



**2025 - 2026
Campus Improvement Plan**

YES Prep White Oak Secondary
YES Prep Public Schools
Campus Number '101845009
5620 W TIDWELL HOUSTON, TX, 77091

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 White Oak 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

White Oak is the home of High Achievement, Boundless Joy & Endless Opportunities for all.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** White Oak Secondary will achieve a 50% 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:** White Oak Secondary will create an inclusive environment for parents and families, leading to a 50% 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:** White Oak Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93.5%.

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.

1	Gregory Little	Principal
2	Ashley Handsome	School Leader (<i>ENTER position here</i>)
3	Ngozika Ike	School Leader (<i>ENTER position here</i>)
4	Jocelyn Nandin	Community Member
5	Maria Aviles	Community Member
6	Angelica Celestinos	Parent
7	Karla Martinez	Parent
8	Marione Heras	Paraprofessional (<i>ENTER position here</i>)
9	Ilany Sotelo	Paraprofessional (<i>ENTER position here</i>)
10	Star Ajani	Teacher
11	Shatavia Stricklin	Teacher
12	Antonio Castillo	Administrator (Head of Schools)
13	Magda Marroquin	Administrator (Manager of Special Revenue Compliance)

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on 10/1/2025 at White Oak Secondary at 9 AM- 10AM. 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 10/1/2025 Principal GREGORY LITTLE 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 GREGORY LITTLE 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 White Oak 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 «Principal_Name» 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 GREGORY LITTLE 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 GREGORY LITTLE thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the meeting on 10/1/2025 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 GREGORY LITTLE 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 White Oak Secondary was founded in 2013 to serve students in grades 6-12. Our campus employs 60 teachers and 29 administrators and support staff.

YES Prep White Oak Secondary has increased over the last academic year and have increased our letter grade to a B campus.

Student Demographics

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

Student Demographics	
% economically disadvantaged	88%
% English Learners (ELs)	49%
% at-risk	50%
% special education (SpEd)	7%
% Hispanic/Latino	90%
% African American	8%
% Asian	0%
% White	1%
% American-Indian	0%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77018/ 77022/ 77040/ 77055/ 77076/ 77080/ 77088/ 77091/ 77092. The neighborhood racial demographics are approximately:

Neighborhood Demographics	
% Hispanic/Latino	40%
% African American	12%
% Asian	6%
% White	47%
% American-Indian	1%

Conclusion of CNA

Summary/Bridge of Identified Problems:

Parents would like more security on campus. i.e. more security guards, directing traffic, and more presence on campus. - Parents would like more teacher presence to support with student pick up and drop off. - Parents would like to have more family events, for the whole family. - Parents would like for us to provide more academic practice to their students who are being introduced to new AP courses. - Parents would like more effective communication and partnership between Staff, Students and Families to better support.

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 PrepWhite Oak 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 PrepWhite Oak 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 White Oak Secondary: \$1,277,416

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: \$535,251
- Special Education (IDEA-B): \$141,914
- National School Lunch Program: \$509,064

State and Local Funds

- General State: \$4,885,529
- State Compensatory Education: \$1,277,416
- Bilingual/ESL Program: \$208,476

YES PREP WHITE OAK SECONDARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – Student Achievement	
CNA Focus Areas	White Oak Secondary will achieve a 50% 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	<p>"1. YES Prep White Oak is coming off the back of our best staff persistence in the last five years, which means that we're bring back more experience teachers, which will have a positive impact on student achievement.</p> <p>2. Increased parent engagement via parent engagement events, parent communication from teachers, and Family Association meetings"</p>
CNA Identified Needs	<p>"1. English/Reading STAAR were a struggle last year with the number of students passing the exam, coupled with the large population of English Language Learners suggest that closing gaps will be vital to reach our campus goals.</p> <p>2. Financial resources are growing as quickly as the need. "</p>
Reading Strategy	Incorporate aligned close reading strategies and IXL for gap closing based on student skill.
Writing Strategy	All courses will implement aligned criteria for success for answering short answer response questions and long form essay writing.
Math Strategy	All math classrooms will incorporate increased individual practice time that closes their gaps using IXL
At Risk	All math classrooms will incorporate increased individual practice time that closes their gaps using IXL

	Across all grade levels we will use data to identify students who are at-risk and develop intervention strategies (including but not limited to Parent Engagement/Conferencing, Mentors, Attendance Roundups, and MTSS)
ALL Students	Our entire campus will implement an advisory system that includes Academic Counseling, Social-Emotional Learning, College Readiness, and Community Building. Additionally, our campus will increase the amount of practice time that students are receiving at home.
Well-Rounded	We will aggressively pursue academic monitoring as a core teaching strategy in every class, decrease teach talk ratios, and increase the amount of feedback that students received in class.
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	DOA, DOI, LS, Teachers	IXL licenses, District curriculum guides, STAAR item analysis, content planning time, EB Strategies, instructional coach support	2025 STAAR Reading results; beginning-of-year screeners (MAP); classroom walkthrough data; unit and common assessments.	IXL Practice Time: Daily at Home and School Tier I instructional focus: daily, monitored each six weeks. Interventions: initiated fall 2025, progress checks every 3–6 weeks.
Writing Strategy	DOA, DOI, LS, Teachers	District Unit & Lesson Plans, Coaching Resources	MAP, Exit Tickets, Unit Exam Data, Common Assessments	Weekly
Math Strategy	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/ ommon formative assessments.	Daily aligned practice: ongoing, implemented in all classrooms starting fall 2025. IXL integration: begin in September, monitored weekly through usage and mastery reports. Progress checks: every 3–

				6 weeks during CTCs and data meetings
At-Risk Strategy	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; 2025 STAAR results; MTSS intervention logs; progress monitoring assessments every 3–6 weeks; attendance and discipline data	<p>Early identification: BOY screeners, September 2025.</p> <p>Intervention implementation: ongoing throughout the year.</p> <p>Follow-up and monitoring: reviewed in CTCs and MTSS meetings every 3–6 weeks.</p>
Well-Rounded Education Strategy	DOA, DOI, LS, Teachers	District Unit & Lesson Plans, Coaching Resources	Classroom Benchmark Observation Data, Classroom Data Trackers	<p>September: roll out tiered professional development series (3 tiers)</p> <p>October: Observe and Coach and tiers 2 + 3 attend second development session</p> <p>November: Observe and Coach and Tier 3 attend third development session</p>

GOAL #2 -Family and Community Involvement

CNA Focus Areas	White Oak Secondary will create an inclusive environment for parents and families, leading to a 50% 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	1. We experienced record high response rates and satisfaction with our parent survey via Possip. 2. Our intent to matriculate increase by 10% in one school year
CNA Needs or Challenges	Increase the factors that impact students likelihood to matriculate into college (FAFSA completion, SAT scores, TSI, etc.)
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
Intentional student programming to increase school pride and increase student sense of belonging.	Student Support Team	Time and Money	Power Bi: Student Climate Survey Data + Persistence	Ongoing
Increase structured Khan Academy practice for juniors and seniors to drive improvement in SAT results and overall college readiness.	DCC, CCS, j 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.
Adjusting ADA practices to increase attendance	Director of Campus Operations	adjusting budgets to allow for larger incentives	Weekly, Monthly	Weekly Attendance Committee Meetings.

GOAL #3 – School Culture and Climate

CNA Focus Areas	White Oak Secondary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 93.5%.
CNA Strengths	<ol style="list-style-type: none"> 1. We experience growth in our average daily attendance by starting an attendance intervention program. 2. Student Support Counselors are returning to build on the trust that they've built with families and students to meet their social-emotional needs.
CNA Needs or Challenges	The communities surrounding White Oak are transient. White Oak will need to work incredibly hard to increase our Average Daily Attendance Rate and our persistence rate to ensure that students are present in order to learn every day.
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 ADA committee meetings to review trends and plan action steps	DCO	ADA report ADA Tier tracker + action plan excel	ADA report	Bi-weekly
Contact families daily when students are absent. (8th and 9th)	L-team/Ops teams	time and manpower	Power Bi	2 weeks
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	<p>Program planning: Summer–August 2025.</p> <p>Implementation: ongoing weekly/monthly through the 2025–26 school year.</p> <p>Monitoring: engagement and discipline data reviewed quarterly in CTCs.</p>