



2021-2022 Campus Improvement Plan



**YES Prep Southside Elementary
Campus Number 101-845-105
5515 South Loop East Feeway Suite B
Houston, TX 77033**

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YES PREP SOUTHSIDE ELEMENTARY CAMPUS IMPROVEMENT PLAN

MISSION STATEMENT

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

2021-2022 SYSTEMWIDE INITIATIVES

YES Prep Southside 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 SOUTHSIDE ELEMENTARY CAMPUS IMPROVEMENT PLAN

SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Name	Role
Andrea Citchen	Principal
Laureen Holcomb	Special Education Manager
Erin Wallace	Behavior Support Specialist
Jodi Williams	Teacher
Brittany Austin	Teacher
Khadijah Curet	Teacher
Luz Alonzo	Teacher
Sasha Gilmer	Parent
DeLisa Parks	Parent
Lloyd Ford	Community Member

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on April 29, 2021 and May 11, 2021.

The first meeting was held from 6:00pm to 7:00pm. 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 learned about the vision and mission of the YES Prep Southside 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 identified the problems/needs and strengths of our campus.

On the second meeting that was held from 6:00pm to 7:00pm 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:

Name	Role
Andrea Citchen	Principal
Laureen Holcomb	Special Education Manager
Erin Wallace	Behavior Support Specialist
Jodi Williams	Teacher
Brittany Austin	Teacher
Khadijah Curet	Teacher
Luz Alonzo	Teacher
Sasha Gilmer	Parent
<u>DeLisa Parks</u>	Parent
Lloyd Ford	Community Member

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 Southside 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 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 Southside 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 Southside Elementary K-2 students will meet or exceed their projected RIT score in math.
2. 60% of YES Prep Southside Elementary K-2 students will meet or exceed their projected RIT score in language arts.
3. 100% of Southside 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 Southside Elementary’s Cumulative Average Daily Attendance.
5. At least 93% of students at YES Prep Southside Elementary who were active in Fall 2021 will return to campus in Fall 2022.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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YES PREP SOUTHSIDE ELEMENTARY CAMPUS IMPROVEMENT PLAN

COMPREHENSIVE NEEDS ASSESSMENT – SCHOOL PROFILE

YES Prep Southside Elementary was founded in 2021 to serve students in Grades Pre-kindergarten through 2nd grade. In the 2024-2025 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 2021-2022 schoolwide student demographics (estimates) are:

- ❖ 363 students in Grades Pre-Kindergarten through 2nd
- ❖ Race & Ethnicity:
 - 65% African American
 - 34% Hispanic
 - 1% White
- ❖ 90% economically disadvantaged
- ❖ 25% English Learners (ELs)
- ❖ 50% at-risk
- ❖ 5% special education (SpEd)

Moreover, our campus employs 19 teachers and 17 administrators and support staff.

Neighborhoods Served

The neighborhoods served are the following zip codes 77004, 77021, 77023, 77033, 77047, 77048, 77051, 77054

Neighborhood Demographics

The neighborhood racial demographics are made up of approximately 20.2% Hispanic/Latino, 59.4% Black, 11.7% White and 6.8% Asian

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 cyclical basis during Case Management meetings to design Individual Intervention Plans for students needing extra supports.

3. YES Prep Southside Elementary has a School Support Counselor (SSC). Additionally, a Legacy Behavioral Therapist is available twice a week in our campus to attend students identified in need of extra support. We have also hired a Behavioral Support Specialist (BSS) who will be on campus full time to provide students with extra support both inside and outside of the classroom.
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 targeted 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"> • Neighborhood Demographics • STAAR Data • TEA Accountability Ratings • Attendance • Economically Disadvantaged • ELs • Special Student Populations – 504, Special Education, GT • Standardized Tests • Surveys and Interviews of Students/Staff/Parents • Staff Quality • MAP Performance Data of YES Prep Elementary Schools • Technology Inventory 	1, 2, 3

Bridge – Conclusion of Campus Needs Assessment

After meeting with the Student Support Team and conducting a comprehensive Campus Needs Assessment (CNA), the YES Prep Southside Elementary Campus Improvement Plan (CIP) will address five areas of need for the 2021-2022 school year. We will focus on math achievement, language arts achievement, English Learners (ELs), student persistence and attendance. By addressing these five areas of need, Southside Elementary will successfully support academic growth & achievement, student retention and student attendance.

YES PREP SOUTHSIDE 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 Southside Elementary \$225,544

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 SOUTHSIDE 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: \$159,350
- Special Education (IDEA-B): \$9,296
- National School Lunch Program: \$114,688

State and Local Funds

- General State: \$1,501,301
- State Compensatory Education: \$225,544
- Bilingual/ESL Program: \$79,124

YES PREP SOUTHSIDE ELEMENTARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – MAP Math Growth	
CNA Focus Areas	60% of YES Prep Southside Elementary K-2 students will meet or exceed their projected RIT score in math.
CNA Strengths	According to the MAP data of current YES Prep elementary students, 50% of students met or exceeded their MAP Math goal. Overall, MAP Math scores were stronger than MAP Reading scores. We will continue to utilize Eureka Math and our Master Schedule allows for a 90-minute Math block each day. Small group instruction is factored into the 90 minute-block along with direct instruction and Imagine Learning time.
CNA Needs or Challenges	<p>According to the MAP data of current YES Prep elementary students, 50% of students did not meet their MAP Math goal. 22% of students made no growth or scores decreased from Winter to Spring.</p> <p>Students are coming to us from four different school districts and five different charter schools. Couple that with students not having a “normal” school year the last three semesters. We are anticipating students to come to us with varying knowledge and skill gaps. As a district, we have strong systems in place to identify students who will need additional support. All of Southside Elementary teachers except for two are new to YES Prep elementary and will need targeted support to ensure that they are implementing our Math curriculum (Eureka) with fidelity.</p>
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
All students will have dedicated time each day to work on Imagine Learning Math. Modules in Imagine Learning are individualized to meet the specific needs of each student.	Assistant Principals Teachers	Laptops, Imagine Learning Program	Imagine Learning will collect and track student data at each log-in. Grade levels will participate in a data reflection once per 6 weeks to identify areas of	August, October, December, February, April, June

			strength and gaps. Teachers will redesign small groups to address Math gaps so that students get additional direct instruction.	
At-risk students will receive additional support in small homogeneous groups from our Intervention Teacher at least twice a week. Direct instruction will focus on numeracy and foundational math skills.	Assistant Principals, Interventionist	Student Achievement Data Classroom Assessment Data Eureka Math Curriculum Case Management Data	MAP Data Unit Assessment Data Imagine Learning Data	L-Team meeting twice a month to review data Weekly GL Case Management Meeting
Southside Elementary teachers will implement exit tickets to check for and respond to misunderstandings to ensure all students master grade level skills	Assistant Principals, Teachers	Exit Tickets aligned to Eureka Math curriculum	Exit Ticket Data	Daily
All Southside Elementary teachers will have an instructional coach who will utilize student data and classroom observations to increase growth and learning for all students .	Principal, Assistant Principals, Teachers	Student Achievement Data Whetstone/Teacher Performance Data	Instructional Excellence Rubric Data Student Achievement Data	Mid-Year and End-of-Year Ratings Ongoing: Student Achievement Data

GOAL #2 – MAP Language Arts Growth

CNA Focus Areas	60% of YES Prep Southside Elementary K-2 students will meet or exceed their projected RIT score in language arts.
CNA Strengths	YES Prep has purchased an ELA and SLA curriculum that focuses on English/Spanish Language Arts, fluency, and phonics. Our master schedule allows for us to spend approximately three hours a day to focus on Literacy.
CNA Needs or Challenges	<p>According to the MAP data of current YES Prep elementary students, kindergarten and first grade students didn't make as much growth in their MAP Reading scores as they did in Math. About 24% of students' scores decreased from Winter to Spring.</p> <p>We anticipate students coming to us with significant gaps in foundational reading skills due to Covid. We will have a bilingual classroom in grades K-2. None of these teachers have ever taught in a bilingual classroom, therefore they will need additional support to ensure they are delivering our SLA curriculum (Arriba la lectura) with fidelity.</p>
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
All students will have dedicated time each day to work on Imagine Learning Language Arts. Modules in Imagine Learning are individualized to meet the specific needs of each student.	Assistant Principals, Teachers	Laptops, Imagine Learning Program	Imagine Learning will collect and track student data at each log-in. Grade levels will participate in a data reflection once per 6 weeks to identify areas of strength and gaps. Teachers will redesign small groups to address ELA/SLA gaps so that students get additional direct instruction.	August, October, December, February, April, June

<p>At-risk students will receive additional support in small homogeneous groups from our Intervention Teacher at least twice a week.</p>	<p>Assistant Principals, Interventionist</p>	<p>Student Achievement Data Classroom Assessment Data Geodes and Foundations Curriculum Case Management Data</p>	<p>MAP Data Unit Assessment Data Imagine Learning Data</p>	<p>L-Team meeting twice a month to review data Weekly GL Case Management Meeting</p>
<p>Southside Elementary teachers will implement exit tickets to check for and respond to misunderstandings to ensure all students master grade level skills</p>	<p>Assistant Principals, Teachers</p>	<p>Exit Tickets aligned to ELA/SLA curriculum</p>	<p>Exit Ticket Data</p>	<p>Daily</p>
<p>All Southside Elementary teachers will have an instructional coach who will utilize student data and classroom observations to increase growth and learning for all students.</p>	<p>Principal, Assistant Principals Teachers</p>	<p>Student Achievement Data Whetstone/Teacher Performance Data</p>	<p>Instructional Excellence Rubric Data Student Achievement Data</p>	<p>Mid-Year and End-of-Year Ratings Ongoing: Student Achievement Data</p>

GOAL #3 – TELPAS

CNA Focus Areas	50% of Southside Elementary EL students will advance one or more composite level as measured on the TELPAS exam.
CNA Strengths	<p>Rigorous curriculum has been purchased, and will be utilized, in BOTH English and Spanish classrooms. Students who speak Spanish will be able to learn in the native language while acquiring English via English Language Development lessons that will occur daily.</p> <p>In addition to having bilingual teachers, our Sped Manager, Interventionist, Assistant Principal and 3 Teacher Assistants are also bilingual.</p>
CNA Needs or Challenges	As a founding school, our bilingual students are coming from different districts/schools with different models of bilingual instruction as well as different supports to develop their second language. Our EL students will need differentiated resources and instructions to address their needs. We will need to ensure that instruction is strong in both English and Spanish for these students to build strong foundations in both languages.
Systemwide Strategic Priorities	4. Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	4. Improve low performing schools.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Southside Elementary will ensure that all bilingual teachers and bilingual support staff are extensively trained and coached in the facilitation of our English Language Development programming. We will also provide additional, separate trainings for bilingual teachers that covers language acquisition and accommodations that must occur for ELs to be successful.	Bilingual Assistant Principal, Sped Manager, Interventionist	Student IEPs ELPs Teacher Data	Data Tracker on English Language Proficiency Standards, Report Cards, Progress Monitoring Data in Imagine Learning, IER Data	August In-Service Ongoing PD throughout the school year PLCs

<p>EL students will receive additional English Development time embedded in their core classroom daily using our ELD curriculum</p>	<p>Bilingual Assistant Principal Bilingual Teachers</p>	<p>Curriculum Training Resources, Exit Tickets</p>	<p>We will measure achievement in ELD and progress towards this TELPAS goal via exit tickets that measure Reading, Listening, Writing and Speaking. Exit tickets will be administered once per week. Bilingual teachers and Assistant Principal will complete a data dive once per 6 weeks to determine areas of strength, areas of need and actions needed to track towards our TELPAS goal.</p>	<p>Ongoing check-ins, PLC meetings</p>
<p>EL students will engage in monthly writing prompts aligned with TELPAS assessment standards. Bilingual teachers will adjust small group and instructional supports in response to student need</p>	<p>Bilingual Assistant Principal Bilingual Teachers</p>	<p>TELPAS-aligned writing prompt resources</p>	<p>Bilingual teachers will measure student achievement in writing through alignment to TELPAS scoring. Bilingual teachers will utilize PLC time to norm on exemplar responses and score writing responses. Data will be tracked for EL students so that adjustments can be made to ELD instruction, small group instruction and/or Intervention schedule.</p>	<p>September, October, November, December, January, February, March, April</p>

<p>Establish an effective Language Proficiency Committee consistently monitor our EL students</p>	<p>Principal, Assistant Principals, Sped Manager, Interventionist</p>	<p>ELL Accommodations Progress Reports Report Cards Student Work Samples</p>	<p>Students' previous TELPAS scores if applicable</p>	<p>L-Team meeting twice a month to review data and LPAC Committee meetings three times a year</p>
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GOAL #4 – Student Persistence

CNA Focus Areas	At least 93% of students at YES Prep Southside Elementary who were active in Fall 2021 will return to campus in Fall 2022.
CNA Strengths	Prospective parents as well as Southside community stakeholders and leaders are extremely excited about Southside Elementary. It is important to us to give the community a seat at the table when making decisions and creating systems and programming for the campus. We have made it a point to go out into the community to meet with as many people as possible to understand their needs as well as what they are looking for in a school. Community partnerships have been forged with organizations that will provided resources to not just our students, but also to their families. At Southside Elementary, we will focus on the whole child. All students will have access to Social Emotional learning. We also have a full time Student Support Counselor and Behavior Support Specialist who will provide proactive support to both students and teachers.
CNA Needs or Challenges	Currently, Southside Secondary’s student demographics does not mirror that of the community. Perception in the community is that YES Prep is an organization for Hispanics families and not Black families. Through our conversations with staff at the secondary campus as well as neighboring schools parental involvement is an issue.
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

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Establish a strong parent association to connect families to the school community	Principal, Assistant Principals, DCO	Family Survey Family Fellow	Parent Survey Meeting Attendance	Fall 2021
School will facilitate academic and cultural programming BOTH during school hours and outside of school hours to ensure all parents are able to	Principal, Assistant Principals,	Calendar of Events Title I Funds	Every nine weeks via parent survey	Ongoing (we will have at least 2 events per month)

participate in events, regardless of their availability.	DCO, SSC, GLCs			
YES Prep Southside Elementary will provide students with socio-emotional learning that will occur daily (morning meeting, closing meeting, recess, purposeful play, etc.) to provide a well-rounded education	Teachers, SSC, BSS	Sanford & Harmony curriculum, resources, and training	Baseline data will be collected to measure student and parent satisfaction via parent survey at the beginning, middle and end-of-year. These surveys will be created by the school Leadership Team and through Panorama surveys	August, November, and May
Both the SSC and BSS, will provide our at-risk students with SEL support on a consistent basis through small group and individual sessions	SSC, BSS	Classroom Observations Staff Referrals Parent Referrals	Progress Monitoring Notes Discipline Data Attendance Data Teacher Observations	Weekly during Grade Level Case Management Meetings
Partner with community organizations who will aid us in recruiting and retaining Black families	Principal, Assistant Principals, DOC, SSC	Community Organizations Southside Community Stakeholders	Parent Satisfaction survey that will be sent out to parents three times a year Representation on the Parent Association	Ongoing

GOAL #5 – Average Daily Attendance

CNA Focus Areas	96.5% (or higher) will be YES Prep Southside Elementary’s Cumulative Average Daily Attendance.
CNA Strengths	YES Prep Southside Elementary staff will support both students and families holistically. Having a full-service Legacy clinic on campus will allow for students to be seen by a medical professional for medical and mental health needs while on campus. Our SSC will partner with community organizations to provide resources that will help meet the needs of our families. Our Operations Team has a robust system to track and follow up with absent students. We will be sure to celebrate students who are consistently present at school.
CNA Needs or Challenges	Many of our first and second graders have been attending school virtually for the last year and a half. Getting back into the swing of coming to school in person may be a challenge for them and or their parents.
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Southside Elementary will provide incentives and awards for all students with strong attendance records during grade level huddles on a monthly and quarterly basis	SIS Clerk, EA, GLCs, Teachers	Attendance Reports Award Certificates	We will pull reports every 3 weeks and every 9 weeks to collect attendance data through our SIS system. We will celebrate students consistently throughout the school year.	Last Thursday of each month Ongoing-Every nine weeks
We will call all parents whose child is not present at school by 8:30 AM	Classroom Teachers, DCO, SIS	Attendance reports in Skyward	Front office staff will ensure that all parents of absent students will be	Everyday

	Clerk, Receptionist		called by 9 AM each day to see how we can support them in getting to school.	
Form an attendance committee and meet once every 3 weeks to monitor attendance, identify families of concern, and decide on actions to address poor attendance	DCO, SIS Clerk	Attendance reports in Skyward	Attendance reports will be pulled every 3 weeks to review with the attendance committee. Attendance data will be shared with larger staff and school community at regular intervals.	Every 3 weeks
Our nurse, SSC and Legacy staff will work with our families to ensure basic needs are being met	Principal, Assistant Principals, DCO, SSC, Legacy Staff	Purple Information provided by parents	Concerns from staff, students and or families Purple data	Ongoing