



**2023-2024
Campus Improvement Plan**



Southeast Secondary
YES Prep Public Schools
Campus Number 101-845-001
353 Crenshaw Rd
Houston, TX 77034

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 Mission

Our core values of kindness, integrity, leadership, grit, zest and Safety are at the heart of who we are. We are reshaping the way we communicate these values so that we are aligned on how they are operationalized. We want to live them and ensure that there are clear artifacts that allow help us see, hear, and feel them being lived throughout our community. We will finalize this work together in Quarter 0./ YES Prep Southeast has served South Houston, Pasadena, and Southeast Community for 20 years. We have been privileged to educate entire families, and we strive to provide a rigorous, college-ready curriculum in a family-oriented atmosphere.

Campus Goals (Focus/Critical Areas)

1. Southeast Secondary will achieve a 50% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
2. Southeast Secondary will meet 100% of relevant Domain III STAAR targets.
3. 60% / 50% of Southeast Secondary's 6th - 10th grade students will meet or exceed growth targets in Math and Reading, respectively.
4. 93% of Southeast Secondary's Class of 2024 will matriculate by the end of the school year
5. 96.9% of Southeast Secondary students enrolled in the 2023-24 school year will remain a student at Southeast Secondary until the last day of school.
6. Southeast Secondary will maintain a cumulative Average Daily Attendance of 93.14%.
7. 50% of Southeast Secondary seniors in the class of 2024 will have passed an AP exam with a score of 3, 4, or 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 campus School Support Team (SST) is 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
Zicuria Ussery	Principal
Matthew Ruiz	School Leader (Director Of Campus Operations)
Bonnie Shumacher	School Leader (Director Of Academics)
Yulianna Arredondo	Community Member
Javier Rojas	Community Member
Nadia Galvan	Parent
Monseratt Cruz	Parent
Manuel Garcia	Paraprofessional (Executive Assistant)
Danika Palacios	Paraprofessional (Special Projects Coordinator)
Iris Mendez	Teacher
Dymond Milburn	Teacher
Francheska McIntyre	Administrator (Head of Schools)
Alisha Wildman	Administrator (Manager of School Data and Compliance)

Meetings and Community Access

The CNA and CIP were developed by the SST. The meetings were held at YPSES in Room 216 on June 7th, 2023 from 1:30PM-2:30PM and June 7th, 2023 from 2:30PM-3:30PM. If a member of the SST was not able to attend the meeting, efforts were made to reach out to the member to update him/her/them on the topics discussed and to gather his/her/their input.

During the first meeting, the SST members had an opportunity to connect with each other and know the role of each of the members in the team. 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 Campus. The members broke into small groups to discuss the relevant data and identify the problems/needs and strengths of our campus as well as neighboring schools and the community around our campus.

During the second meeting, the whole SST came together to share the problems/needs and strength identified, as group we agreed on the trends identified in the data and prioritize the problems/needs that the school would have to focus as priorities to reach our campus' goals. The SST team also reviewed the campus goals and broke out into small groups to discuss high impact actions based on the identified problems to reach our goals.

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 Elementary 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. YES Prep Southeast Secondary is nationally ranked campus serving 6-12 students on the path towards college readiness and access. Our campus employs 60 teachers and 27 administrators and support staff.

In terms of our performance, we are currently rated as a B by the Texas Education Agency.

Student Demographics

The 2023-2024 schoolwide student demographics (estimates) are:

880 students in Grades 6th through 12th

35.7% economically disadvantaged

33.5% English Learners (ELs)

54.4% at-risk

8.8% special education (SpEd)

Race & Ethnicity:

3% African American

0% American Indian

0.9% Asian

93.4% Hispanic

1.3% White

Neighborhoods Served

The neighborhoods served are the following zip codes: 77034, 77075, 77089, 77587, 77017, 77061, 77034, 77504, 77502, 77503, 77506, 77505. The neighborhood racial demographics are made up of approximately 9.6% African American, 73.5% Hispanic/Latino, 56.1% White, and 5.0% Asian students.

Conclusion of CNA

The CNA, Southeast Secondary will address five areas of need for the 2023-2024 school year. We will focus on math achievement, language arts achievement, English Learners (ELs), student persistence and attendance. By addressing these five areas of need, Southeast Secondary will successfully support academic growth & achievement, parent involvement and student engagement.

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 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 2023-2024 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 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 Southeast Secondary: [\\$1,284,575](#)

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

We serve at-risk students by providing a rigorous academic program from 6th to 12th grade that ensures college readiness and access. Additionally, we provide the following supports for students throughout their time at YES Prep:

- Math and Reading intervention classes built into the schedules of middle school students
- Free breakfast and lunch for all students
- Free in zone transportation before and after school
- Smaller class sizes for all math and reading classes in all grade levels
- 1:1 college and career counseling beginning Junior Year
- Social and Emotional Learning curriculum provided twice each week

- Deans of Students, Student Support Counselors, and Behavior Support Specialist are staff who provide additional interventions, counseling, and related services to students
- School Based Legacy Clinic on site
- Over 11 AP course offerings
- Special Education Team to support students with exceptionalities
- Literacy Specialists to support overall strategy for language acquisition for Emergent Bilingual students, as well as small group support for beginning English Learners
- Tutorials and transportation provided for students struggling with academic classes and end of course assessments
- Enrichment opportunities outside the classroom before and after school, on Saturdays, and during the summer, including band, dance, cheerleading, step team, athletics, art, STEM, Girl Scouts, chess, tutorials, and more.

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: [\\$514,139](#)

Special Education (IDEA-B): [\\$126,465](#)

National School Lunch Program: [\\$346,507](#)

State and Local Funds

General State: [\\$5,365,942](#)

State Compensatory Education: [\\$1,284,575](#)

Bilingual/ESL Program: [\\$212,257](#)

YES PREP Southeast Secondary CAMPUS IMPROVEMENT PLAN

GOAL #1 – STAAR DOMAIN I		
CNA Focus Areas		Southeast Secondary will achieve a 50% on Domain I (the average of 'Approaches' and above, 'Meets' and above, and 'Masters') on the STAAR test.
CNA Strengths		100% of High School STAAR/EOC courses showed growth in Approaches, Meets & Master achievement from Common Assessment 2 to STAAR
CNA Needs or Challenges		We are still seeing significant gaps in Middle School Math & Reading 7
Systemwide Strategic Priorities		4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities		2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Unified tutorials	Nahaira Briz, Manager of Student Enrichment & Bonnie Schumacher, Director Academics	Ongoing professional development for teaching students with dyslexia	Report cards, Progress reports	23-24 School Year
MTSS (Case management for our 3 tier students)	Bonnie Schumacher, Director Academics	Formative and summative assessment data, MTSS Team,	Teacher observations, formative and summative	23-24 School Year

		Intervention materials.	assesments, student work samples	
Instructional Support Plans for Priority Courses	Bonnie Schumacher, Director of Academics	Intensive Coaching and Support of teachers of Priority Courses	Power BI Reports for all assessments	Ongoing

GOAL #2 – STAAR DOMAIN III

CNA Focus Areas	Southeast Secondary will meet 100% of relevant Domain III STAAR targets.
CNA Strengths	(1) We were only 10 students away from meeting our TELPAS metric from 22-23 domain III data (2) we met our goal for students taking and passing AP courses.
CNA Needs or Challenges	(1) Students in Special Education meeting STAAR progress measures in Math and ELA (2) Number of students who are twice exceptional with dyslexia receiving intensive services
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Consistent small group intervention for students with dyslexia	Caroline Bentley, Literacy Specialist, & Aerial Kerr, Literacy Specialist	Ongoing professional development for teaching students with dyslexia	MAP Testing, Screening Tests	23-24 School Year
Push-in/Pull-Out Support of cohorted students in Special Education	Tiaara Anderson, Special Education Manager	Ongoing professional development for teaching students with dyslexia Staff to student ratio that allows students to	IEP, Easy IEP, Power BI reports	23-24 School Year

		receive the number of minutes required via ARD		
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GOAL #3 – MAP GROWTH

CNA Focus Areas	60% / 50% of Southeast Secondary's 6th - 10th grade students will meet or exceed growth targets in Math and Reading, respectively.
CNA Strengths	(1) 7th Grade ELA teacher has strong track record of growing students (2) Students needing additional support are scheduled into Tiered Math and Reading Intervention Classes
CNA Needs or Challenges	(1) Large number of students in certain tiers of Math and Reading Intervention (2) Math and Reading Intervention schedule change equates to less time this year based on state of Texas requiring all students to be enrolled in an elective
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	4. Improve low performing schools.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Weekly coaching and planning sessions with Math and Intervention Teachers	Caroline Bentley, Literacy Specialist	Math and Reading Intervention Curriculum, MAP testing availability	MAP Testing, Assessments in IXL for Math Intervention and in Corrective Reading for Reading Intervention	23-24 School Year
Unified Tutorials for 8th grade students not meeting state assessment metrics	Nahaira Briz, Manager of Student Enrichment	Tutorials Curriculum, Staff for Unified Tutorials, Additional Transportation for students who stay for tutorials	STAAR Reports	23-24 School Year

Data Analysis Coaching Touchpoints for all 6-8 Math Teachers	Bonnie Schumacher, Director of Academics	Unit Assessments, Aligned Curriculum, Consistent Coaching Touchpoints	Power BI Reports for Unit Assessments	23-24 School Year
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GOAL #4 – COLLEGE MATRICULATION

CNA Focus Areas	93% of Southeast Secondary's Class of 2024 will matriculate by the end of the school year
CNA Strengths	(1) Historical Matriculation rates are strong for Southeast year over year (2) College Counseling is 1:1 and our College Initiatives Team works relentlessly to exceed advising touchpoint goals each quarter
CNA Needs or Challenges	(1) 12th grade ADA is typically at 90% or below (2) Students attempting AP for first time as seniors have less opportunity to meet this graduation requirement
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	Recruit, support and retain teachers and principals. Build a foundation of reading and math

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
100% of juniors and seniors register and participate in SAT School Day	Yuli Arredondo, Director of College Counseling	Free SAT at School, SAT School Day built into district schedule, time in class to register for SAT, revised/modified schedule	SAT Benchmark through REV Prep, Khan Academy Progress throughout Junior and Senior Seminar	Spring to Fall for Senior Class, Fall to Spring for Junior Class
1:1 College Advising throughout Senior Seminar	Yuli Arredondo, Director of	Naviance, 3rd college counselor (outside of staffing model), Alumni Transition	Naviance Reporting, Power BI Reporting	Ongoing

	College Counseling	Specialist,Senior Seminar Curriculum		
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GOAL #5 - STUDENT PERSISTENCE

CNA Focus Areas	96.9% of Southeast Secondary students enrolled in the 2023-24 school year will remain a student at Southeast Secondary until the last day of school.
CNA Strengths	(1) Historical persistence at Southeast is typically at 96% or above
CNA Needs or Challenges	(1) ADA challenges throughout the past two years
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Weekly meeting of ADA Committee	Mathew Ruiz, Director of Campus Operations, & Dora Ruiz Student Support Team	ADA Guide & Procedures, Incentives for attendance, resources to support students who are at risk in getting to school	ADA Reports through skyward	Daily
Student Surveys given quarterly	Dora Ruiz, Director of Student Support	Student Survey, Access to Reports	Student Survey Data	Quarterly
Intent to Return Forms and Back to School Forms	Matthew Ruiz, Director of	Intent to Return Forms, Back to	Skyward and Power BI	Intent to Return in Spring, Back to

	Campus Operations	School Operations Strategy	Forms, Team		School in Fall Student Survey Data
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GOAL #6 - AVERAGE DAILY ATTENDANCE

CNA Focus Areas	Southeast Secondary will maintain a cumulative Average Daily Attendance of 93.14%.
CNA Strengths	(1) Strong ADA on district and state assessment days
CNA Needs or Challenges	(1) Inconsistent and decreasing attendance over time, so much so that goal has shifted to 93%(1) ADA challenges throughout the past two years
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Daily ADA Bulletin and Family Call Out	Mayra Ortuno, Operations Coordinator	Teachers submitting timely attendance, School Messenger, Skyward	Skyward and Power BI	Daily
Intervention Plans for At-Risk students (Tier 2 and 3)	Dora Ruiz, Director of Student Support	Intervention Plans, Champions for students who miss significant amounts of school	Skyward and Power BI	Daily
Tier 1 Attendance Strategy	Matthew Ruiz, Director of Campus Operations	Incentives, Systems for communication and tracking	Skyward and Power BI	Daily