

**2020-2021**

**Campus Improvement Plan**

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**Campus Number 101-845-5103**

**1900 Strawn Rd.**

**Houston, TX 77039**

YES PREP NORTH CENTRAL ELEMENTARY CAMPUS IMPROVEMENT PLAN

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YES PREP NORTH CENTRAL ELEMENTARY CAMPUS IMPROVEMENT PLAN

# **MISSION STATEMENT**

YES Prep North Central Elementary will increase the number of students from underserved communities who graduate from college prepared to lead.

# **2020-2021 SYSTEMWIDE INITIATIVES**

YES Prep North Central Elementary is part of the YES Prep Public Schools, Inc. (YES Prep, system, or district) network of open-enrollment charter schools. Our systemwide initiatives are:

**Mission Outcomes**

1. Build consistently excellent schools that prepare all students to graduate from college prepared to lead.
2. Serve Houston’s underserved communities at scale.

**Strategic Priorities**

1. Deeply engage the students, families, and communities we serve.
2. Recruit, develop, sustain, and retain extraordinary talent.
3. Build a diverse organization that values inclusivity and transparency.
4. Innovate and implement clear, manageable, and high-leverage academic systems.
5. Harness technology and operating systems that promote efficiency and accountability.
6. Be financially strategic and sustainable on public funding.

# **TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES**

***Every child, prepared for success in college, a career or the military.***

1. Recruit, support, and retain teachers and principals.
2. Build a foundation of reading and math.
3. Connect high school to career and college.
4. Improve low-performing schools.

# **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

YES PREP NORTH CENTRAL ELEMENTARY CAMPUS IMPROVEMENT PLAN

# **SCHOOL SUPPORT TEAM FOR THE CNA and CIP**

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| Michelle Laflure | Principal |
| Vanessa Lopez | Director of Campus Operations |
| Marianny Santana | SpEd Manager |
| Eunice Arzate | Student Support Counselor |
| Esmerelda Jimenez | Teacher |
| Vanessa Gamez | Teacher |
| Michael Thomas | Teacher |
| Charitie Nelson | Teacher |
| Yesenia Perez | Teacher |
| Fabiola Soto | Teacher |
| Myra Negrete | Parent |
| Rayla Thornton | Parent |
| Rosalinda Ramirez | Community Member |

**Meetings and Community Access**

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on July 24, 2020 from 12:30 pm to 1:30 pm and July 24, 2020 from 1:45 pm to 2:45 pm. During the first meeting, I had members introduce themselves, we discussed the purpose of the team, and we analyzed data connected to student and community demographics, community perceptions, student achievement, staff quality/recruitment/retention, curriculum, school processes, and teacher and student support team in small groups. During the second meeting, every group shared takeaways from the data. We then reviewed our campus goals and discussed whether the campus goals aligned with the trends we saw in the data. After the team agreed that the campus goals were aligned with the trends in the data, we shared out some key high impact actions including having strong family engagement, creating a strong support plan for instructional staff, and having a thorough plan for teaching students and staff school-wide routines and procedures.

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. Families will be notified via our weekly Family Notes and social media channels that the Campus Improvement Plan is posted on our website and that we will have copies available in our front office and during Parent Family Engagement meetings.

The CIP will be reviewed and updated quarterly during the 2020-2021 school year.

**Parent and Family Enagement Policy**

The following people will help develop the Parent and Family Engagement Policy and sit on the Parent and Family Engagement Committee:

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| Michelle Laflure | Principal |
| Vanessa Lopez | Director of Campus Operations |
| Rosy Benito | Kinder Parent |
| Rayla Thornton | Kinder Parent |
| TBD | 1st grade parent |
| TBD | 1st grade parent |
| Myra Negrete | 2nd grade parent |
| TBD | 2nd grade parent |
|  |  |

The Parent and Family Engagement Policy will be created the by team above. It 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. Parents will be notified of the PFE via our weekly Family Notes and social media channels that the Campus Improvement Plan is posted on our website and that we will have copies available in our front office and during Parent Family Engagement meetings.

We will review, assess, and update the Parent and Family Engagement Policy quarterly during the 2020-2021 school year.

There will be multiple flexible meetings in which all parents of North Central Elementary children will be invited and encouraged to attend to inform parents of their school’s participation in Title I, the Campus Improvement Plan, and Parent and Family Engagement Policy.

**Campus Goals (Focus/Critical Areas) (described on Page 12)**

1. 60% of YES Prep North Central Elementary K-2 students will meet or exceed their projected RIT score in math.
2. 60% of YES Prep North Central Elementary K-2 students will meet or exceed their projected RIT score in language arts.
3. 50% of North Central Elementary EL students will advance one or more composite level as measured on the TELPAS exam.
4. 96.5% (or higher) will be YES Prep North Central Elementary’s Cumulative Average Daily Attendance.
5. At least 93% of students at YES Prep North Central Elementary who were active in Fall 2020 will return to campus in Fall 2021.

**CIP Contact Information**

Any questions regarding this CIP should be directed to:

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| **Amir Roohi**  Director of State Compliance & Legal Coordination  YES Prep Public Schools, Inc.  5515 South Loop East Freeway, Suite B  Houston, TX 77033  (832) 475-0813 Office  [amir.roohi@yesprep.org](mailto:amir.roohi@yesprep.org) | **Michelle Laflure**  Principal  YES Prep North Central Elementary  1900 Strawn Rd.  Houston, TX 77039  (832) 277-6084  [michelle.laflure@yesprep.org](mailto:michelle.laflure@yesprep.org) |

YES PREP NORTH CENTRAL ELEMENTARY CAMPUS IMPROVEMENT PLAN

# **COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE**

YES Prep North Central Elementary was founded in 2020 to serve students in Grades K-2. In the 2023-2024 school year we will be fully grown out with grades pre-kindergarten through 5th grade. Our vision is to increase the number of students from underserved communities who graduate from college prepared to lead.

**Student and Staff Demographics**

The 2020-2021 school wide student demographics (estimates) are:

* 343 students in Grades K-2
* Race & Ethnicity:
  + 8% African American
  + 90% Hispanic
  + 1% White
* 87% economically disadvantaged
* 29% English Learners (ELs) (surrounding area data)
* 46% at-risk (surrounding area data)
* 4% special education (SpEd) (surrounding area data)

Moreover, our campus employs 16 teachers and 19 administrators and support staff.

**Neighborhoods Served**

The neighborhoods served are the following zip codes: 77039, 77032, 77037, 77076, 77093, 77060, 77022

**Neighborhood Demographics**

The neighborhood demographics (77039) are:

* 85% Hispanic
* 8% African-American
* 5% White
* Median income $36,347
* 53% have no diploma, 27% have high school diploma, 16% have some college or an associate's degree, 4% have a Bachelor's or higher

**Strategies to Serve At-Risk Students**

1. All students will receive small group instruction during reading and math blocks.
2. All students academic data will be tracked on a weekly basis during Case Management meetings to design Individual Intervention Plans for students needing extra supports.
3. YES Prep North Central Elementary has a part SSC and a Legacy Behavioral Therapist twice a week in our campus to attend students identified in need of extra support.
4. Our SEL curriculum will provide teachers with the tools to proactively address the social-emotional needs of all of our students and design RTI strategies for those students who will need a more targetted and focused instruction in this area of learning.
5. We have a full-time Special Education Manager who will ensure that exceptional learners have the supports and instruction required by their IEP.

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| Data Sources Examined during the CNA Process | Title I SWP Element |
| * TEA Accountability Ratings * STAAR data (disaggregated by subpopulation) * Persistence data (disaggregated by subpopulation)   + Attendance data   + School Leaver/withdrawal data * Student demographic data * EL student data * SpEd student data * At-risk student data * Other demographic data from public elementary schools within the attendance boundaries * Teacher performance and development data * Teacher feedback from beginning-of-year trainings * Recruitment activities (e.g., input from parents and community members) * Registration activities (e.g., input from parents) * Neighborhood demographic data and trends | 1, 2, 3 |

YES PREP NORTH CENTRAL ELEMENTARY CAMPUS IMPROVEMENT PLAN

# **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 North Central Elementary: $\_\_\_171,191\_\_\_\_\_\_

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.

YES PREP NORTH CENTRAL ELEMENTARY CAMPUS IMPROVEMENT PLAN

# **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: $76,665
* Special Education (IDEA-B): $\_13,027
* National School Lunch Program: $156,364

**State and Local Funds**

* General State: $2,916,276
* State Compensatory Education: $171,191
* Bilingual/ESL Program: $\_\_-\_\_\_\_\_

YES PREP NORTH CENTRAL ELEMENTARY CAMPUS IMPROVEMENT PLAN

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| **GOAL #1 – MAP Math Growth** | |
| **CNA Focus Areas** | 60% of YES Prep North Central Elementary K-2 students will meet or exceed their projected RIT score in math. |
| **CNA Strengths** | YES Prep Public Schools had a comprehensive and strategic process for procuring the best curriculum for our students and our schedule was created in order to meet the needs of all students. Eureka Math is a a research-based and highly effective curriculum. The master schedule was created in order to meet the needs of all students. Hence, our math block is 90 minutes long and has space dedicated to small group instruction. Students have access to manipulatives and Imagine Learning Math Software during math instruction to support their learning and accelerate students' growth so that all students meet or exceed their projected RIT score in Math Map. |
| **CNA Needs or Challenges** | The YES Prep North Central Elementary team of teachers is very new to teaching. 6/16 of the self-contained teachers at YES Prep North Central Elementary are first year teachers and 4/16 have less than 2 years of experience. While we have strong systems in place for coaching and teacher development along with supports for children, it will need to be a strong focus to ensure children have strong math growth.  We will have students coming to us from at least two different districts and other charter schools. For this reason, we are anticipating the level of math fluency and knowledge will vary greatly among our students. We will need to set up strong systems of RTI to make sure that students who are not performing at grade level in math at the beginning of the year can level-up and start building the skills required in the current grade level to meet the RIT projected scores. |
| **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. |

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| **Strategies / High Impact Actions** | **Staff Responsible** | **Resources Needed** | **Baseline Data & Monitoring Sources** | **Timeline** |
| In order to differentiate for all students, all students will receive small group instruction in homogeneous groups and at-risk students will have a greater number of opportunities to work with the teacher in small groups. | Principal, Assistant Principals, Grade Level Chairs, Teachers | Geodes and Fundations curricula for small group instruction, Student Achievement Data, performance on classroom assessments, and technology | MAP Data Unit Assessments Progress on Imagine Learning modules | Ongoing student achievement data and check-ins with Principal/Assistant Principal |
| Students who are at-risk and perform below grade level on MAP and beginning of the year literacy assessments will receive additional small group instruction, individualized instruction, and remediation based on individual need. | Principal, Assistant Principals, bilingual interventionist, interventionist focused on reading and dyslexia, Special Education Manager, Grade Level Chairs, Teachers, Teacher Assistants | Geodes and Fundations curricula for small group instruction, Student Achievement Data, performance on classroom assessments, case management data and, and technology | MAP Data Unit Assessments Progress on Imagine Learning modules | Biweekly leadership team meetings to review data and assess needs, weekly grade level case management meetings |
| YES Prep North Central teachers and interventionists will use the MAP Learning Continuum to drive targeted interventions for all students to address standards/skills each student is ready to learn based upon their MAP score. | Principal, Assistant Principal, Interventionists and Teachers. | MAP Learning Continuum, Eureka Math Curriculum and manipulatives for small group instruction, MAP data, and technology | MAP Data | After every MAP assessment |
| All YES Prep North Central Elementary teachers will have a dedicated Principal or Assistant Principal to support their development and monitor student achievement data. | Principal, Assistant Principals, Teachers | Student Achievement Data Whetstone/Teacher Performance Data Weekly/Bi-Weekly Check-ins | Instructional Excellence Rubric (IER) Data Student Achievement Data | Mid-Year and End-of-Year Holistic Ratings, Ongoing Student Achievement Data (including Map data) |
| YES Prep North Central Elementary will host family workshops to educate families on MAP Data and its meaning to support students to meet or exceed their projected RTI reading and math scores. | Principal, Assistant Principal, Parents/guardians and teachers | Resources for parents education and MAP data, and technology | MAP Data | At the beginning, middle and close to the end of the year. |

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| **GOAL #2 – MAP Language Arts Growth** | |
| **CNA Focus Areas** | 60% of YES Prep North Central Elementary K-2 students will meet or exceed their projected RIT score in language arts. |
| **CNA Strengths** | YES Prep Public Schools had a comprehensive and strategic process for procuring the best curriculum for our students and our schedule was created in order to meet the needs of all students. Our literacy program is approximately 3 hours long and consists of a structured phonics block in which teachers will utilize Fundations in order to ensure students acquire foundational reading skills. We will use a Spanish Language Arts curriculum, HMH Arriba la lectura, and an English Language Arts curriculum, Great Minds: Wit and Wisdom. Small group instruction is embedded in the literacy block for all classrooms to ensure teachers are working one-on-one and in small groups with every child weekly, with more targeted time spent with children not meeting grade level literacy goals. Students have access to manipulatives in all content areas and technology during reading and math in order to support their learning. All YES Prep teachers will be given a dynamic classroom library with diverse and authentic texts to utilize with their students.  YES Prep North Central Elementary also has hired two interventionists to work closely with our students not meeting grade level and needing dyslexia intervention. |
| **CNA Needs or Challenges** | YES Prep North Central Elementary has a new team of teachers. 6/16 of the self-contained teachers are in their first year and 4/16 have less than 2 years of experience. While we have strong systems in place for coaching and teacher development along with supports for children, there will need to be a strong focus on coaching our teachers in best practices to ensure that all students meet or exceed RIT projected score.  YES Prep Schools are offering a Bilingual program for elementary schools for the first time and 30% of our children qualify for bilingual classes. The curriculum chosen for our Spanish Language Arts block differs from the English Language Arts curriculum. It will be a challenge to make sure that grade level teachers plan together so that ALL students, regardless of the language of intruction, are receiving the same excellent instruction. Common planning periods will be in place to facilitate this collaboration and we still anticipate this to be a challenge. |
| **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. |

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| **Strategies / High Impact Actions** | **Staff Responsible** | **Resources Needed** | **Baseline Data & Monitoring Sources** | **Timeline** |
| In order to differentiate for all students, all students will receive small group instruction in homogeneous groups and at-risk students will have a greater number of opportunities to work with the teacher in small groups. | Principal, Assistant Principals, Grade Level Chairs, Teachers | Geodes and Fundations curricula for small group instruction, Student Achievement Data, performance on classroom assessments, and technology | MAP Data Unit Assessments Progress on Imagine Learning modules | Ongoing student achievement data and check-ins with Principal/Assistant Principal |
| Students who are at-risk and perform below grade level on MAP and beginning of the year literacy assessments will receive additional small group instruction, individualized instruction, and remediation based on individual need. | Principal, Assistant Principals, bilingual interventionist, interventionist focused on reading and dyslexia, Special Education Manager, Grade Level Chairs, Teachers, Teacher Assistants | Geodes and Fundations curricula for small group instruction, Student Achievement Data, performance on classroom assessments, case management data and, and technology | MAP Data Unit Assessments Progress on Imagine Learning modules | Biweekly leadership team meetings to review data and assess needs, weekly grade level case management meetings |
| YES Prep North Central teachers and interventionists will use the MAP Learning Continuum to drive targeted interventions for all students to address standards/skills each student is ready to learn based upon their MAP score. | Principal, Assistant Principal, Interventionists and Teachers. | MAP Learning Continuum, Eureka Math Curriculum and manipulatives for small group instruction, MAP data, and technology | MAP Data | After every MAP assessment |
| All YES Prep North Central Elementary teachers will have a dedicated Principal or Assistant Principal to support their development and monitor student achievement data. | Principal, Assistant Principals, Teachers | Student Achievement Data Whetstone/Teacher Performance Data Weekly/Bi-Weekly Check-ins | Instructional Excellence Rubric (IER) Data Student Achievement Data | Mid-Year and End-of-Year Holistic Ratings, Ongoing Student Achievement Data (including Map data) |
| YES Prep North Central Elementary will host family workshops to educate families on MAP Data and its meaning to support students to meet or exceed their projected RTI reading and math scores. | Principal, Assistant Principal, Parents/guardians and teachers | Resources for parents education and MAP data, and technology | MAP Data | At the beginning, middle and close to the end of the year. |

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| **GOAL #3 – TELPAS** | |
| **CNA Focus Areas** | 50% of North Central Elementary EL students will advance one or more composite level as measured on the TELPAS exam. |
| **CNA Strengths** | YES Prep North Central Elementary has a "flexible exit" bilingual program option for students who qualify. Our program is designed to monitor students' second language acquisition growth, while supporting academic achievement through the use of students' first language for instruction in reading and math. Our SLA curriculum also has a built in support for dual language which will provide teachers the tools to support English Language Development (ELD) with fidelity during the ESL block.  In addition to having bilingual teachers, the following instructional staff members are also bilingual: the Special Education Manager, the Dyslexia Interventionist, the Principal, one Assistant Principal and 5 Teaching Assistants. |
| **CNA Needs or Challenges** | As a founding school, all our students will come from different school districts with different models of bilingual education where students have received different supports to develop their second language. Our English Language Learners will need different levels of differentiation in ESL instruction, while keeping instruction rigorous enough to build strong foundations in both languages.  Without historical data and only based on the data available from our surrounding schools, we anticipate that many of our bilingual second graders might still be beginners in their composite TELPAS levels. These students will require focused, targeted, and systematic second language acquisition instruction to make sure that they grow more than one composite TELPAS level in order to be on their path to be fully bilingual by the end of the elementary years. |
| **Systemwide Strategic Priorities** | 1. Deeply engage the students, families, and communities we serve. |
| **TEA Strategic Priorities** | 4. Improve low performing schools. |

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| **Strategies / High Impact Actions** | **Staff Responsible** | **Resources Needed** | **Baseline Data & Monitoring Sources** | **Timeline** |
| In order to support EL students in Bilingual and Special Education classrooms, teachers will be trained and coached to utilize sentence stems across all content areas, teach in a culturally responsive way, provide multiple opportutnies to engage in discourse throughout the lesson, and provide multiple opportunities to engage with learning via different learning modalities. | Principal, Bilingual Assistant Principal and Special Education Manager | Student IEPs ELPS  Teacher Data | Data Tracker on English Language Proficiency Standards (ELPS).  Report Cards  Progress Monitoring Data in Imagine Learning.  Instructional Excellence Rubric (IER) Data | Beginning of Year Professional Development Ongoing in job-embedded Professional Development |
| Bilingual Interventionist will monitor student achievement on an ongoing basis and provide extra support to EL students who are not meeting ELD growth. | Bilingual Interventionist, Special Education Manager, Bilingual Assistant Principal and Principal | Bilingual and Spanish Library books, Report Cards, Imagine Learning and Imagine Learning Espanol, English Language Proficiency Standards (ELPS), Case Management Data | Data Tracker on English Language Proficiency Standards (ELPS).  Report Cards  Progress Monitoring Data in Imagine Learning | Biweekly leadership team meetings to review data and assess needs, weekly grade level case management meetings |
| In order to support EL students, YES Prep North Central Elementary will host family workshops to educate families regarding strategies to support second language acquisition at home. | Principal, Assistant Principal, LPAC Administrator | Family TELPAS information events with strategies to support language acquisition from home Parents take-home resources.  Parent resources room | Family attendance tracker to events | 3 times a year during Coffee with the Principal at the BOY, MOY and EOY. |
| Establishing an effective Language Proficiency Committee (LPAC) that will continuously monitor the ELs content mastery and language development. | Principal, Assistant Principal, LPAC Administrator | English Learners Linguistic Accommodations, Progress Reports, Students’ sample work, and Report Cards | Students’ TELPAS scores from previous years. The use of Proficiency Level Descriptors (PLDs)  Analysis of MAP results Student Portfolio | Biweekly leadership team meetings to review data and assess needs, BOY, MOY and EOY LPAC Meetings |
| Implementation of instructional strategies across all content areas to strengthen first and second language acquisition. | Principal, Assistant Principal, LPAC Administrator | Language acquisition and instructional strategies materials.  ELPS resources.  PLDs resources.  TEA’s EL Portal resources.  Professional Development Opportunities | TEKS  ELPS Modeling observation by teachers Effective One on One coaching cycles.  PLC | Weekly Monthly professional development opportunities. |

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| **GOAL #4 – Average Daily Attendance** | |
| **CNA Focus Areas** | 96.5% (or higher) will be YES Prep North Central Elementary’s Cumulative Average Daily Attendance. |
| **CNA Strengths** | YES Prep North Central Elementary has strong staffing structures in place to support children and families holistically. The Director of Campus Operations (DCO) will work with the front office team (receptionist, registered nurse, SIS Clerk) and campus leadership to execute the strong systems we have developed to reward perfect attendance and provide attendance incentives to improve our ADA. The school has a full-time nurse and part time student support counselor who will work with families to meet all of the needs of our students. In addition, we have a Legacy Clinic in the school to provide medical care and/or counseling services for students in need. This will prevent students from missing school frequently due to doctor’s appointments or illnesses and ensure we are meeting students' basic needs so that they can focus on their school work.  Our district is planning strategically to offer families options for students to attend school in the content of COVID-19. |
| **CNA Needs or Challenges** | We do not have historical data on our students for their attendance to proactively plan strategies, interventions, and incentives. As the year begins, we will need to actively monitor our attendance to ensure that we meet this goal.  As a founding campus, we will likely continue to enroll students after the First Day of School, and therefore, we will need to ensure a strong onboarding experience for students and families to feel successful and connected to the school. |
| **Systemwide Strategic Priorities** | 1. Deeply engage the students, families, and communities we serve. |
| **TEA Strategic Priorities** | 1. Recruit, support and retain teachers and principals. |

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| **Strategies / High Impact Actions** | **Staff Responsible** | **Resources Needed** | **Baseline Data & Monitoring Sources** | **Timeline** |
| Host family events (Report Card Conference days, Meet the Teacher, Fun Family Nights, Open House) throughout the school year. | Principal, Director of Campus Operations (DCO), Assistant Principals | Schedule of Events Calendar of Events | Every Six Weeks Parent Survey | Ongoing (we have at least 2 events planned per month) |
| Perfect Attendance Awards and individual student attendance recognition during grade level huddles | SIS Clerk, DCO, Grade Level Chairs (GLCs), teachers | Attendance Reports Attendance Certificates | Every Six Weeks | Ongoing - Each Six Weeks |
| Create a plan of action for students of concern including phone calls, home visits, and family conferences | Principal, Assistant Principals, SIS Clerk, DCO | List of students of concern Sample plans/intervention strategies Plan of action (letter, family meetings, home visits, etc.) | Monthly attendance  A1-A6 attendance reports  Correlation between attendance and academic performance | Ongoing - Each Six Weeks |
| Our nurse, SSC, and the Legacy Clinic will work with families as needed to ensure the health and safety of all students. | Principal, Assistant Principals, DCO, SSC, nurse, and Legacy Clinic | Purple  Confidential medical information provided by families  Flyers from community organizations (ie Baker-Ripley) | Qualitative information/concerns from teachers and families  Student registration documents | Ongoing |

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| **GOAL #5 – Student Persistence** | |
| **CNA Focus Areas** | At least 93% of students at YES Prep North Central Elementary who were active in Fall 2020 will return to campus in Fall 2021. |
| **CNA Strengths** | YES Prep has been in the North Central community for almost 20 years. The secondary school is well recognized, an active presence in the community, and has had outstanding student achievement since its first year. In addition, the secondary campus has had a student persistence rate of 94.5% for the past 8 years demonstrating a strong commitment to education in the North Central community.  Yes Prep North Central Elementary is committed to strong communication with families, a strong focus on Social Emotional Learning, and to educating our students holistically. We believe these committments to our community will ensure strong persistence as we enter year 2. |
| **CNA Needs or Challenges** | We do not have a full-time Student Support Counselor on campus which might affect the counseling support given to our students. We will try to make up for this challenge by utilizing the Legacy therapist that will be on campus two full days a week.  Being a founding school we have enrolled students at YES Prep North Central Elementary who do not live inside our primary boundary and whose families will need to provide transportation. We will need to ensure that these families stay engaged and committed to YES Prep community during the school year and as we transition into the 2020-2021 school year. |
| **Systemwide Strategic Priorities** | 1. Deeply engage the students, families, and communities we serve. |
| **TEA Strategic Priorities** | 1. Recruit, support and retain teachers and principals. 2. Build a foundation of reading and math. |

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| **Strategies / High Impact Actions** | **Staff Responsible** | **Resources Needed** | **Baseline Data & Monitoring Sources** | **Timeline** |
| Multiple ways of communication to ensure we reach all families in a culturally responsive way: Friday Folder, weekly Family Notes, Social Media Post with important events and information, Parent Resource Room with technology and books for family use. | Principal, DCO, Assistant Principals | Friday Folder Structures and Expectations  Family Newsletter Family Contact Information Facebook/Instagram Pages Class Dojo | Parent Survey Attendance information | Parent Survey - Once Per Year Attendance - Daily |
| Establish a strong family association (PFE) to connect families to the school and community. | Principal, DCO, APs | Friday Folder Structures and Expectations  Family newsletter Family Contact Information Facebook/Instagram Pages Class Dojo | Parent Survey Attendance | Fall 2020 |
| Host family events (Report Card Conference days, Meet the Teacher, Fun Family Nights, Open House, monthly Coffee with the Principal) throughout the school year. | Principal, Director of Campus Operations (DCO), Assistant Principals | Schedule of Events Calendar of Events | Every Six Weeks Parent Survey | Ongoing (we have at least 2 events planned per month) |
| Social Emotional Learning focus (SEL direct instruction, daily morning meetings, reflection tied to recess/purposeful play, and closing meetings) to engage families and ensure our students are well-rounded. | Principal, Director of Campus Operations (DCO), Assistant Principals, SSC | Sanford Harmony online curriculum, resources, and trainings | Every six weeks  Student survey | Student survey-twice per year Parent survey-twice per year |
| YES Prep North Central Elementary will have strong systems to support families during the 20-21 school year if online learning is the option families decide is the best for their student given COVID-19 challenges. | Principal, Assistant Principals, Teachers, Interventionists and YES Prep Home Office personnel | Weekly Phone Calls to Support Family Engagement Microsoft Teams  Online Curriculum Materials and Teacher's Created Materials | Data on Students Engagement in Synchronous Online Classes Individual Family Communication Tracker | Weekly |