



**2020-2021**  
**Campus Improvement Plan**



**Southeast Elementary**

**Campus Number 101-845-5102**  
**507 Crenshaw Rd.**  
**Houston, TX 77034**

# YES PREP SOUTHEAST ELEMENTARY CAMPUS IMPROVEMENT PLAN

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# YES PREP SOUTHEAST ELEMENTARY CAMPUS IMPROVEMENT PLAN

## MISSION STATEMENT

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

## 2020-2021 SYSTEMWIDE INITIATIVES

YES Prep Southeast 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 SOUTHEAST ELEMENTARY CAMPUS IMPROVEMENT PLAN

### SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Diana Rios	Principal
Jessica Walcik	Teacher Interventionist
Gazzia Aleman	SpEd Manager
Cynthia Luna	Teacher
Alba Galvan	Teacher
Evelyn Gutierrez	Teacher
Danielle Brooks	Teacher
Yesenia Gomez	Teacher
Melissa Quijano	Community Member
Marjorie Pena	Community Member
Blanca Lora	Parent
Lorena Gorena	Parent
Nadia Galvan	Parent – Southeast Secondary

#### 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 12:00 pm to 1:00 pm and July 24, 2020 from 1:15 pm to 2:15 pm.

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 CNA and CIP meetings took place on Friday, July 24.

The first meeting was held from 12:00 PM to 1:00 PM. During this 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 learn about the vision and mission of the YES Prep Southeast Elementary Campus. Since the meeting was held virtually, the members broke into small groups to discuss related to our campus, neighboring schools and the community around our campus. Each group discussed the data and identify the problems/needs and strengths of our campus.

On the second meeting that was held from 1:15 to 2:15 PM the whole SST came together to shared 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 Baker Ripley Community center on 720 Fairmont Parkway, Pasadena TX, at PFE meetings, and at parent and community engagement activities and events. Families will be notified via our weekly Sparks 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 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:

Diana Rios	Principal
Jessica Walcik	Teacher
Marjorie Pena	Community Member
Blanca Lora	Kinder and First Parent
Priscilla Franco	Kinder and First Parent
Lorena Gorena	Second Grade Parent
Exaida Evelyn Coello	First Grade Parent
Nadia Galvan	Parent – Southeast Secondary

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, at Baker Ripley Community Center located at 720 Fairmont, Pasadena, TX and at parent and community engagement activities and events. The families and parents of YES Prep Southeast Elementary will be notified through the Sparks 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 2020-2021 school year.

There will be multiple flexible number of meetings, such as meetings in the morning and evenings, during different days of the week to accommodate All YES Prep Southeast Elementary families' needs. Families and parents will be encouraged to attend to attend these informative meetings where they will learn about the school's participation in Title I, 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 Sparks Family Notes.

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

1. 60% of YES Prep Southeast Elementary K-2 students will meet or exceed their projected RIT score in math.
2. 60% of YES Prep Southeast Elementary K-2 students will meet or exceed their projected RIT score in language arts.
3. 100% of Southeast 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 Southeast Elementary's Cumulative Average Daily Attendance.
5. At least 93% of students at YES Prep Southeast 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:

#### **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)

#### **Diana Rios**

Principal  
YES Prep Southeast Elementary  
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Houston, TX 77034  
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# YES PREP SOUTHEAST ELEMENTARY CAMPUS IMPROVEMENT PLAN

## COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep Southeast 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 schoolwide student demographics (estimates) are:

- ❖ 274 students in Grades K-2
- ❖ Race & Ethnicity:
  - 10% African American
  - 86% Hispanic
  - 1% White
  - 2% Other
- ❖ 82% economically disadvantaged
- ❖ 38% English Learners (ELs) (surrounding area data)
- ❖ 48% at-risk (surrounding area data)
- ❖ 6% special education (SpEd) (surrounding area data)

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

### Neighborhoods Served

The neighborhoods served are the following zip codes: 77034, 77502, 77503, 77504, 77505, 77506, 77536, 77587, 77017

### Neighborhood Demographics

The demographics for the neighborhood immediately surrounding the campus (77034):

- Demographic data based on TEA TAPR Report data from the three elementary schools in the same zip code:
  - Economically Disadvantage: average of 83.3%
  - Average EL population served 47%
  - Average of students identified At Risk: 46.6%.
- Race/Ethnicity
  - African\_American: 8.9%
  - Hispanic: 84.8%
  - White: 3.6%

- Asian: 1.7%
- Race/Ethnicity Based on Census Data Available:
  - White only not identified as Hispanic: 25.5%
  - Latino or Hispanic: 69.9%
  - Black: 2.5%
  - Asian 1.1%
- Neighborhood Demographics by Education Levels:
  - Less than High School: 34.1%
  - High School: 29.1%
  - Some college or associate degree: 28%
  - Bachelors Degree: 8.3%
- Median Family Income: \$50,035/year

### **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 Southeast 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.

Data Sources Examined during the CNA Process	Title I SWP Element
<ul style="list-style-type: none"> <li>• TEA Accountability Ratings</li> <li>• STAAR data (disaggregated by subpopulation)</li> <li>• Persistence data (disaggregated by subpopulation)               <ul style="list-style-type: none"> <li>○ Attendance data</li> <li>○ School Leaver/withdrawal data</li> </ul> </li> <li>• Student demographic data</li> <li>• EL student data</li> <li>• SpEd student data</li> <li>• At-risk student data</li> <li>• Other demographic data from public elementary schools within the attendance boundaries</li> <li>• Teacher performance and development data</li> <li>• Teacher feedback from beginning-of-year trainings</li> <li>• Recruitment activities (e.g., input from parents and community members)</li> <li>• Registration activities (e.g., input from parents)</li> <li>• Neighborhood demographic data and trends</li> </ul>	<p style="text-align: center;">1, 2, 3</p>

## 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 Elementary: \$151,438

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 SOUTHEAST 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: \$67,819
- Special Education (IDEA-B): \$13,027
- National School Lunch Program: \$156,364

#### **State and Local Funds**

- General State: \$2,916,276
- State Compensatory Education: \$151,438
- Bilingual/ESL Program: \$\_\_ - \_\_\_\_\_

## YES PREP SOUTHEAST ELEMENTARY CAMPUS IMPROVEMENT PLAN

### GOAL #1 – MAP Math Growth

<b>CNA Focus Areas</b>	60% of YES Prep Southeast Elementary K-2 students will meet or exceed their projected RIT score in math.
<b>CNA Strengths</b>	YES Prep Public Schools had a comprehensive and strategic process for procuring the best curriculum - Eureka Math, a research-based and highly effective curriculum - for our students. 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.
<b>CNA Needs or Challenges</b>	<p>36% of teachers in YES Prep Southeast Elementary team have less than three years of experience. While we have strong systems in place for coaching and teacher development along with supports for children, we will need to have a strong focus on coaching our teachers in best practices to ensure that all students meet or exceed RIT projected score.</p> <p>We will have students coming to us from at least three 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. Also within the COVID-19 context we are anticipating students to come with grade level gaps in foundational math skills greater than any year before. We will set up strong systems of Rtl to make sure that students that 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.</p>
<b>Systemwide Strategic Priorities</b>	4. Innovate and implement clear, manageable, and high-leverage academic systems.
<b>TEA Strategic Priorities</b>	2. Build a foundation of reading and math.

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	Principal, Assistant Principals, Grade	Eureka Math Curriculum and manipulatives for small group instruction,	MAP Data Unit Assessments	Ongoing student achievement data and check-ins with

homogeneous groups and at-risk students will have a greater number of opportunities to work with the teacher in small groups.	Level Chairs, Teachers	Student Achievement Data, performance on classroom assessments, and technology	Progress on Imagine Learning modules	Principal/Assistant Principal
At risk students who perform below grade level on MAP and beginning of the year math 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	Eureka Math Curriculum and manipulatives for small group instruction, Student Achievement Data, performance on classroom assessments, 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 Southeast 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 Southeast 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 Southeast Elementary will host family workshops to educate families on MAP Data and its meaning to support students to	Principal, Assistant Principal, Parents/guardians and teachers	Resources for parents education, MAP data, and technology	MAP Data	Held monthly during different days and times of the day to encourage

meet or exceed their projected RIT reading and math scores.				parent and family attendance.
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## GOAL #2 – MAP Language Arts Growth

<b>CNA Focus Areas</b>	60% of YES Prep Southeast Elementary K-2 students will meet or exceed their projected RIT score in language arts.
<b>CNA Strengths</b>	<p>YES Prep Public Schools had a comprehensive and strategic process for procuring the best curriculum for our students and our master schedule was created in order to meet the needs of all students. Our literacy program is approximately three hours long and consists of a structured phonics block in which teachers will utilize Foundations curriculum in order to ensure students acquire foundational reading skills. 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. We will use a Spanish Language Arts curriculum, HMH Arriba la lectura, and an English Language Arts curriculum, Great Minds: Wit and Wisdom. All YES Prep teachers will be given a dynamic classroom library with diverse and authentic texts to utilize with their students.</p> <p>YES Prep Southeast Elementary also has hired two interventionists to work closely with our students not meeting grade level and needing dyslexia intervention.</p>
<b>CNA Needs or Challenges</b>	<p>36% of teachers in the YES Prep Southeast elementary team of teachers have less than 3 years of experience. While we have strong systems in place for coaching and teacher development along with supports for children, we 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.</p> <p>YES Prep Schools are offering for the first time the Bilingual program for elementary schools. The curriculum chosen for our SLA block differs from the ELA curriculum. It will be a challenge to make sure that grade level teachers plan together so that ALL students, regardless of the language of instruction, are receiving the same excellent instruction. Common planning periods will be in place to facilitate this collaboration.</p> <p>In the context of COVID-19 we anticipate students coming to us with gaps in their foundational reading skills due to students being out of the school in-person structure for about five months.</p>
<b>Systemwide Strategic Priorities</b>	4. Innovate and implement clear, manageable, and high-leverage academic systems.
<b>TEA Strategic Priorities</b>	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
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<p>All students will receive small group instruction, individualized instruction, and remediation based on individual need for a well-rounded education.</p>	<p>Principal, Assistant Principals, Grade Level Chairs, Teachers</p>	<p>Geodes and Foundations curricula for small group instruction, Student Achievement Data, performance on classroom assessments, and technology</p>	<p>MAP Data Unit Assessments Progress on Imagine Learning modules</p>	<p>Ongoing student achievement data and check-ins with Principal/Assistant Principal</p>
<p>At risk students students who 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.</p>	<p>Principal, Assistant Principals, bilingual interventionist, interventionist focused on reading and dyslexia, Special Education Manager, Grade Level Chairs, Teachers, Teacher Assistants</p>	<p>Geodes and Foundations curricula for small group instruction, Student Achievement Data, performance on classroom assessments, case management data and, and technology</p>	<p>MAP Data Unit Assessments Progress on Imagine Learning modules</p>	<p>Biweekly leadership team meetings to review data and assess needs, weekly grade level case management meetings</p>
<p>YES Prep Southeast 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.</p>	<p>Principal, Assistant Principal, Interventionists and Teachers.</p>	<p>MAP Learning Continuum, Eureka Math Curriculum and manipulatives for small group instruction, MAP data, and technology</p>	<p>MAP Data</p>	<p>After every MAP assessment</p>
<p>All YES Prep Southeast Elementary teachers will have a dedicated Principal or Assistant Principal to support their development and monitor student achievement data.</p>	<p>Principal, Assistant Principals, Teachers</p>	<p>Student Achievement Data Whetstone/Teacher Performance Data Weekly/Bi-Weekly Check-ins</p>	<p>Instructional Excellence Rubric (IER) Data Student Achievement Data</p>	<p>Mid-Year and End-of-Year Holistic Ratings, Ongoing Student Achievement Data (including Map data)</p>

<p>YES Prep Southeast Elementary will host family workshops to educate families on MAP Data and its meaning to support students to meet or exceed their projected RIT reading and math scores.</p>	<p>Principal, Assistant Principal, Parents/guardians and teachers</p>	<p>Resources for parents education and MAP data, and technology</p>	<p>MAP Data</p>	<p>Held monthly during different days and times of the day to encourage parent and family attendance.</p>
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### GOAL #3 – TELPAS

<b>CNA Focus Areas</b>	50% of Southeast Elementary EL students will advance one or more composite level as measured on the TELPAS exam.
<b>CNA Strengths</b>	<p>YES Prep Southeast 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.</p> <p>In addition to having bilingual teachers, the following instructional staff members are also bilingual: the Special Education Manager, the Interventionist who will be supporting students with dyslexia, the Principal, Assistant principal and 5 Teaching Assistants.</p>
<b>CNA Needs or Challenges</b>	<p>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 EL students will need different levels of differentiation in ESL instruction, while keeping instruction rigorous enough to build strong foundations in both languages.</p> <p>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.</p>
<b>Systemwide Strategic Priorities</b>	1. Deeply engage the students, families, and communities we serve.
<b>TEA Strategic Priorities</b>	4. Improve low performing schools.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
In order to support EL students in the Bilingual and Special Education classrooms, teachers will be trained and coached in high leverage language acquisition strategies to provide	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.	Beginning of Year Professional Development Ongoing in job-embedded Professional Development

ALL learners different entry points to access learning and support culturally responsive teaching for a well-rounded education.			Instructional Excellence Rubric (IER) Data	
Bilingual Interventionist will monitor student achievement on an ongoing basis and provide extra support to English Learners 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
YES Prep Southeast Elementary will host family workshops to educate families regarding strategies to support second language acquisition of English Learners at home and connect families to community resources to access to ESL classes for adult family members as well.	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	Principal, Assistant Principal, LPAC Administrator	Language acquisition and instructional strategies materials. ELPS resources.	TEKS ELPS Modeling observation by teachers	Weekly Monthly professional development opportunities.

second language acquisition for English Learners.		PLDs resources. TEA's EL Portal resources. Professional Development Opportunities	Effective One on One coaching cycles. PLC	
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## GOAL #4 – Average Daily Attendance

<b>CNA Focus Areas</b>	96.5% (or higher) will be YES Prep Southeast Elementary’s Cumulative Average Daily Attendance.
<b>CNA Strengths</b>	<p>YES Prep Southeast 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.</p> <p>Our district is planning strategically to offer families options for students to attend school in the context of COVID-19.</p>
<b>CNA Needs or Challenges</b>	<p>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.</p> <p>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.</p>
<b>Systemwide Strategic Priorities</b>	1. Deeply engage the students, families, and communities we serve.
<b>TEA Strategic Priorities</b>	1. Recruit, support and retain teachers and principals.

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 online or in-person.	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 to reach all students.	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

## GOAL #5 – Student Persistence

<b>CNA Focus Areas</b>	At least 93% of students at YES Prep Southeast Elementary who were active in Fall 2020 will return to campus in Fall 2021.
<b>CNA Strengths</b>	<p>YES Prep has been in the Southeast community for more than 21 years. The secondary school is well recognized and an active presence in the community. The Family Association of the secondary school is strong and one of their parents serves as the family fellow for our elementary school. This family fellow will help us get our family association started and continue to benefit from the strong ties of YES Prep to the community.</p> <p>28% of our staff members at YES Prep Southeast Elementary are YES Prep alumni and have lived or still live in the community. This strength will allow our staff members to connect and foster strong relationships with our community.</p>
<b>CNA Needs or Challenges</b>	<p>COVID-19 impact on families moving to new neighborhoods due to financial hardships.</p> <p>We do not have a full-time Student Support Counselor on campus which might affect the counseling support given to our students.</p> <p>Being a founding school we have enrolled students at YES Prep Southeast elementary who do not live inside our boundary and whose families will need to provide transportation. We will need to ensure that these families stay engaged and committed to YES Prep Hobby during the school year and as we transition into the 2020-2021 school year.</p>
<b>Systemwide Strategic Priorities</b>	1. Deeply engage the students, families, and communities we serve.
<b>TEA Strategic Priorities</b>	<ol style="list-style-type: none"> <li>1. Recruit, support and retain teachers and principals.</li> <li>2. Build a foundation of reading and math.</li> </ol>

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	Principal, DCO, Assistant Principals	Friday Folder Structures and Expectations Family Newsletter Family Contact Information Facebook/Instagram	Parent Survey Attendance information	Parent Survey - Once Per Year Attendance - Daily

Room with technology and books for family use.		Pages Class Dojo		
Establish a strong family association to connect all families to the school and community resources.	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 develop children holistically and engage families in this work for a well-rounded education.	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 Southeast Elementary will have strong systems to support families during the 20-21 school year with educational opportunities to access technology and other resources to cover their basic needs to educate and support the whole child.	Principal, Assistant Principals, Teachers, and Interventionists.	Weekly Phone Calls to Support Family Engagement. Online Curriculum Materials and Teacher's Created Materials Connection with the Southeast Secondary for	Data on Students Engagement in Synchronous Online Classes Individual Family Communication Tracker Attendance to School Family Engagement Events	Weekly/Monthly

		Food Bank Program partnership.		
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