



2021-2022
Campus Improvement Plan



Southeast Elementary

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

YES PREP ELEMENTARY SOUTHEAST 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.

2021-2022 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

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YES PREP SOUTHEAST ELEMENTARY CAMPUS IMPROVEMENT PLAN

SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Diana Rios	Principal
Margaret Simon	School Nurse
Jessica Walcik	Teacher Interventionist
Danielle Brooks	SpEd Teacher
Rosario Martinez	Teacher
Marjorie Pena	Community Member
Suyapa Gomez	Parent
Lorena Gorena	Parent

Meetings and Community Access

The CNA and CIP were developed by the School Support Team (SST). The meetings were held on September 3, 2021, from 12:00 pm to 1:16 pm and September 3, 2021, from 1:26 pm to 2:34 pm.

The CIP is available in English and Spanish at the campus front office, on the campus website, at PFE meetings, and parent and community engagement activities and events.

During this first meeting, the SST members connected and familiarized themselves with their roles on the team. Also, team members learned about the team's purpose and learned specific vocabulary like CNA, CIP, Title I. The team also learn about the vision and mission of the YES Prep Southeast Elementary Campus. The team also analyzed important academic and non-academic data about our founding year at Southeast Elementary.

Each group discussed the data and identified the problems/needs and strengths of our campus.

At the second meeting, the SST came together to share the problems/needs and strengths identified. As a group, we agreed on the trends identified in the data and prioritized the problems/needs that the school would have to focus on to reach our campus' goals. The SST team also reviewed the campus goals and discussed high-impact actions to achieve our goals based on the identified problems.

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 parent and community engagement activities and events. In addition, families will be notified via our weekly Sparks Family Notes and social media channels that the Campus Improvement Plan is posted on our website. 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 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:

Diana Rios	Principal
Jessica Walcik	Teacher
Marjorie Pena	Community Member
Brenda Lacy	Pre-K Parent
Suyapa Gomez	Kinder Parent
Priscilla Franco	First and Second Grade Parent
Nisey James	Second Grade Parent
Lorena Gorena	Third Grade Parent

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 parent community engagement activities and events. In addition, 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. Also, 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, such as meetings in the morning and evenings, during different days of the week, in-person and virtual, to accommodate All YES Prep Southeast Elementary families' needs. Families and parents will be encouraged to attend these informative meetings to learn about the school's participation in Title I, curriculum programs, assessments, how student achievement is measured, and how the school and families will partner to support students' academic growth.

Campus leaders will actively promote participation in these meetings through our social media channels, website, and the weekly Sparks Family Notes.

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

1. 50% of STAAR exams scoring "Approaches" or better, "Meets" or better, and "Masters"
2. 100% meet target - Closing the Gaps meet or exceed Domain III. TELPAS 36% Els advance one composite score or score AH.
3. 93% of students who are active on 9/1 of current year at YES Prep Southeast Elementary and still active on 9/1 of the following year.
4. 96.5% (or higher) will be YES Prep Southeast Elementary's Cumulative Average Daily Attendance.
5. 60% of YES Prep Southeast Elementary K-3 students will meet or exceed their projected RIT score in math.

Southeast Elementary Focus Areas:

- 1) Student Achievement and Growth- We prioritize opportunities for growth so that all Sparks, big or small, can reach their fullest potential, achieve their goals and live as their authentic, best selves.
- 2) Accountability - We hold each other accountable for pursuing excellence in all the things we do and in ways that further our mission in service of our students and families.
- 3) We build relationships with each other, our students, and our community to ensure we become a long-lasting member of the Southeast community.

CIP Contact Information

Any questions regarding this CIP should be directed to:

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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 Pre-K-3. 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 2021-2022 schoolwide student demographics (estimates) are:

- ❖ 458 students in Grades Pre-K - 3
- ❖ Race & Ethnicity:
 - 0.2% American Indian
 - 0.4% Asian
 - 6.1% Black
 - 88.9% Hispanic Latino of Any Race
 - 3.1% Multiple Races
 - 1.3% White
- ❖ 72% economically disadvantaged
- ❖ 43.7% English Learners (ELs)
- ❖ 46.3% at-risk
- ❖ 6.8% special education (SpEd)

Moreover, our campus employs 33 teachers and 15 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 weekly during Case Management meetings to design Individual Intervention Plans for students needing extra supports.
- 3) YES Prep Southeast Elementary has a full-time SSC and a Legacy Behavioral Therapist three times a week in our campus to attend to 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 targeted 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"> • TEA Accountability Ratings • Persistence data (disaggregated by subpopulation) <ul style="list-style-type: none"> ○ Attendance data ○ School Leaver/withdrawal data • Student demographic data • EL student data • SpEd student data • At-risk student data • Teacher performance and development data • Surveys and Interviews of Students/Staff/Parents • Formative and Summative Southeast Elementary Assessments • MAP Assessment Data from the 2020-2021 school year • Neighborhood demographic data and trends 	<p style="text-align: center;">1, 2, 3</p>

YES PREP SOUTHEAST 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 Southeast Elementary: **\$557,436**

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: **\$215,223**
- Special Education (IDEA-B): **\$25,811**
- National School Lunch Program: **\$280,870**

State and Local Funds

- General State: **\$2,916,276**
- State Compensatory Education: **\$557,436**
- Bilingual/ESL Program: **\$179,444**

YES PREP SOUTHEAST ELEMENTARY CAMPUS IMPROVEMENT PLAN

GOAL #1 – 50% of STAAR exams scoring "Approaches" or better, "Meets" or better, and "Masters"

CNA Focus Areas	YES Prep Southeast Elementary will have 50% of STAAR exams scoring "Approaches" or better, "Meets" or better, and "Masters"
CNA Strengths	<ul style="list-style-type: none"> More than half of the teachers in 3rd grade looped in with the student from 2nd grade. Thus, they are familiar with the students' strengths and weaknesses, allowing them to support their students with their greatest needs. These three teachers know the curriculum well and support their co-teachers by providing aligned, high-quality, and rigorous instruction. We have three interventionists to support students that are in tier 3. One of the interventionists is mainly dedicated to helping 3rd-grade students and teachers. The average experience of our interventionists is 13 years, and all are highly qualified.
CNA Needs or Challenges	<ul style="list-style-type: none"> MAP projections for STAAR tell us that about 60% of our rising third graders will not be able to approach grade level. Our campus is only PK-3rd grade; therefore, our performance on 3rd grade STAAR weighs heavily on our overall TEA accountability ratings 31% of 3rd graders are new to our campus and came with different level of academic level readiness due to coming from different districts and campuses.
Systemwide Strategic Priorities	<ul style="list-style-type: none"> Innovate and implement clear, manageable, and high-leverage academic systems.
TEA Strategic Priorities	<ul style="list-style-type: none"> Build a foundation of reading and math. Improve low-performing schools.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
YES Prep Southeast Elementary will host family workshops to inform families	Principals, Assistant	Resources for parent education, STAAR	STAAR Domain I Data MAP Growth Progress Monitoring	Weekly Newsletter Monthly Coffee with the Principal

on STAAR Assessment, student goals and its meaning to support students to meet or exceed their projected goal. In addition, the weekly newsletter includes objectives of the week and how to help students at home.	Principals, Teachers	student data and technology		Monthly Family Workshops
All students will receive individualized support through small group instruction with the classroom teacher. In addition, tier 3 students will be supported by interventionists and progress monitoring throughout the year.	Principals, Assistant Principals, Teachers, SpEd inclusion teachers and interventionists	BOY MAP data MAP Progress Monitoring Data Microsoft Teams Power BI Data Reports Aware End of Module Assessments	Fundations Progress Monitoring Tool Rigby Leveled Readers Progress Monitoring Exit Tickets End of Module Assessments	Biweekly leadership team meetings to review data and assess needs, weekly grade level case management meetings
Deep data-dives based on common assessment data with teachers and support staff during winter and two in the spring to track and align student performance on STAAR items to progress monitor STAAR goal target.	Principals, Assistant Principals, Teachers, SpEd inclusion teachers and interventionists	STAAR practice student data, case management data and technology	Common Assessment Data	Three times in the year by April 2021
3rd Grade Tutorials: Beginning October 19 th in language arts and math.	Principal, APs, DCO, and SpEd Manager	Power BI Reports that identify Tier 2 and 3 students District provided curricula for tutorials Admin support during tutorials	MAP Progress Monitoring Tool.	Weekly beginning October 19 th
The elementary programs team will conduct preview module PLCs for every language arts and math module and data dives at the end of every	Elementary Bilingual Program Manager, Elementary Literacy Program	Microsoft Teams Power BI Data Reports Aware End of Module Assessments	Principal, APs, and district programs team will monitor data in Power BI after every	Ongoing

module to adjust the course of instruction.	Manager, and Elementary STEM Program Manager	Unit Assessments New Read Assessments Exit Tickets	end of module assessment Principal, APs, and district program team will monitor data uploaded in Aware	
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GOAL #2 - 100% meet target - Closing the Gaps meet or exceed Domain III. TELPAS 36% ELs advance one composite score or score AH.

CNA Focus Areas	Southeast Elementary will 100% meet target - Closing the Gaps meet or exceed Domain III. TELPAS 36% ELs advance one composite score or score AH.
CNA Strengths	<ul style="list-style-type: none"> • We have added two inclusion SpEd teachers to our staffing module in order to support our special education students. The two teachers that joined the team are founding teachers and are familiar with working with our teachers and students. We have a strong special education team that supports our students: A SpEd Manager, one self-contained teacher, two inclusion teachers, and two SpEd teacher assistants. • Our school will be a pilot school for the district by implementing ELLevation strategies, to make classroom content accessible to all learners and improve EL's achievement.
CNA Needs or Challenges	<ul style="list-style-type: none"> • Although we only have 458 students, we have 35 students identified as needing Special Education and 14 more are being evaluated for Special Education. It is a large number for a founding school in its second year and it represents a challenge as we timely adjust our staffing to meet the student's needs. Finding qualified and highly effective Special education and bilingual teachers is a challenge. • We have 458 Total Enrollment as of now, 183 Bilingual Students, for total of 39.8% of emergent bilinguals of our student body. Our bilingual program, which is in its second year of implementation, serves the academic program in which most of our emergent bilinguals reside. Our ELA curriculum is different from our SLA curriculum which poses a challenge for common planning time and alignment for our teachers. It will be challenging to make sure that grade level teachers plan together so that ALL students, regardless of the language of instruction, are receiving excellent unified instruction. Common planning periods will be implemented 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. 4. Improve low-performing schools.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
We will have support staff (interventionist and SpEd Inclusion) in PLC to receive high-level and aligned training and planning to support students' needs.	Assistant Principals, SpEd Manager, SpEd Inclusion, Interventionists,	Student IEPs ELPS Teacher Data	STAAR Domain I Data	Weekly PLC meetings
TELPAS: provide high-level of professional development, to Core Enrichment and Interventionists, in instructional strategies to support English Learners.	Assistant Principals, Interventionist, Core Enrichment Teachers	Language acquisition and instructional strategies materials. ELPS resources. PLDs resources. TEA's EL Portal resources. Professional Development Opportunities	ELD Standards Based Grading Students' writing folders and ratings based on PLDs data across subjects	At least one training in Fall and winter 2021 and one last training before TELPAS testing in the Spring.
Designated PD days to analyze student work based on PLD's to track students progress towards the TELPAS growth.	Bilingual Interventionist, Special Education Manager, Bilingual Assistant Principal and Principal	Bilingual and Spanish Library books, Report Cards, Imagine Learning and Imagine Learning Español, English Language Proficiency Standards (ELPS), Case Management Data	ELD Standards Based Grading Students' writing folders and ratings based on PLDs data across subjects	Monthly PLC starting in October
Implementation of instructional strategies across all content areas to strengthen first and second language acquisition and individualize learning for special education students.	Principal, Assistant Principal, LPAC Administrator, SpEd Manager	Language acquisition and instructional strategies materials. ELPS resources. PLDs resources. TEA's EL Portal resources. Professional Development Opportunities	TEKS ELPS Modeling observation by teachers Effective One on One coaching cycles. PLC	Weekly Monthly professional development opportunities.

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	Language acquisition and instructional strategies materials. ELPS resources. PLDs resources. TEA's EL Portal resources. Professional Development Opportunities	TEKS ELPS Modeling observation by teachers Effective One on One coaching cycles. PLC	Weekly Monthly professional development opportunities.
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GOAL #3 – MAP Growth

CNA Focus Areas	60% of YES Prep Southeast Elementary K-3 students will meet or exceed their projected RIT score in math.
CNA Strengths	<ul style="list-style-type: none"> • YES Prep Public Schools acquired procured curricula that lays out details for lesson delivery for all teachers. 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 across grade levels. • YES Prep Southeast Elementary is also being very intentional about protecting common planning time to ensure that teachers are aligned in best instructional practices, curricula and lesson plan 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. • We had an average of approximately 53% of students across grade levels exceeded their growth goals in math and 50% in reading. In 2nd grade, the percentage of students in the "low quantile" in math decreased.
CNA Needs or Challenges	<ul style="list-style-type: none"> • About 200 students are new to our campus. Many of them are taking MAP for the first time and come from different schools and different districts so we have many different academic needs and gaps to fill. • 1st grade reading and 2nd grade math had the least percent of students either meeting/exceeding their MAP goals last year. This means that our current second and third graders will need the most support by interventionists, to achieve at grade level.

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. 4. Improve low-performing schools.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
All students will have goal conferencing between students and teachers. Thus, allowing students to own and identify their weakness and strengths to move their goals forward.	Assistant Principals, Grade Level Chairs, Teachers	Student Achievement Data, Performance on classroom assessments and technology	MAP Data Unit Assessments Progress on Imagine Learning modules	Ongoing student achievement data
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 RTI reading and math scores.	Principal, Assistant Principal, Parents/guardians and teachers	Resources for parents education, MAP data, and technology	MAP Data	At the beginning, middle and close to the end of the year. Monthly Coffee with the principals?
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.	Principal, Assistant Principals, bilingual interventionist, interventionist focused on reading and dyslexia, Special Education Manager, Grade Level Chairs, Teachers, Teacher Assistants	Geodes and Foundations curricula for small group instruction, Student Achievement Data, performance on classroom assessments, case management data and, and technology	MAP Data Unit Assessments Progress on Imagine Learning modules	Biweekly leadership team meetings to review data and assess needs, weekly grade level case management meetings

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 Data Unit Assessments Progress on Imagine Learning modules	Ongoing Student Achievement Data Progress Monitoring MAP Data
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GOAL #4- Student Persistence

CNA Focus Areas	93% of students who are active on 9/1 of current year at YES Prep Southeast Elementary and still active on 9/1 of the following year.
CNA Strengths	<ul style="list-style-type: none"> As a founding school last year, we exceeded our persistence goal by having 93% of our families return. This creates a culture of belonging and strong family culture. Many of our families have multiple students in our school because they trust us and have decided to make our school their choice for the whole family. YES Prep Southeast Elementary is committed to excellent communication with families, a strong focus on Social Emotional Learning, and student academic growth. In addition, we are committed to educating our students holistically; hence we have a full-time Student Support Counselor and Legacy Clinic offering clinical counseling and medical attention to keep our students healthy physically and mentally. These commitments to our community will ensure continued strong persistence.
CNA Needs or Challenges	<ul style="list-style-type: none"> Our African American population had the lowest persistence rates, and this year we did not see their enrollment represent the community we serve. We are faced with the challenge of being a true culturally responsive school that represents the community it serves. Due to the challenges of COVID and the school not offering virtual school this year, many families have decided to homeschool their children. We anticipate this being a challenge to meet this goal.
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	1. Recruit, support and retain teachers and principals.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Multiple ways of communication to ensure we reach all families in a culturally responsive way: Friday Folder, weekly Family Notes, Social Media Post with important events and information, Parent Resource Room with technology and books for family use.	Principal, DCO, Assistant Principals	Friday Folder Structures and Expectations Family Newsletter Family Contact Information Facebook/Instagram Pages Class Dojo	Parent Survey Attendance information	Parent Survey - Once Per Year Attendance - Daily
Creating a strong family association to connect families to the school and community resources.	Principal, DCO, Aps, Family Engagement Ambassador, Parent Fellows	Friday Folder Structures and Expectations Family newsletter Family Contact Information Facebook/Instagram Pages Class Dojo	Family Survey Attendance information	Fall 2021
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	Principal, Director of Campus Operations (DCO), Assistant Principals, SSC	Sanford Harmony online curriculum, resources, and trainings	Teacher Survey Student Climate Survey	Fall and Spring Window Surveys

holistically and engage families in this work.				
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GOAL #5 – Average Daily Attendance

CNA Focus Areas	96.5% (or higher) will be YES Prep Southeast Elementary’s Cumulative Average Daily Attendance.
CNA Strengths	<ul style="list-style-type: none"> • Our operations team is in their second year, guaranteeing that the systems we used last year will improve attendance and yield a better ADA percentage. These systems include but are not limited to solid communication with all families, communication between attendance registrar and teachers to support families, partnership with Legacy, and having our school nurse promote perfect attendance while keeping our school healthy and safe. • Robust systems to support our families affected by COVID-19, minimize attendance impact by mitigating the spread and provide testing to all our students and families. Part of these systems includes the Legacy Clinic located on our campus, which offers a registered nurse, COVID -19, flu, and strep testing.
CNA Needs or Challenges	<ul style="list-style-type: none"> • Our African American students had the lowest attendance percentage. The need to improve the ADA percentage of African American Families is at the core of our equity work at YES Prep Southeast Elementary. • Consistent and aligned communication from all stakeholders for families. As the school grows out, it is a challenge to keep communication aligned for all stakeholders.
Systemwide Strategic Priorities	1. Deeply engage the students, families, and communities we serve.
TEA Strategic Priorities	1. Recruit, support and retain teachers and principals.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Educate families on the importance of crucial learning time to proactively deter repetitive tardiness, early leaves, and absences via planned family workshops.	Assistant Principals, Attendance Clerk, DCO Teachers, Family Engagement Ambassador	Attendance Reports	Monthly attendance reports	Ongoing- Every nine weeks
Host family events (Report Card Conference days, Meet the Teacher, Fun Family Nights, throughout the school year. (while remaining COVID safe)	Principal, Director of Campus Operations (DCO), Assistant Principals	Calendar of Events	Every Six Weeks Parent Survey	Ongoing (we have at least 2 events planned per month)
Our nurse and SSC will work with COVID impacted families to re-engage with learning as soon as they're safely able to do so.	Principal, Assistant Principals, DCO, SSC, nurse, and Legacy Clinic	Purple Confidential medical information provided by families COVID-19 return dates and communication trail	Qualitative information/concerns from teachers and families Student registration documents COVID tracking document	Ongoing
Strategically celebrating spirit weeks to encourage attendance during weeks prior to a holiday or weeks historically identified as weeks with low attendance on our campus.	Assistant Principals, Attendance Clerk, DCO Teachers, Family Engagement Ambassador	Attendance Reports	Monthly attendance reports	Ongoing- Every month