**North Central Elementary**

**2021-2022**

**Campus Improvement Plan**



**Campus Number 101-845-103**

**Houston, TX 7739**

**YES PREP North Central Elementary CAMPUS IMPROVEMENT PLAN**

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**YES PREP North Central Elementary CAMPUS IMPROVEMENT PLAN**

# **MISSION STATEMENT**

YES Prep  exists to increase the number of college ready students.

# **2021-2022 SYSTEMWIDE INITIATIVES**

YES Prep 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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| Name  | Role  |
| Michelle LaFlure | Principal |
| Elizabeth Zarate | Executive Assistant |
| Esmerelda Jimenez | Teacher |
| Jaime Ybarra | Teacher |
| Sylvia Arriaga | Teacher |
| Natasha Balkum | Teacher |
| Sandra Alvarado | Parent |
| Karla Rojas | Parent |
| Tarcisco Carmona | Parent |
| Julie Alvarado | Parent |
| Daisy Rodriguez | Student Support Counselor |

**Meetings and Community Access**

The CNA and CIP were developed by the School Support Team (SST). The meetings were held virtually on TEAMS on 9/16/2021 8:30-9:30AM and 9/16/2021 9:30-10:30AM.

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 North Central Elementary Campus.

Each group discussed the data and identify the problems/needs and strengths of 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.

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.

The CIP will be reviewed and updated quarterly during the 2021-2022 school year.

**Parent and Family Engagement Policy**

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 will be planned and implemented by the following committee:

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| Name  | Role  |
| Michelle LaFlure | Principal |
| Elizabeth Zarate | Executive Assistant |
| Esmerelda Jimenez | Teacher |
| Jaime Ybarra | Teacher |
| Sylvia Arriaga | Teacher |
| Natasha Balkum | Teacher |
| Sandra Alvarado | Parent |
| Karla Rojas | Parent |
| Tarcisco Carmona | Parent |
| Julie Alvarado | Parent |
| Daisy Rodriguez | Student Support Counselor |

The Parent and Family Engagement Policy will be available in English and Spanish at the campus front office, on the campus website, at PFE meetings, and at parent and community engagement activities and events. The families and parents of YES Prep North Central Elementary will be notified through the Family Notes and social media channels that the CIP is on our website and that we will have copies available in our front office and copies will also be shared during Parent Family Engagement meetings.

We will review, assess, and update the Parent and Family Engagement Policy quarterly during the 2021-2022 school year.

There will be multiple meetings at flexible times, such as meetings in the morning and evenings, during different days of the week to accommodate All YES Prep North Central Elementary 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.

**Campus Goals (Focus/Critical Areas)**

1) Inclusive Community- Students, families, and staff feel so connected to the NCE community that they want to stay. 2) Staff Empowerment: All staff recognize their impact and share ownership in creating our campus culture. 3) Achievement: All students will show growth and achieve on grade level.

**CIP Contact Information**

Any questions regarding this CIP should be directed to:

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| **Renatta Lindsey**Director of State Compliance & Legal CoordinationYES Prep Public Schools, Inc.5515 South Loop East Freeway, Suite BHouston, TX 77033(713) 967-9133renatta.lindsey@yesprep.org  | **Michelle LaFlure**1900 Strawn Rd, Houston, TX 77039Houston, TX (713) 842-5650michelle.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 PreK-3. YES Prep North Central Elementary will increase the number of students from underserved communities who graduate from college prepared to lead.

**Student and Staff Demographics**

The 2021-2022 schoolwide student demographics (estimates) are:

* 550 students in Grades PreK-3
* Race & Ethnicity:
	+ 6.8% African American
	+ 0.2% American Indian
	+ 0.4% Asian
	+ 88.5% Hispanic
	+ 0.8% White
	+ 3.4% Multiple Races
* 92.2% economically disadvantaged
* 44.9% English Learners (ELs)
* 69.2% at-risk
* 11.7% special education (SpEd)

Moreover, our campus employs 50 staff members.

**Neighborhoods Served**

The neighborhoods served are 77039, 77032, 77037, 77076, 77093, 77060, 77022.

**Neighborhood Demographics**

The demographics for the neighborhood immediately surrounding the campus (77039):

-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 full time 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 |
| * 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 |

**Bridge – Conclusion of CNA**

After meeting with the Student Support Team and conducting a comprehensive Campus Needs Assessment (CNA), the North Central Elementary Campus Improvement Plan (CIP) will address five areas of need for the 2021-2022 school year. We will focus on Domain I, Domain III, SAT College Readiness, Student Persistence, Attendance, MAP, College Matriculation, and AP scores. By addressing these eight areas of need, North Central Elementary will successfully support academic growth & achievement, parent involvement and student engagement.

**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: $1,176,174.00

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: $385,160.00
* Special Education (IDEA-B): $165,959.00
* National School Lunch Program: $502,640.00

**State and Local Funds**

* General State: $6,553,449.00
* State Compensatory Education: $1,176,174.00
* Bilingual/ESL Program: $247,092.00

**YES PREP North Central Elementary CAMPUS IMPROVEMENT PLAN**

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| **GOAL #1 – Domain I** |
| **CNA Focus Areas** | We will have an average of at least 50% of exams scoring "Approaches" or better, "Meets" or better, and "Masters" |
| **CNA Strengths** | Staffing: Two former YES Prep North Central Elementary staff moved from 2nd grade to 3rd grade this year, one bilingual and one teacher in the English program. Not only do they know the students well, they have taught the curricula and will serve as a support to the three new staff members. The other three third grade teachers are all experienced teaching third grade and/or teaching the curriculum or content. In addition, we have a dedicated interventionist who will provide support to third grade students all year and a full time Relay Resident supporting our English Language Arts teacher. As a first year elementary campus, we dedicated a lot of time and resources to our second grade teachers in 2020-21 knowing they would be taking the STAAR test for the first time this year. Two interventionists and two high performing teacher assistants provide push-in, pull-out, and individual support to every tier 2 and 3 student. As a result, only 7% of our current third graders are classified as tier 3 (this is the lowest of any of our grade levels).  |
| **CNA Needs or Challenges** | In order to meet enrollment targets, we added 35 new students to 1st-3rd grade on top of an entire kinder and pk. Our campus is only PK-3rd grade; therefore, our performance on 3rd grade STAAR weighs heavily on our overall TEA accountability ratings.  |
| **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** |
| 3rd grade teachers will plan in grade level teams weekly (Language Arts on Tuesday and Math on Wednesday) with the support of the Principal and APs.  | Principal, Assistant Principals, and Grade Level Chairs | Curricular resources (Fundations, Wit & Wisdom, HMH Arriba la Lectura, and Eureka Math)Long term planning & module overview documents on SchoologyAssistance from the elementary programs team as needed | Tracking document utlized by APs and principalSchoology-all lesson internalization documents and student work exemplars will be posted by Monday morning at 7 AM | Weekly monitoring of Schoology and of planning meetings  |
| The elementary programs team will conduct premodule overviews in the beginning of every language arts and math module and post module data dives at the end of every module. | Elementary Bilingual Program Manager, Elementary Literacy Program Manager, and Elementary STEM Program Manager  | Microsoft TeamsPower BI Data ReportsAwareEnd of Module Assessments | Principal, APs, and district programs team will monitor data in Power BI after every end of module assessmentPrincipal, APs, and district program team will monitor data uploaded in Aware | \*Pre-module overviews will occur in the beginning of every 3rd grade module (see scope and sequence calendar for each content area)\*Post-module data dives will occur at the end of every 3rd grade module (see scope and sequence calendar for each content area) |
| 3rd Grade Tutorials: Begginning in mid-October, staff will conduct tutorials for 3rd grade students in langauge arts and math. | Principal, APs, DCO, and SpEd Manager | Power BI Reports that identify Tier 2 and 3 studentsDistrict provided curricula for tutorials Admin support during tutorials  | Power BI Reports Tutorial attendance spreadsheet  | Weekly beginning in mid-October  |
| In addition to small group instruction provided by teachers, we will have an intervention program for students who are identified as tier 2 or 3 | 3rd Grade Interventionist, principal, APs, DCO, and SpEd Manager | Power BI Reports that identify Tier 2 and 3 studentsEOY MAP data from 2020-21 and BOY MAP data from 2021-22Intervention schedule  | Power BI Reports that identify Tier 2 and 3 studentsEOY MAP data from 2020-21 and BOY MAP data from 2021-22Mid-module and end of module assessment data DIstrict Common Assessment Data | Weekly meetings with intervention teamEvery nine weeks |
| 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 DataWhetstone/Teacher Performance Data, weekly/bi-weekly check-ins | Instructional Excellence Rubric (IER) DataStudent Achievement Data | Mid-Year and End-of-Year Holistic Ratings, Ongoing Student Achievement Data (including MAP data) |

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| **GOAL #2 – Domain III** |
| **CNA Focus Areas** | We will meet or exceed Domain III closing the gaps for targets for all students, especially English Learners, and Special Education students. |
| **CNA Strengths** | We have a strong special education team that supports our students: A SpEd Manager, two self-contained teachers, a push-in teacher, and two SpEd teacher assistants. The leadership team strategically placed EL learners NOT in the bilingual program in classrooms with experienced teachers. 5/6 of our bilingual staff are experienced teachers who worked at NCE last year. We have two bilingual interventionists who support students and one general interventionist. In terms of 3rd grade students, we have a departmentalized program. This ensures teachers are experts in the content area and allows them to be laser focused on 1-2 contents since they are not self-contained.  |
| **CNA Needs or Challenges** | While we only have 500 students on campus, 58 are identified as Special Education students and 16 more students are waiting to be tested. A large portion of our special education students are new to the campus or were online last year during the pandemic. YES Prep North Central Elementary has a relatively new team of staff members. 25/50 of our staff are new to the campus since we added two grade levels this year to our campus. 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 make academic gains. YES Prep Schools are offering a Bilingual program for elementary schools for the first time and 30% of our children qualify for bilingual classes (last year was our first year of implementation). 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** |
| Teacher professional development and coaching in supporting Special Population Students, specifically EL students in the Bilingual and Special Education Clasrooms and all Special Education students. | Principal, Bilingual Assistant Principal and Special Education Manager | Student IEPsELPSTeacher Data | Data Tracker on English Language Profiency Standards (ELPS).Report CardsProgress Monitoring Data in Imagine Learning. Instructional Excellence Rubric (IER) Data | Beginning of Year Professional DevelopmentOngoing in job-embedded Professional Development |
| Bilingual Interventionist and SpEd Manager will monitor student achievement on an ongoing basis and provide extra support to students who are not meeting ELD growth or individualized growth goals.  | Bilingual Interventionist, Special Education Manager, Bilingual Assistant Principal and Principal | Bilingual and Spanish Llbrary books, Report Cards, Imagine Learning and Imagine Learning Espanol, English Language Profiency Standards (ELPS), Case Management Data | Data Tracker on English Language Profiency Standards (ELPS).Report CardsProgress Monitoring Data in Imagine Learning  | Biweekly leadership team meetings to review data and assess needs, weekly grade level case management meetings  |
| Establishing an effective Special Education team that continuously monitors our special education students to ensure their academic and behavioral needs are met. | Principal, Assistant Principal, SpEd Manager | Student IEPsProgress reports and report cardsStudents' sample work Teacher Data | ARD paperworkStudent IEPs | SpEd Manager will monitor weekly |
| 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, Studentsâ€™ sample work, and Report Cards | Students’ TELPAS scores from previous years. The use of Proficiency Level Descriptors (PLDs)Analysis of MAP resultsStudent 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 and individualize learner for special education students.  | Principal, Assistant Principal, LPAC Administrator, SpEd Manager | Â Language acquisition and instructional strategies materials.ELPS resources.PLDs resources.TEA’s EL Portal resources.Professional Development Opportunities | TEKSELPSModeling observation by teachersEffective One on One coaching cycles.PLC  | WeeklyMonthly professional development opportunities.  |

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| **GOAL #3 – Student Persistence** |
| **CNA Focus Areas** | At least 95% of students and families who are active on 9.1.21 will still be active on 9.1.22.  |
| **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. In addition, we have a full time Student Support Counselor this year and Legacy Clinic will continue to support families on our campus. We believe these committments to our community will ensure strong continued persistence. |
| **CNA Needs or Challenges** | In the first two weeks of school, five of our children tested positive for COVID-19 and the most common family concerns are related to safety. Since we are not able to offer a virtual offer for families this year, we have lost at least 8 families to date. Given the uncertanties around the pandemic, I anticipate we will need to continue to focus on revising our health and safety plans to protect our students, families, and staff. |
| **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** |
| Multiple ways of communication to ensure we reach all families in a culturally responsive way: Class Dojo, 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 NewsletterFamily Contact InformationFacebook/Instagram PagesClass Dojo | Parent survey100% of families will connect on Class Dojo by 9.1.21.Attendance information  | Parent Survey - Once Per YearAttendance - Daily |
| Establish a strong family association to connect families to the school and community. | Principal, DCO, APs | Campus Calendar Friday Folder Structures and Expectations Family newsletterFamily Contact InformationFacebook/Instagram PagesClass Dojo | Parent surveyAttendance | Fall 2021 |
| Host family events (Report Card Conference days, Meet the Teacher, Fun Family Nights, Open House, monthly Coffee with the Principal, HIspanic Heritage Month Potluck, etc.) throughout the school year.  | Principal, Director of Campus Operations (DCO), Assistant Principals  | Schedule of EventsCalendar of Events | Every nine weeksParent 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 develop children holistically and engage families in this work. Social Emotional Learning focus (SEL direct instruction, daily morning meetings, reflection tied to recess/purposeful play, and closing meetings) to develop children holistically and engage families in this work. Principal, Director of Campus Operations (DCO), Assistant Principals, SSCSocial Emotional Learning focus (SEL direct instruction, daily morning meetings, reflection tied to recess/purposeful play, and closing meetings) to develop children holistically and engage families in this work.  | Principal, Director of Campus Operations (DCO), Assistant Principals, SSC | «Resources\_4Sanford Harmony online curriculum, resources, and trainings  | Every nine weeks Student survey | Student survey-twice per yearParent survey-twice per year |

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| **GOAL #4 – Average Daily Attendance** |
| **CNA Focus Areas** | We will have a cumulative average average daily attenance of at least 96.5%. |
| **CNA Strengths** | 100% of our operations team returned to campus this year and they have strong systems in place for student attendance incentives, supporting teachers with attendance, and calling families to hold them accountable for attendance. We have analzyed data from 2020-21 in order to create a strategic plan to address times in the year that tend to dip in terms of attendance.  |
| **CNA Needs or Challenges** | Outside forces such as COVID-19, weather, etc. can impact student attendance. While we are creating a plan for virtual instruction in the case of an all school closure, it is challenging to anticipate all of the possible situations that could impact attendance. |
| **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** |
| 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 EventsCalendar of Events | Every Nine WeeksParent 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 ReportsAttendance Certificates | Every Nine Weeks | Ongoing - Each Nine Weeks  |
| The front office team will divide staff into teams and support teachers in creating class incentives for attendance, following up with families of concern in terms of attendance, etc. | Principal, DCO, SIS Clerk, Receptionist, and Nurse  | Attendance ReportsPlans for monthly bulletin board to shout out classes with strong attendance  | Every Nine Weeks  | Ongoing - Each Nine Weeks  |
| Create a plan of action for students of concern including phone calls, home visits, and family conferences  | 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 - MAP** |
| **CNA Focus Areas** | At least 60% of K-3 students will meet growth targets in Math and Reading. |
| **CNA Strengths** | YES Prep Public Schools acquired procured curricula that clearly lays out the details for lesson delivery for all teachers and this is our second year implementing the curricula. All teachers will have the tools to deliver high quality instruction regardless of their level of expertise, ensuring that the instruction given to all students is equitable accross grade levels. YES Prep North Central Elementary is also being very intentional about protecting common planning time to ensure that teachers are aligned in best instructional practices, curricula and lesson plans internalization. Our ELA and SLA curricula are designed to build content knowledge in science and social studies which will help strengthen students' knowledge in all content areas, while developing their reading skills.  |
| **CNA Needs or Challenges** | Since this is our second year, 25/50 of our staff are new and at least 50% of our teachers are new to teaching their assigned grade level. We anticipate it will be a challenge for teachers to internalize all the new curricula while learning the grade level expectations and skills. In response to this challenge, we have created strong coaching supports for our teachers in partnership with our Home Office content specialists, to ensure that all grade levels meet or exceed the NWEA school norms projected growth for all content areas.  |
| **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** |
| Teachers will plan in grade level teams weekly (Language Arts on Tuesday and Math on Wednesday) with the support of the Principal, APs, and Grade Level Chairs.  | Principal, Assistant Principals, and Grade Level Chairs | Curricular resources (Fundations, Wit & Wisdom, HMH Arriba la Lectura, and Eureka Math)Long term planning & module overview documents on SchoologyAssistance from the elementary programs team as needed | Tracking document utlized by APs and principalSchoology-all lesson internalization documents and student work exemplars will be posted by Monday morning at 7 AM | Weekly monitoring of Schoology and of planning meetings  |
| Students who perform below grade level on MAP and beginning of the year 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 | ELA/SLA, Fundations, Eureka Math, STEM Scopes and Social Studies Weekly curricula,Manipulatives and curriculum supports for small group instruction, Student Achievement Data,Performance on classroom assessments, case management data.  | MAP DataUnit AssessmentsProgress on Imagine Learning modules | Biweekly leadership team meetings to review data and assess needs, weekly grade level case management meetings  |
| All YES Prep North Central teachers will have a dedicated Assistant Principal to support them in lesson planning internalization and deep data MAP analysis to reach their EOY targets.  | Principal, Assistant Principals, Grade Level Chairs, Teachers  | ELA/SLA, Fundations, Eureka Math, STEM Scopes and Social Studies Weekly curriculaImagine Learning software, Achievement DataPerformance on classroom assessments  | MAP DataUnit AssessmentsProgress on Imagine Learning modules | Ongoing student achievement data and check-ins with Principal/Assistant PrincipalWeekly grade level planning meeting  |
| Built-in content days for teachers and support staff to receive high-level, aligned training to self-contained teachers to build the knowledge and skills to support students' learning needs.  | Principal, Assistant Principals, Bilingual Interventionist, Special Education Manager, Grade Level Chairs, Teachers, Teacher Assistants, Elementary Programs Team | Student Achievement Data, Monthly Content Days | MAP DataUnit AssessmentsProgress on Imagine Learning modules | 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  | MAP Data  | At the beginning, middle and close to the end of the year.  |