



**2025 - 2026
Campus Improvement Plan**

YES Prep West Secondary
YES Prep Public Schools
Campus Number 101845005
10535 HARWIN DR
Houston, TX, 77036

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 West 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

YES Prep Public Schools empowers all Houston students to succeed in college and to pursue lives of opportunity. At West, we strive to increase the number of college-ready graduates to empower the diverse West community.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** West Secondary will achieve a 4446% 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:** West Secondary will create an inclusive environment for parents and families, leading to a 4446% matriculation rate for the Class of 2026.

95% of students enrolled on the first day of the 25-26 school year will persist until the last day of school due to a strengthened home-school connection.

3. **School Culture and Climate:** West will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance 94.2%

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	Natalie Garcia	Principal
2	Deja Laws	School Leader (<i>Director of Student Support</i>)
3	Becky Chan	School Leader (<i>Director of Academics</i>)
4	Adriana Bolivar	Community Member
5		Community Member
6	Julieta Gama	Parent
7		Parent
8	Roy Saenz	Paraprofessional (<i>Registrar</i>)
9	Mollie Dottley	Paraprofessional (<i>Executive Assistant</i>)
10	Rebecca Grillon	Teacher
11	Yennifer Umanzor	Teacher
12	Meagan Harris	Administrator (Head of Schools)
13	Magda Marroquin	Administrator (<i>Manager Of Special Revenue Compliance</i>)

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The School Support Team met on 5/19/2025 to develop the CNA. The first CNA meeting was held in SST Meeting 1 Location and started at 2:30-3:15. The second meeting was held in SST Meeting 2 Location and started at 3:15-4 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 5/19/2025, Principal Natalie Garcia 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 Natalie Garcia 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 YES Prep West 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 Natalie Garcia 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 Natalie Garcia 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 Natalie Garcia thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on 5/19/2025, 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 Natalie Garcia 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 West Secondary was founded in 2009 to serve students in grades 6-12. Our campus employs 59 teachers and 33 administrators and support staff.

In terms of academic performance, 61% and 77% of our students are at "Approaches" grade level or above on STAAR Math and Reading, respectively. Additionally, 48% of Class of 2025 have passed one AP exam and will take 3 additional courses before graduation. Lastly, 100% of the Class of 2025 have already taken 2 or more AP exams.

Student Demographics

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

Student Demographics	
% economically disadvantaged	94%
% English Learners (ELs)	54%
% at-risk	62%
% special education (SpEd)	6%
% Hispanic/Latino	85%
% African American	8%
% Asian	3%
% White	1%
% American-Indian	0%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77036, 77411, 77099, 77072, 77057, 77063 The neighborhood racial demographics are approximately:

Neighborhood Demographics	
% Hispanic/Latino	45% Hispanic/Latino
% African American	29% African American
% Asian	17% Asian
% White	8% White
% American-Indian	0% American-Indian

Conclusion of CNA

Summary/Bridge of Identified Problems:

Teacher Alignment and cohesion

Where we pour our time is where we get results

Teacher retention and experience has helped built strong AP culture and

Co-teaching and EB strategies have supported special populations students

Targeting student groups when needed

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 PrepWest 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 PrepWest 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 West Secondary: \$1,359,525

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: \$569,655
- Special Education (IDEA-B): \$151,036
- National School Lunch Program: \$541,785

State and Local Funds

- General State: \$5,199,562
- State Compensatory Education: \$1,359,525
- Bilingual/ESL Program: \$221,926

YES PREPWEST SECONDARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – Student Achievement	
CNA Focus Areas	West Secondary will achieve a 4446% 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	ELA results: Students showed strong performance in Reading/ELA on STAAR, with scores consistently above district averages. Math growth: Significant gains were made in mathematics from the prior year, reflecting effective instruction and targeted interventions
CNA Identified Needs	Middle School Math: Student performance in MS math remains below the state target, particularly at the “Meets” and “Masters” levels, indicating a need for deeper content mastery and problem-solving strategies. Emergent Bilingual (EB) Students: EB student performance lags behind other subgroups, especially in reading comprehension and academic language development, creating gaps in meeting Domain III targets.
Reading Strategy	We will push for alignment in reading/ELA courses to strengthen Tier I instruction and targeted interventions.
Writing Strategy	We will push for alignment in reading/ELA courses to strengthen Tier I instruction and targeted interventions.
Math Strategy	Focus on daily aligned math practice and leverage IXL to provide immediate feedback and targeted skill reinforcement for students.
At Risk	Provide early intervention and consistent follow-up through the MTSS process to identify and address academic and behavioral needs of at-risk students.
ALL Students	Strengthen EB strategies to raise the bar for Tier I instruction
Well-Rounded	C Implement with consistency the Wayfinder program once a week in our advisory to teach SEL

TEA Strategic Priorities	Build a foundation for reading and math
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High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Alignment and TIER I instruction	DOA, DOI, LS, Teachers	District curriculum guides, STAAR item analysis, content planning time, EB Strategies, instructional coach support	2024 STAAR Reading results; beginning-of-year screeners (MAP); classroom walkthrough data; unit and common assessments.	Alignment work in CCTs: ongoing, weekly. Tier I instructional focus: daily, monitored each six weeks. Interventions: initiated fall 2025, progress checks every 3–6 weeks.
Alignment and TIER I instruction	DOA, DOI, LS, Teachers	District curriculum guides, STAAR item analysis, content planning time, EB Strategies, instructional coach support	2024 STAAR Reading results; beginning-of-year screeners (MAP); classroom walkthrough data; unit and common assessments.	Alignment work in CCTs: ongoing, weekly. Tier I instructional focus: daily, monitored each six weeks. Interventions: initiated fall 2025, progress checks every 3–6 weeks.
Focus on daily aligned math practice and leverage IXL to provide immediate feedback and	DOA, DOIs, Teachers	IXL licenses and training, district curriculum pacing guides, CTC collaboration time, data tracking tools.	2024 STAAR Math results; BOY and MOY screeners; IXL usage and mastery reports; unit/common formative assessments.	Daily aligned practice: ongoing, implemented in all classrooms starting fall 2025. IXL integration: begin in September, monitored weekly through usage and

targeted skill reinforcement for students.				mastery reports. Progress checks: every 3–6 weeks during CTCs and data meetings
Provide early intervention and consistent follow-up through the MTSS process to identify and address academic and behavioral needs of at-risk students.	BSS, DOS, GLCs, Students and Parents	MTSS documentation system, intervention curriculum/resources, CTC collaboration time, professional development on progress monitoring and Tiered supports.	BOY screeners; 2024 STAAR results; MTSS intervention logs; progress monitoring assessments every 3–6 weeks; attendance and discipline data	Early identification: BOY screeners, September 2025. Intervention implementation: ongoing throughout the year. Follow-up and monitoring: reviewed in CTCs and MTSS meetings every 3–6 weeks.
Implement the Wayfinder program with consistency once a week during advisory to strengthen students' social-emotional learning (SEL) skills.	SSCs, BSS, DOS, GLCs, Students and teachers	Wayfinder curriculum access, advisory schedule adjustments, professional development on SEL facilitation, ongoing coaching	Student SEL survey results; advisory implementation logs; discipline and attendance data; classroom walkthrough feedback	Program training: August 2025. Weekly advisory lessons: ongoing throughout the year. Monitoring of implementation: every 6 weeks through CTCs and admin walkthrough

GOAL #2 -Family and Community Involvement	
CNA Focus Areas	West Secondary will create an inclusive environment for parents and families, leading to a 4446% matriculation rate for the Class of 2026. 95% of students enrolled on the first day of the 25-26 school year will persist until the last day of school due to a strengthened home-school connection.
CNA Strengths	Strong counseling team is already guiding students through FAFSA/TASFA and applications. Established college-going culture (advisory lessons, college visits, guest speakers).
CNA Needs or Challenges	Gaps in college readiness benchmarks (SAT/ACT, TSI, GPA). High mobility of neighborhood.
Systemwide Strategic Priorities	Student Enrollment & Persistence: Maximize student enrollment and persistence by building a long-term family engagement plan.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Increase structured Khan Academy practice for juniors and seniors to drive improvement in SAT results and overall college readiness.	DCC, CCS, Sem Teacher, 11th and 12th GLCs, students, and teachers	Khan Academy SAT practice accounts linked to PSAT/SAT data, dedicated advisory or class time, technology access (Chromebooks, lab space), teacher monitoring tools.	Baseline: PSAT and prior SAT scores; Khan usage reports; benchmark assessments. Monitoring: Khan practice minutes and mastery levels (weekly); SAT growth data (fall and spring administrations)	Set up accounts and train students: August–September 2025. Structured practice: weekly throughout fall and spring. Monitoring: monthly review in CTCs; score analysis after each SAT administration.
Provide targeted supports for students with high discipline needs to prevent expulsion and keep them on track for graduation and college readiness.	DSS- BSS- DOS- GLC- Teachers and Parents	Behavior intervention plans, restorative practices training, SEL curriculum (Wayfinder), counseling services, family engagement support.	Discipline referral data, suspension/expulsion records, attendance rates, MTSS behavior logs, counselor/administrator check-in notes.	Identification of high-discipline students: August–September 2025. Individual intervention plans created: by October 2025. Ongoing monitoring: weekly check-ins; data review every 6 weeks in CTCs and MTSS meetings.

Strengthen student programming (ASPIRE, Student Council, and other enrichment opportunities) through the campus Culture Chair to sustain student engagement and build a stronger college-going culture.	Culture Chair, campus administrators, student organization sponsors.	Budget, Culture chair position, culture calendar	Student participation rosters; attendance data; student climate/engagement surveys; discipline data trends	Program planning: Summer–August 2025. Implementation: ongoing weekly/monthly through the 2025–26 school year. Monitoring: engagement and discipline data reviewed quarterly in CTCs.
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GOAL #3 – School Culture and Climate

CNA Focus Areas	West will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance 94.2%
CNA Strengths	Attendance Meetings with Fidelity: The campus holds regular attendance meetings with consistency, ensuring that data is reviewed and interventions are discussed systematically.
CNA Needs or Challenges	Parent Engagement: Families are not consistently engaged in supporting student attendance, and communication systems need to be more proactive and accessible. System Follow-Through: Inconsistent follow-up on attendance interventions (calls, letters, conferences) reduces the effectiveness of strategies aimed at improving ADA.
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
Ensure consistent follow-through with campus attendance systems, including timely parent communication, intervention steps, and documentation for students with excessive absences.	DCO, OPS 1, DSS, DOS, SSC, AD, Sped Team member	Attendance Power Bi, communication tools (letters, call logs, automated messages), MTSS documentation system	Baseline: 2024–25 ADA reports, chronic absenteeism rates. Monitoring: Weekly ADA reports, attendance intervention logs, documentation of parent contact, MTSS records	Protocols reviewed and trained: August 2025. Implementation: daily attendance follow-through beginning first week of school. Monitoring: weekly in attendance meetings; formal review each 6 weeks.
Implement an incentive-based reward program to recognize and celebrate strong attendance at the individual, class, and grade levels.	DCO, OPS 1, DSS, DOS, SSC, AD, Sped Team member	Budget for incentives, Attendance Power Bi, communication tools (letters, call logs, automated messages), MTSS documentation system	Baseline: 2024–25 ADA reports, chronic absenteeism rates. Monitoring: Weekly ADA reports, attendance intervention logs, documentation of parent contact, MTSS records	Program design and communication: August 2025. Implementation: launch in September 2025 with monthly and weekly recognition. Monitoring: review incentive impact each 6 weeks during attendance meetings.

Strengthen parent engagement around attendance by establishing clear communication protocols and providing families with resources and support to reduce absences.	FAR representative, EA, Principal	Parent square, communication tools (Remind, call logs, letters), family workshops, printed and digital resources on attendance expectations	2024–25 ADA rates, chronic absenteeism data, parent contact logs. Monitoring: Documentation of parent contacts, attendance meeting notes, family workshop sign-in sheets, ADA reviewed every 6 weeks.	Parent communication and workshops: ongoing, beginning September 2025. Monitoring and follow-up: weekly review in attendance meetings; formal review every 6 week
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