



**2024 – 2025
Campus Improvement Plan**

YES Prep North Central Elementary
YES Prep Public Schools
Campus Number 101845103
1900 Strawn Rd. Houston, TX 77039

Each school year the principal of each school campus, with the assistance of the campus-level School Support Team, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). 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. Any questions regarding this CIP should be directed to:

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DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS

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

District's Vision

Every child in Houston will have equitable access to a public school that delivers a college-ready education.

District's Mission

YES Prep Public Schools empowers all Houston students to succeed in college and to pursue lives of opportunity.

System Strategic Priorities

- **Educational Equity:** Ensure that every child in Houston has greater access to YES Prep Pre-K through 12th grade education.
- **Student Achievement:** Ensure that in every school, in every classroom, every day, ALL students engage in rigorous, aligned, and active learning, dramatically increasing their college readiness.
- **Culture & Identity:** Embrace the diverse communities, cultures, identities, and abilities of ALL students, empowering all Houston students to succeed in college and to pursue lives of opportunity.
- **Talent:** Continue to attract diverse, extraordinary talent at every level and will purposefully increase inclusivity, retention and development of teammates.
- **Support Systems & Processes:** Make optimal use of systems and data, and share innovative best practices to significantly increase agility, productivity and sustainability.

Campus's Vision

We exist to cultivate a safe and positive learning community that prioritizes each student's needs, enabling them to reach their fullest potential with the skills necessary for secondary, college, and beyond.

Campus Goals (Focus/Critical Areas)

1. **Student Achievement:** North Central Elementary will ensure that 70% of their Kinder - 5th grade students meet or exceed their MAP Math growth targets, and 60% meet or exceed their MAP Reading growth targets. North Central Elementary will ensure that 70% of their Kinder - 5th grade students meet or exceed their MAP Math growth targets, and 60% meet or exceed their MAP Reading growth targets.
2. **Family and Community Involvement:** North Central Elementary will create an inclusive environment for parents and families, leading to 96% of students enrolled on the first day of the 24-25 school year persisting until the last day of school.
3. **School Culture and Climate:** North Central Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.6%.

TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES



Source: [TEA Strategic Plan | Texas Education Agency https://tea.texas.gov/about-tea/welcome-and-overview/tea-strategic-plan](https://tea.texas.gov/about-tea/welcome-and-overview/tea-strategic-plan)

ESSA Program Implementation Statutory Requirements

- Element 1: SWP Comprehensive Needs Assessment (CNA)
- Element 2: SWP Campus Improvement Plan (CIP) Requirements
- Element 3: Program Evaluation/Annual Review

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

SCHOOL SUPPORT TEAM

Our School Support Team (SST) was designed to conduct the Campus Needs Assessment (CNA), create, review, monitor, and evaluate the Campus Improvement Plan (CIP). This model is aligned to state legislation and YES Prep policy. The intention of the SST is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

#	Full Name	Position/Title
1	Michelle LaFlure	Principal
2	Jaime Ybarra	School Leader (<i>Assistant Principal</i>)
3	Jonathan Martinez	School Leader (<i>Assistant Principal</i>)
4	Diana Saavedra	School Leader (Assistant Principal)
5	Cybil Frejia	Community Member
6	Jennifer Rodriguez	Community Member
7	Ruth Diaz	Parent
8	Judy Palmeros	Parent
9	Elizabeth Zarate	Paraprofessional (<i>Executive Assistant</i>)
10	Victoria Gonzalez	Paraprofessional (<i>Registrar</i>)
11	Mindy Mines	Paraprofessional (<i>Teacher Assistant</i>)
12	Diego Roman	Teacher
13	Shelbi Millegan	Teacher
14	Danitra Arredondo	Administrator (Head of Schools)
15	Trista Fortuna	Administrator (Government Grants Specialist)

Meetings and Community Access

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on May 21st, 20204, and again on May 21st, 2024, to develop the CNA. The first CNA meeting was held in North Central Elementary and started at 1:00 PM-2:00 PM. The second meeting was held in North Central Elementary and started at 2:00 PM-3:00 PM. We plan to meet again each quarter to review and revise the CNA as needed. If an SST member was not able to attend the meeting, efforts were made to contact the member to update him/her/them on the topics discussed and to gather his/her/ their input.

During the first meeting on May 21st, 2024, Principal Michelle LaFlure began the meeting with introductions. An ice breaker was conducted to support relationship building. The SST members had a chance to connect and know the role of each team member. Then, Principal Michelle LaFlure shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. 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 North Central Elementary. The importance of attendance and the purpose of this Title 1 Team was emphasized and explained to all

members. The purpose of the Comprehensive Needs Assessment was shared. Principal Michelle LaFlure then provided each person with a sample list of data options that the committee members could use to lead conversations to identify which data the committee would review to gather strengths and problems from the 2023-2024 school year. Principal Michelle LaFlure lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at six specific data points to identify strengths and problems from the 2023-2024 school year. Principal Michelle LaFlure thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on May 21st, 2024, the SST reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024 school year but focused on the problems identified in the data. Principal Michelle LaFlure led the team in prioritizing the problems. Each team member was asked to help identify three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the three problems.

The School Support Team reviewed the data listed to identify strengths and problems.

Data Sources Examined during the CNA Process	Title I SWP Element
<ul style="list-style-type: none">• Evaluations from program, activities, and initiatives• Census• TEA Accountability Ratings• STAAR performance of surrounding schools• MAP performance of YES Prep Elementary schools• Staff Quality• Community Feedback• YES Prep programming and teaching facilitation data.• Staff Development• Standardized Tests• Surveys and Interviews of Students/Staff/Parents• Technology Inventory	1, 2, 3

COMPREHENSIVE NEEDS ASSESSMENT

Campus Profile

YES Prep North Central Elementary was founded in 2020 to serve students in grades PK-5. Our campus employs 42 teachers and 29 administrators and support staff.

In terms of performance, 73% of our students are at Approaches, 45% of our students are at Meets and 19% of our students are at Masters on STAAR Math and Reading, respectively.

Student Demographics

The 2024-2025 schoolwide student demographics (estimates) are:

% economically disadvantaged	97%
% English Learners (ELs)	46%
% at-risk	79%
% special education (SpEd)	13%
% Hispanic/Latino	89%
% African American	6%
% Asian	4%
% White	9%
% American-Indian	0%

Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77039, 77032, 77037, 77076, 77093, 77060, 77022. The neighborhood racial demographics are approximately:

% Hispanic/Latino	83%
% African American	9%
% Asian	2%
% White	6%
% American-Indian	0%

Conclusion of CNA

Summary/Bridge of Identified Problems:

List Here: Increase teacher to family communication, Incentivize attendance for lower elementary students.

Areas of Focus for Next Year:

1. Student Achievement
2. Family and Community Involvement
3. School Culture and Climate

PARENT AND FAMILY ENGAGEMENT

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

We will review, assess, and update the Parent and Family Engagement Policy quarterly during the 2024-2025 school year.

There will be multiple meetings at flexible times, such as meetings in the morning and evenings, during different days of the week to accommodate ALL YES Prep North Central Elementary families' needs. Families and parents will be encouraged to attend these informative meetings where they will learn about the school's participation in Title I programming, curriculum programs, assessments and how student achievement will be measured and how the school and families will partner to support students' academic growth.

Participation in these meetings will be actively promoted through our social media channels, website and the weekly Family Notes.

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 YES Prep North Central Elementary \$6,857,990

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.

Strategies to Serve At-Risk Students

Early Identification: Implement a system for early identification of at-risk students. This might involve reviewing academic performance, attendance records, behavior reports, and input from teachers and counselor.

Small Group Instruction: Offer small group instruction for students who are struggling academically. This allows for more personalized attention and targeted interventions.

Tutoring and Academic Support: Establish tutoring programs or peer tutoring where students can get extra help with challenging subjects.

Data-Driven Decision-Making: Use data to inform decisions and adjust strategies as needed. Regularly analyze academic and behavioral data to track progress and make improvements.

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: \$519,750
- Special Education (IDEA-B): \$108,188
- National School Lunch Program: \$610,403

State and Local Funds

- General State: \$4,212,505

- State Compensatory Education: \$1,172,915
- Bilingual/ESL Program: \$234,228

YES PREP NORTH CENTRAL ELEMENTARY CAMPUS IMPROVEMENT PLAN

Goal #1: STUDENT ACHIEVEMENT

Goal (3rd+)	North Central Elementary will ensure that 70% of their Kinder - 5th grade students meet or exceed their MAP Math growth targets, and 60% meet or exceed their MAP Reading growth targets.
Goal (K-5)	North Central Elementary will ensure that 70% of their Kinder - 5th grade students meet or exceed their MAP Math growth targets, and 60% meet or exceed their MAP Reading growth targets.

What are one or two areas of STRENGTH for your campus in terms of this goal?

We have very clear aligned goals that have remained consistent for the past couple of years. The entire leadership team analyzed data towards our goals over the summer and understands how their respective roles impact our student achievement. In PK we have a goal tied to the Circle Test. Last year, 89% of students were on grade level in reading and math. Our goal this year is that at least 90% are on grade level in reading and 90% in math. Last year 50% of our students met their EOY MAP Growth Goals and 58% met their EOY Math MAP. This year we have increased both of those goals (60% for reading and 65% for math). We had a STAAR Domain I of 45% last year (a decrease from the previous year) and our goal is a 53% for this year. The Leadership Team has a strategic plan to address this.

Student/Family Persistence: 97.3% of our families persisted last year. We are no longer growing out a grade level every year, so we do not have to spend time teaching students and families the routines and procedures of the campus.

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?

Math STAAR Domain III: Traditionally, math has been our strength on the STAAR test. Last year we saw an 8% decrease in all students Math Meets+, 21% decrease in African America students' Math Meets +, 30% decrease in all student's growth in Math, 30% decrease in a Hispanic students' Math growth, and 29% decrease in High-Focus Math growth. We need to increase Meets + and we need to increase growth in 3rd-5th Math.

Students on grade level as identified by MAP: In analyzing our K-5 courses, while students are meeting growth targets, our students are not making significant gains to be on grade level. Only 45% of students were on grade level in 1st grade reading, 46% in 2nd reading, and 56% in 5th reading. Only 57% of students were on grade level in 1st Math and 37% in 2nd Math. This year our goal is that every course has an 8% increase in the number of students who are on grade level between the BOY and EOY test.

What will your **READING STRATEGY** be for your campus in terms of this goal?

STAAR: One of our most effective strategies for student support is being strategic about coaches. This year there are 8 instructional staff who coach 52 teachers (Principal, Resident Principal, two APs, two DOIs, and a resident AP). In STAAR courses the Academics team provides small group instruction to students beginning in January. The RP (Resident Principal) and Bilingual DOI support our two lowest STAAR courses from last year (3rd SLA had a Domain I of 21% and 4th SLA had a Domain I of 39%). This is the only STAAR course they support. The same AP that supported 3rd Reading supports 3rd Reading this year. Our 4th and 5th English Reading classes had a Domain I of 56% and 53%; they are not only the highest on the campus, but the same DOI will support them this year. Semester 1 we will focus on Tier 1 instruction and in January, my instructional leadership team will begin small group instruction with students to support reading instruction. We have two interventionists that will focus on tier 3 math and reading instruction all year.

Lower Elementary Reading Strategy: In alignment with Reading by Design, we have ensured that we are explicitly teaching foundational reading skills in PK-3rd grade. We have increased the amount of time we teach phonics in 1st grade due to MAP data from last year and in 4th grade we support our Tier 3 students in foundational skills with one of our three interventionists.

Whole School Reading Strategy: Coaches meet with teams weekly to do lesson internalization meetings focused on the Teacher Model and the student work. This strategy will support all students and ensure Tier 1 instruction is strong. All SpEd Inclusion, Teacher Assistants, and Student Teachers attend internalization meetings to ensure they have a deep understanding of the content, potential student misconceptions, and so that they can support individual students or small groups of students throughout the lesson.

What will your **MATH STRATEGY** be for your campus in terms of this goal?

STAAR: One of our most effective math strategies is strategic staffing. Staffing: 6/8 of our 3rd-5th grade math teachers (including SpEd inclusion teachers) returned in their role this year. The Assistant Principal is coaching 3rd and 5th grade math for a second year in a row and the principal is coaching 4th math for a 3rd year in a row. Both SpEd Inclusion teachers are returning from last year and supporting the same courses. In addition, we have two student teachers in 4th math to support with student instruction. Given that we had a Domain I of 37% in 3rd bilingual math, my Resident AP is coaching that course, and it is her only STAAR course. This will allow her to provide more support to the teacher and more targeted small group instruction to students.

Math Strategy: Coaches meet with teams weekly to do lesson internalization meetings focused on the Teacher Model and the student work. This strategy will support all students and ensure tier 1 instruction is strong. All SpEd Inclusion, Teacher Assistants, and Student Teachers attend internalization meetings to ensure they have a deep understanding of the content, potential student misconceptions, and so that they can support individual students or small groups of students throughout the lesson.

What strategies will be used to serve **AT RISK STUDENTS** in terms of this goal?

1. Staffing: We have three interventionists that work with Tier 3 students in reading and math for all grades. We have 6 SpEd inclusion teachers and 2 SpEd teacher assistants who work with Special Education students in grades PK-5.
2. SpEd Inclusion Co-teaching: Our 6 inclusion teachers attend weekly planning meetings with instructional leaders and the general education teachers. They annotate and deeply plan for the lesson with the teacher so that they can co-teach or lead teach. This collaboration will lead to a deeper understanding of our SpEd students' needs and will ensure all students in the classroom receive a high level of instruction and lots of differentiated support.
3. Tutorials: In September we analyzed data to determine which students need additional support outside of the school day. We have tutorials from September to December, analyze updated data and make revisions for January-April tutorials. This targeted small group instruction and practice supports at-risk students who are performing below grade level.
4. On Your Mark Tutorials: Our 1st and 2nd graders also receive 1-2 virtual tutorials weekly through the On Your Mark program.

What strategies will be used to serve **ALL STUDENTS** in terms of this goal?

1. Teachers utilize data to determine small group instruction daily. Teachers deliver 30 minutes of small group instruction in math and 30 minutes in reading daily. Students who are not with a teacher get on Imagine Learning Math, Reading, or Espanol for differentiated practice.
2. Teachers analyze MAP data after the BOY testing and create trackers for their student data binders. They use this data to determine how to better support students and they share MOY and EOY MAP Growth Goals with students and families.
3. Students in grades 3-5 take Interim STAAR tests and District Common Assessment tests aligned to the rigor of STAAR three times a year (October, January, and March). This mimics the testing environment so that students are more prepared on the STAAR testing days and it gives leaders and teachers invaluable data. We utilize this data to provide small group instruction, identify priority courses, and identify priority students.
4. Sparking STAAR Review: In April, teachers create targeted lessons to review priority TEKS for STAAR. After identifying priority courses, the

leadership team, interventionists, and SpEd teachers are assigned priority courses. This ensures that students in priority courses have differentiated instruction with a lot of feedback and support leading up to the test.

What strategies or programs will be implemented to ensure students are receiving a **WELL-ROUNDED EDUCATION**?

1. SEL Instruction: Students begin and end their day with Social Emotional Learning. Our Student Support Counselor provides these lessons and supports teachers in executing. Our library teacher delivers SEL instruction weekly to every student as well.
2. There are many incentives in place to ensure students come to school on time daily. Our Operations team call all families who are not present daily, families are placed on attendance contracts if they miss a certain number of days, and we have weekly, monthly, and quarterly incentives to encourage students to come to school daily. Our ADA from last year was 93% and we are hoping to increase it to 94.6% this year.
3. In order to provide for the basic needs of all families, we have a full-time Student Support Counselor on campus, a full-time nurse, and a Legacy Clinic. These resources help to ensure students are getting their basic needs met so that they can come to school every day. We also provide free transportation to families and families who qualify for individual buses receive those as well.

High Impact Actions	Owner/ Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Coaches meet with teams weekly to do reading and math lesson internalization meetings focused on the Teacher Model and the student work.	Principal	Eureka Math, Wit, and Wisdom, HMH, and Foundations curriculum; lesson internalization protocol, monthly trainings by Home Office (for Principal) and for Academics Team (executed by Principal)	Baseline: STAAR and MAP data, teacher performance on the IER, Blueprint data Monitoring: Observation blueprint data, IER data, EOM assessments, and Interim Assessments	Weekly
SpEd Inclusion Co-teaching: Our 6 inclusion teachers attend weekly planning meetings with instructional leaders and the general education teachers.	SpEd Manager	Eureka Math, Wit and Wisdom, HMH, and Foundations curriculum; lesson internalization protocol, monthly trainings by Home Office (for Principal) and for Academics Team (executed by Principal)	Baseline: STAAR and MAP data, teacher performance on the IER, Blueprint data Monitoring: Observation blueprint data, IER data, EOM Assessments, and Interim Assessments	Weekly
Tutorials during semester 1 and semester 2	Assistant Principal	Budget, curricular materials, additional admin on duty for	MAP data, STAAR data from last year	September-December and January-April

		dismissal, Schoology to analyze exit ticket data		
Our student culture team will observe daily SEL Class Connects weekly to provide feedback to staff.	Student Support Counselor	Sanford Harmony, observation tool	SEL student and teacher surveys from last year, qualitative data	Weekly

Goal #2: FAMILY & COMMUNITY INVOLVEMENT

Goal	North Central Elementary will create an inclusive environment for parents and families, leading to 96% of students enrolled on the first day of the 24-25 school year persisting until the last day of school.
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What are one or two areas of STRENGTH for your campus in terms of this goal?

1. 97.3% of our families persisted last year.
2. We have at least 2 events per month to engage our families and ensure they develop relationships with staff and other families.

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?

1. We had to add over 200 families to meet enrollment, so student persistence is a strength, it is also still an area of focus.
2. Most of our events for students and families are culture focused and we need to have more academic events. We would like to collaborate more with the secondary campus for events.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Publish our events calendar on our website, Class Dojo, and in the front office to encourage families to attend.	Director of Campus Operations	Class Dojo, poster maker, website	Historic and current Excel tracker	Ongoing (at least two events per month)
Strategic plan to execute events for families of students who are at-risk and to communicate specifically with those families (example: In April we have an Autism Awareness focused event where students and families	Principal	Budget, calendar, Class Dojo	23-24 Calendar	Ongoing (at least two events per month)

can go to interactive stations and learn more about Autism from staff; in February when we have our Black Excellence event, we send individual invites to families who identify as Black to encourage them to attend)				
Meet with leadership committee and teacher representative to plan monthly events, communicate to families, and staff, and execute effectively	Operations Coordinator and Executive Assistant	Budget, calendar	23-24 Calendar	Ongoing (at least two events per month)

Goal #3: SCHOOL CULTURE & CLIMATE

Goal	North Central Elementary will cultivate a consistent classroom environment with clear expectations, resulting in a cumulative Average Daily Attendance of 94.6%.
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What are one or two areas of STRENGTH for your campus in terms of this goal?

1. 4th and 5th grade's ADA was the highest at almost 95% last year.
2. PK and 1st grade teachers worked hard to educate and support families. We saw a 2% increase in their ADA.

What are one or two NEEDS or CHALLENGES for your campus in terms of this goal?

1. We placed most of our Tier 3 families on attendance contracts and will need to continue to focus on these families to keep attendance strong.
2. We have a lot of families who bring their children right before ADA or pick their children up early (especially in lower elementary). While this does not directly impact ADA, it is a concern because it impacts their academic performance and social development.

High Impact Actions	Persons Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
The operations team will implement a strategic plan for increasing attendance with over 900 students that involve weekly,	Director of Campus Operations	Budget, Power BI, Teams	Historic and current ADA on Power BI	Weekly, biweekly, monthly, and quarterly

biweekly, and quarterly incentives for different stakeholders: individual students.				
The operations team will implement a strategic plan for increasing attendance with over 900 students that involve weekly, biweekly, and quarterly incentives for different stakeholders: families	Director of Campus Operations	Budget, Power BI, Family Notes	Historic and current ADA on Power BI	Weekly, biweekly, monthly, and quarterly
The operations team will implement a strategic plan for increasing attendance with over 900 students that involve weekly, biweekly, and quarterly incentives for different stakeholders: teachers	Director of Campus Operations	Budget, Power BI, Staff Notes	Historic and current ADA on Power BI	Weekly, biweekly, monthly, and quarterly
The operations team will implement a strategic plan for increasing attendance with over 900 students that involve weekly, biweekly, and quarterly incentives for different stakeholders: homerooms and grade levels	Director of Campus Operations	Budget, Power BI, Weekly Grade Level Huddles	Historic and current ADA on Power BI	Weekly, biweekly, monthly, and quarterly

