



**2025 – 2026**

**Campus Improvement Plan**

YES Prep Southeast Elementary

YES Prep Public Schools

Campus Number 101845102

507 CRENSHAW RD., Houston, TX 77034

Date Approved: 11/20/2025

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:

**Magda Marroquin**

Manager of Special Revenue Compliance Principal  
- Title I & SCE

YES Prep Public Schools, Inc.  
5455 South Loop East Freeway  
Houston, TX 77033  
(713) 967-8888 Office

[Magda.Marroquin@yesprep.org](mailto:Magda.Marroquin@yesprep.org)

**Jorge Rodriguez**

YES Prep Southeast Elementary

507 CRENSHAW RD.,  
Houston, TX 77034

101845102

Campus Phone Number

[Jorge.Rodriguez@yesprep.org](mailto:Jorge.Rodriguez@yesprep.org)

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## DISTRICT AND CAMPUS MISSION STATEMENT AND GOALS

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:

### 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

- **Academic & Cultural Excellence:** Fuel the Power of YES by elevating academic and cultural excellence to become an A-district.
- **Data Systems to Drive Decisions:** Enhance data systems to drive decisions, agility, and data-informed actions to become an A-district.
- **EVP & Staffing:** Launch employee value proposition and talent recruitment strategy to get to and stay at 100% staffed with a highly effective teammate in every role.
- **Student Enrollment & Persistence:** Maximize student enrollment and persistence by building a long-term family engagement plan.
- **Edge:** Create a cross functional team and structures to drive YES Prep's competitive edge.

## **Campus's Vision**

### **LEADERS in Results and Experiences**

We will lead the YES Prep school district and the Southeast Houston region as the premier school of choice through high-quality instruction, culturally responsive programming and student experiences.

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

### **1. Student Achievement:**

Goal (3rd+) Southeast Elementary will achieve a 55% on Domain I on the STAAR test and meet 100% of STAAR Domain III Targets-- including an English Language Proficiency target of 60%.

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

### **2. Family and Community Involvement:**

SEE will cultivate a school culture where every student and adult feels safe, seen, and supported - creating a joyful environment that affirms identity, builds belonging, and fuels student success.

### **3. School Culture and Climate:**

SEE will clear the path for student success by building and maintaining efficient, student-centered systems that maximize instructional time, ensure safety, and minimize distractions — creating the conditions for learning to thrive.

## 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>

### 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

The School Support Team (SST) met twice to develop the Comprehensive Needs Assessment (CNA). The meetings were held at 507 Crenshaw Rd Houston, TX 77034 on May 13, 2025, at 10:30 am. We plan to meet again in future dates to review and revise the CNA as needed. If an SST member was not able to attend the meeting, they were contacted to update him/her/them on the topics discussed and to gather his/her/ their input.

The members of the SST are:

| Name                | Role                                                        |
|---------------------|-------------------------------------------------------------|
| Jorge Rodriguez     | Principal                                                   |
| Krestel Tomei       | School Leader (Assistant Principal)                         |
| Wendy Rangel        | School Leader (Director of Campus Operations)               |
| Gloria Salas        | Community Member                                            |
| Claudia Pozo        | Community Member                                            |
| Gloria Rivera       | Parent                                                      |
| Mary Sanchez        | Parent                                                      |
| Suyapa Gomez        | Paraprofessional (Executive Assistant)                      |
| Maribel Zapata      | Paraprofessional (Registrar)                                |
| Britney Ghee        | Teacher                                                     |
| Lorena Garza        | Teacher                                                     |
| Ilda Garcia-Velasco | Specialized Instruction Support Personnel (Interventionist) |
| Danitra Arredondo   | Administrator (Head of Schools)                             |
| Magda Marroquin     | Administrator (Manager of Special Revenue Compliance)       |

### Meetings and Community Access

During the first meeting, Principal Rodriguez began the meeting with introductions. An icebreaker was conducted to support relationship building. The SST members had a chance to connect and learn the role of each team member. Then, Principal Rodriguez shared with the group the team's expectations. Several handouts were provided to attendees that led 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, and Title I. The team also learned about the vision and mission of the YES Prep Southeast Elementary Campus. The importance of attendance and the purpose of this Title 1 Team were emphasized and explained to all

members. The purpose of the Comprehensive Needs Assessment was shared. Principal Rodriguez 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 2024-25 school year. Principal Rodriguez led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at STAAR and MAP specific data points to identify strengths and problems from the 2024-25 school year. Principal Rodriguez thanked everyone for their participation and reminded everyone of the second CNA meeting.

At the second meeting on May 13, 2025 at 12:00 pm, the SST reviewed the listed data and prioritized the information into strengths and problems. The team reviewed data from 2024-25 school year from neighboring schools, giving that this is the founding year for this campus. Principal Rodriguez lead the team discussing data and prioritizing the problems.

The SST reviewed the data listed to identify strengths and problems.

#### Data Sources Examined during the CNA Process

- 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
- Standardized Tests
- Surveys and Interviews of Students/Staff/Parents
- Technology Inventory

Each team member was asked to help identify three to five focus areas for the upcoming school 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 priorities for next year. A Root Cause Analysis was completed on the three problems.

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

| Area                                     | Strengths                                                | Problems                                                                                               |
|------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Demographics                             | Strong enrollment and demand from community              |                                                                                                        |
| Student Achievement                      | Student achievement continues to grow across the board   | Some students with bigger instructional gaps are not growing at the same rate as peers.                |
| Family and Community Involvement         | Community participation in all events is strong.         | Events to engage our smaller demographic group like African American families report lower attendance. |
| Curriculum, Instruction, and Assessment  | Students show high levels of engagement and achievement. | There is no set curriculum to engage high performing students into enrichment.                         |
| Staff quality, recruitment and retention | 90% of staff were retained this year.                    | Lost several high performing teachers to new YES Prep school.                                          |
| School culture and climate               | 89% of staff responded positively to our Q12 surveys     | A need for tighter systems to respond to behavioral incidents was highlighted.                         |

## COMPREHENSIVE NEEDS ASSESSMENT

### Campus Profile:

Yes Prep Southeast Elementary opened its doors August of 2020. It is projected to serve 864 students grades PreK-5th during the school year 2025-26.

In terms of performance, 79% of our students are at "Approaches" grade level or above on STAAR Math and Reading, respectively.

### Student Demographics

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

|                                                                        |                                     |     |
|------------------------------------------------------------------------|-------------------------------------|-----|
| <b>Student Demographics</b><br><i>(please fill in ALL percentages)</i> | <b>% economically disadvantaged</b> | 97% |
|                                                                        | <b>% English Learners (ELs)</b>     | 48% |
|                                                                        | <b>% at-risk</b>                    | 79% |
|                                                                        | <b>% special education (SpEd)</b>   | 24% |
|                                                                        | <b>% Hispanic/Latino</b>            | 93% |
|                                                                        | <b>% African American</b>           | 6%  |
|                                                                        | <b>% Asian</b>                      | 1%  |
|                                                                        | <b>% White</b>                      | 1%  |
|                                                                        | <b>% American-Indian</b>            | 0%  |

### Neighborhoods Served

The neighborhoods served are the following areas/zip codes: 77034, 77502, 77503, 77504, 77505, 77506, 77536, 77587, 77017. The neighborhood racial demographics are approximately:

|                                                                              |                           |     |
|------------------------------------------------------------------------------|---------------------------|-----|
| <b>Neighborhood Demographics:</b><br>(please fill in <b>ALL</b> percentages) | <b>% Hispanic/Latino</b>  | 83% |
|                                                                              | <b>% African American</b> | 9%  |
|                                                                              | <b>% Asian</b>            | 2%  |
|                                                                              | <b>% White</b>            | 6%  |
|                                                                              | <b>% American-Indian</b>  | 0%  |

### Summary/Bridge of Identified Problems:

- Differentiated intervention for low performing students
- Enrichment instruction for high performing students
- Increase student attendance

### Areas of Focus for Next Year:

1. Small group instruction
2. Opportunities for enrichment of high performing students
3. Increase in ADA

## **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 Southeast 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 2025-2026 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 Southeast 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 Southeast Elementary: \$1,051,277

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: \$440,496
- Special Education (IDEA-B): \$116,791
- National School Lunch Program: \$418,945

### **State and Local Funds**

- General State: \$4,020,652
- State Compensatory Education: \$1,051,277
- Bilingual/ESL Program: \$171,712

## YES PREP SOUTHEAST ELEMENTARY CAMPUS IMPROVEMENT PLAN

| GOAL #1 – Student Achievement   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CNA Focus Areas</b>          | <p>Goal (3rd+) Southeast Elementary will achieve a 55% on Domain I on the STAAR test and meet 100% of STAAR Domain III Targets-- including an English Language Proficiency target of 60%.</p> <p>Goal (K-5) Southeast Elementary will ensure that 60% of Kinder-5th grade students meet or exceed their MAP Math targets, and 60% meet or exceed their MAP Reading growth targets.</p>                                                                          |
| <b>CNA Identified Strengths</b> | <p>1. In the areas we really focused on, we saw growth. We had more accountability for teachers around English Language Development and this led to us meeting our TELPAS goal. We also saw an increase in 3rd math bilingual and 3rd SLA increased their Domain I from last year.</p> <p>2. Teachers have high Q12/staff engagement and 91% are returning. This results in consistency in 3rd-5th grade classrooms which has a high impact on instruction.</p> |
| <b>CNA Identified Needs</b>     | <p>1. Last year we saw a decrease in STAAR domain II performance. In academic growth, we earned 9/32 points. While leaders supported in 3rd grade classes, we should have prioritized 4th and 5th grade monolingual classes more.</p> <p>2. Our SpEd DI was low with reading at 18%, 8% in science, and math at 18%.</p>                                                                                                                                        |
| <b>Reading Strategy</b>         | SEE leaders will hold weekly planning sessions with the teacher they coach to prioritize high impact reading lessons, review summative assessment data and determine a plan to respond, review student exemplars and work to hold a high bar of rigor aligned to STAAR, and practice the teacher model with feedback to ensure it is clear, concise, and provide a strong model for students to be successful.                                                  |
| <b>Math Strategy</b>            | Math Strategy: Our math strategy is very similar to our reading strategy. SEE leaders will hold weekly planning sessions with the teacher they coach to prioritize high impact math lessons, review summative assessment data and determine a plan to respond, review student exemplars and work to hold a high bar of rigor aligned to STAAR, and practice the teacher model with                                                                              |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | feedback to ensure it is clear, concise, and provide a strong model for students to be successful.                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>At Risk</b>                  | At-risk students will receive priority intervention, tutorials, and student service support through our multi-tiered student support systems. Our SpEd students are our most vulnerable population in terms of their low performance on STAAR. In order to address this, we will have our SpEd Inclusion teachers co-teach in classrooms where we have placed the majority of our SpEd students. The inclusion teachers will internalize lessons alongside teachers so that they can co-teach the class. |
| <b>ALL Students</b>             | Every student, course, and teacher have differentiated goals based on past performance. Using the school-wide PLC strategy, all teachers will meet their teacher development and performance goals centered around student achievement. School-wide data systems will be utilized to ensure all students are meeting or exceeding their individual goals.                                                                                                                                                |
| <b>Well-Rounded</b>             | Students will engage in daily social-emotional learning with their homeroom teacher, weekly lessons with their SEL/library teacher, and in-the-moment lessons to respond to incidents that occur to reinforce character development skills necessary to be productive students.                                                                                                                                                                                                                          |
| <b>TEA Strategic Priorities</b> | Copy Goal from Campus Goal Summary tab                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| High Impact Actions     | Owner/ Persons Responsible                                                     | Resources Needed                                   | Baseline Data & Monitoring Sources                                                                           | Timeline |
|-------------------------|--------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------|
| <b>Reading Strategy</b> | Principal<br>Assistant Principals<br>Deans of Instruction                      | Wit and Wisdom<br>Arriba la Lectura<br>Summit K-12 | MAP<br>STAAR EOY<br>End of Module Exams<br>Common Assessments<br>Exit Ticket Data Trackers                   | Ongoing  |
| <b>Math Strategy</b>    | Principal<br>Assistant Principals<br>Deans of Instruction                      | Eureka Math                                        | MAP<br>STAAR EOY<br>Mid Module and End of<br>Module Exams<br>Common Assessments<br>Exit Ticket Data Trackers | Ongoing  |
| <b>At-Risk Strategy</b> | Principal<br>Assistant Principals<br>Deans of Instruction<br>Intervention Team | Fun in Focus<br>I-Ready                            | I Ready Assessments<br>Intervention Progress<br>Monitoring                                                   | Ongoing  |

| <b>Well-Rounded<br/>Education Strategy</b> | Principal<br>Student Support<br>Counselor | SEL Curriculum | District-made surveys | Ongoing |
|--------------------------------------------|-------------------------------------------|----------------|-----------------------|---------|
|                                            |                                           |                |                       |         |

## GOAL #2 -Family and Community Involvement

|                                        |                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CNA Focus Areas</b>                 | SEE will cultivate a school culture where every student and adult feels safe, seen, and supported - creating a joyful environment that affirms identity, builds belonging, and fuels student success.                                                                                                                          |
| <b>CNA Strengths</b>                   | We consistently have at least 2 all campus events per month and families frequently mention in surveys that they appreciate these events. The leadership team is very responsible to family concerns and truly works to build a strong partnership. For the past 3 years we have had 96% of our students and families persist. |
| <b>CNA Needs or Challenges</b>         | Only 86.5% of our Black families persist from year to year.                                                                                                                                                                                                                                                                    |
| <b>Systemwide Strategic Priorities</b> | Student Enrollment & Persistence: Maximize student enrollment and persistence by building a long-term family engagement plan.                                                                                                                                                                                                  |
| <b>TEA Strategic Priorities</b>        | Recruit, support and retain teachers and principals                                                                                                                                                                                                                                                                            |

| High Impact Actions                                                                                                                                                                                                                                                                       | Persons Responsible                                                                                                                               | Resources Needed                                                                                                                | Baseline Data & Monitoring Sources | Timeline                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------|
| We will switch from Class Dojo to Parent Square as the primary avenue to communicate and engage with families to align with our secondary campus. 100% of families will be connected on Parent Square by the first day of school or within 5 days of enrolling their child in the school. | Wendy Rangel (Director of Campus Operations), the operations team, and the leadership team (Principal, Assistant Principals, Executive Assistant) | Parent Square, training materials, expectations around teacher use of Parent Square                                             | Parent Square                      | 29-Aug                                       |
| Teachers will write weekly Class Notes to families to update them on what is happening in the classroom and our Operations Coordinator will write Family Notes biweekly to address the entire NCE community.                                                                              | Wendy Rangel (Director of Campus Operations), the operations team, and the leadership team (Principal, Assistant Principals, Executive Assistant) | Parent Square, training materials, expectations around teacher use of Parent Square, templates for Family Notes and Class Notes | Parent Square                      | We will launch week 2 and it will be ongoing |
| Coffee with the Principal is offered montly for all families                                                                                                                                                                                                                              | Jorge Rodriguez (Principal)                                                                                                                       | PPTs for monthly meetings that include campus data, upcoming events, and other important information                            | CWTP attendance                    | Monthly starting in September                |

|                                                                                                                                                                                                                      |                                                                           |                                             |                                    |                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------|------------------------------------|---------------------------------------------------------------|
| Social Emotional Learning focus (SEL direct instruction, daily morning meetings, reflection tied to recess/purposeful play, and closing meetings) to develop children holistically and engage families in this work. | Principal, Director of Campus Operations (DCO), Assistant Principals, SSC | Online curriculum, resources, and trainings | Every nine weeks<br>Student survey | Student survey-twice per year<br>Parent survey-twice per year |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------|------------------------------------|---------------------------------------------------------------|

### GOAL #3 – School Culture and Climate

|                                        |                                                                                                                                                                                                                                          |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CNA Focus Areas</b>                 | SEE will clear the path for student success by building and maintaining efficient, student-centered systems that maximize instructional time, ensure safety, and minimize distractions – creating the conditions for learning to thrive. |
| <b>CNA Strengths</b>                   | We have a strong operations team, only the receptionist is new to the campus, with effective systems and excellent relationships with families. They hold weekly ADA meetings to determine and respond to trends.                        |
| <b>CNA Needs or Challenges</b>         | Our cumulative ADA last year was 93.8% and we fell short of the goal of 94.6%. Our ADA for Black students was 90.5%, significantly lower than the general population.                                                                    |
| <b>Systemwide Strategic Priorities</b> | Academic & Cultural Excellence: Fuel the Power of YES by elevating academic and cultural excellence to become an A-district.                                                                                                             |
| <b>TEA Strategic Priorities</b>        | Recruit, support and retain teachers and principals                                                                                                                                                                                      |

| High Impact Actions                                                                                                           | Persons Responsible                                                                                                                               | Resources Needed                                                                                                                            | Baseline Data & Monitoring Sources | Timeline                                              |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------|
| We will have attendance committee meetings weekly throughout the year to analyze and address attendance trends/concerns.      | Wendy Rangel (Director of Campus Operations), the operations team, and the leadership team (Principal, Assistant Principals, Executive Assistant) | Power BI attendance report, Skyward (phone calls) and Parent Square, tracker to assign attendance champions, attendance incentive materials | Power BI-Attendance Report         | Ongoing starting September 1                          |
| 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<br>Calendar of Events                                                                                                    | Every nine weeks<br>Parent Survey  | Ongoing (we have at least 2 events planned per month) |
| Perfect Attendance Awards and individual student attendance recognition during grade level huddles                            | Wendy Rangel (Director of Campus Operations), the operations team, and the leadership team (Principal, Assistant Principals, Executive Assistant) | Attendance Reports<br>Attendance Certificates                                                                                               | Every Nine Weeks                   | Ongoing - Each Nine Weeks                             |

|                                                                                                                          |                                                                                   |                                                                                                                          |                                                                                               |         |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------|
| Our nurse, SSC, and the Legacy Clinic will work with families as needed to ensure the health and safety of all students. | Our SSC along with Principal, Assistant Principals, DCO, nurse, and Legacy Clinic | Purple<br>Confidential medical information provided by families<br>Flyers from community organizations (ie Baker-Ripley) | Qualitative information/concerns from teachers and families<br>Student registration documents | Ongoing |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------|