to TEA) |
| % English Learners (ELs) | 50% |
| % at-risk | 72% |
| % special education (SpEd) | 11% |
| % Hispanic/Latino | 94% |
| % African American | 4% |
| % Asian | 1% |
| % White | 1% |
| % 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:

| Neighborhoods Served: | |
|------------------------------|-----|
| % Hispanic/Latino | 74% |
| % African American | 10% |
| % Asian | 5% |
| % White | 56% |
| % American-Indian | 1% |

Conclusion of CNA

Summary/Bridge of Identified Problems:

6th grade students struggling socially and academically (low performance, high discipline)

Gaps in community building due to lack of consistent teacher presence

Need for more structured skill-building around SEL and peer conflict

Low family engagement beyond 11th/12th grade

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)

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 Southeast Secondary: \$1,086,274

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: \$455,160
- Special Education (IDEA-B): \$120,679
- National School Lunch Program: \$432,892

State and Local Funds

- General State: \$4,154,502
- State Compensatory Education: \$1,086,274
- Bilingual/ESL Program: \$177,092

YES PREP SOUTHEAST SECONDARY CAMPUS IMPROVEMENT PLAN

| GOAL #1 – Student Achievement | |
|---------------------------------|---|
| CNA Focus Areas | Southeast Secondary will achieve a 53% 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. |
| CNA Identified Strengths | One strength of our campus is that we were finally able to hit a 50% Domain I score, after several years in a row of stagnation in Domain I. There are also courses who exceeded this Domain I score in SY 24-25: Biology (54%), Math 8 (57%), 8th Algebra (76%), Reading 7 (59%), Reading 8 (59%), and USH (73%) |
| CNA Identified Needs | One challenge for our campus is that we are still at 77% Approaches, and should be hitting between 83-85% Approaches. Another challenge for our campus in terms of this goal is our cohort of students in the class of 2031, who only scored 59% Approaches, 33% meets, and 14% masters in SY 24-25. |
| Reading Strategy | (1) Deep student engagement through strong practice opportunities that provide multiple opportunities for students to demonstrate and provide evidence of THINKING in 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. |
| Writing Strategy | (1) Writing opportunities are embedded into the curriculum and daily lesson materials across all content areas. An emphasis on clear and consistent teacher feedback AND students engaging in the revision process increases students' ability to implement techniques and skills during class, and not just on formative or summative assessments. |
| Math Strategy | (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, and each course has clear goals for IXL use and achievement in skill growth. |
| At Risk | (1) Small group instruction targeted to the skill deficits pulled from the IXL data report at routine intervals within a unit of study. |
| ALL Students | (1) All teachers will be responsible for planning lessons that show evidence of student opportunities to demonstrate their thinking throughout the lesson, and not just on an exit ticket or formative |

| | |
|---------------------------------|---|
| | assessment. We are focused on removing unnecessary scaffolds that take the opportunity for thinking away from students. |
| Well-Rounded | (1) AP For All--ensuring all 10th-12th grade students are enrolled in and excel in 3 to 4 APs by graduation (2) Access to SEL programming and supports through Advisory Programming and the Wayfinder Curriculum each week (3) Grade Level Opportunities for Service Projects and Presentations of Learning (4) YES Prep Aligned Curricular Resources and Assessments |
| TEA Strategic Priorities | Build a foundation for reading and math |

| High Impact Actions | Owner/ Persons Responsible | Resources Needed | Baseline Data & Monitoring Sources | Timeline |
|-------------------------|---|---|--|--|
| Reading Strategy | Bonnie Schumacher | YES Prep Atlas, YES Prep Curricular Resources, 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 Atlas, YES Prep Curricular Resources, 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, AP Classroom, College Board Resources, Khan Academy | MAP, IXL, District Formative Assessments, SAT, TSIA, District Common Assessments | Benchmark Assessments: Beginning of Year, Middle of Year, End of Year. Common Assessments: Fall/Spring |
| At-Risk Strategy | Bonnie Schumacher, Eric Espinoza, Matt Ruiz | YES Prep Academic Programming Guidelines, IXL, SRA & Reading Mastery, TSIA and SAT Resources | MAP, SEL Survey, Panorama Survey, Student Climate Survey | Benchmark Assessments: Beginning of Year, Middle of Year, End of Year. Common Assessments: Fall/Spring |

| | | | | |
|--|---|--|---------------------------------------|--|
| Well-Rounded Education Strategy | Emily Ryans, Eric Espinoza, Yuliana Arredondo | Wayfinder & Southeast Signature Experiences Strategy | SEL Survey, Student Climate Survey | Fall and Spring Survey Administration |
|--|---|--|---------------------------------------|--|

GOAL #2 -Family and Community Involvement

| | |
|--|--|
| CNA Focus Areas | Southeast Secondary will create an inclusive environment for parents and families, leading to a 90% matriculation rate for the Class of 2026. |
| CNA Strengths | (1) Wizard Family Association meets monthly to engage with families (2) Our Campus Family Association Representative is a returning teammate. She has students at both SEE and SES, and can support some of our bridge programming between the two campuses. |
| CNA Needs or Challenges | (1) Persistence gap in key grade levels that impact enrollment and persistence as a whole--the transitions from 7th, 8th, and 9th. |
| Systemwide Strategic Priorities | Student Enrollment & Persistence: Maximize student enrollment and persistence by building a long-term family engagement plan. |
| TEA Strategic Priorities | Improve low-performing schools |

| 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 | Back to School Night Attendance, Engagement with ParentSquare, Attendance at Family Gatherings | Monthly Review of ParentSquare Engagement, |
| Weekly Family Notes | Directors Team | Parent Square, Campus Website | ParentSquare Engagement Report | Weekly |
| Signature Experience Strategy: Family Engagement, Presentations of Learning | Deans of Students, Grade Level Teams | Campus Grade Level Budgets, Grade Level Named Priorities | Grade Level Meeting Agendas and Signature Experience Packages | Quarterly |

GOAL #3 - School Culture and Climate

| | |
|--|---|
| CNA Focus Areas | <u>Southeast Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.3%.</u> |
| CNA Strengths | (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 |
| CNA Needs or Challenges | (1) Our students with chronic absences need more urgent response and potentially administrative withdrawal based on last year's trends (2) Our ADA celebration and recognition was extremely inconsistent, and needs to shift to a predictable cadence this year. |
| Systemwide Strategic Priorities | Recruit, support and retain teachers and principals |
| TEA Strategic Priorities | Improve low-performing schools |

| High Impact Actions | Persons Responsible | Resources Needed | Baseline Data & Monitoring Sources | Timeline |
|--|--------------------------|---|---|-----------|
| Bi-Weekly Attendance Committee Meetings | Matt Ruiz | McKinney Vento Resources, Legacy Community Health Resources, Transportation Support Increase | ADA Reporting, ParentSquare | Bi-Weekly |
| Robust Recognition & Celebration Programming | Matt Ruiz, Eric Espinoza | 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 |
| Families Reignited | Directors Team | Consistent Committee Planning & Execution of Student Led Initiatives | SEL Survey, Student Climate Survey, Families Survey | Quarterly |