



Las Cruces Public Schools

STRATEGIC PLAN 2024-2029

WHERE ALL LEARNERS THRIVE.

Las Cruces Public Schools
Karen M. Trujillo Administrative Complex
505 S. Main Street, Suite 249
Las Cruces, NM 88001

<https://www.lcps.net>



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Las Cruces Public Schools Board of Education



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A letter from our School Board President

Las Cruces Community Members,

On behalf of the Board of Education, it is my honor to share the Las Cruces Public Schools Strategic Plan. The strategic plan guides the work our district commits to for the next five years. It is built on several strategic goals: instructional outcomes in both literacy and mathematics; creating safe, equitable, and caring learning environments for every student; and creating opportunities for meaningful engagement with students, parents, and the community. Through intentional collaborative work and measurable focus, we are moving towards better educational outcomes that prepare our students for the post-secondary world.

The strength of the strategic plan — throughout the vision, mission, goals, and action steps — lies in its foundation and core. By request of the board, we started this process essentially “from the ground up” in order to be student-centered. We incorporated feedback from all respective stakeholders, especially from youth and those closest to students, their families and educators. This was made possible by dedicated efforts from the superintendent and district leadership to engage, collaborate, and elicit that feedback. We understand and seek to cultivate partnerships to best support our students.

Another strength of the plan is its flexibility to grow with us. In due time, if we identify the need to modify our goals, we can do that. As long as we maintain the integrity of the vision, mission, and values, we will always do what is best for our students.

We envision Las Cruces Public Schools to be “where all learners thrive.” Every one of us involved with LCPS strives to learn, grow, and positively contribute. I invite you to join us on our mission to provide an exceptional education where all students can do just that.

In grateful service,

A handwritten signature in dark ink, appearing to read 'Teresa Tenorio'.

Teresa Tenorio
President, Las Cruces Public Schools Board of Education



A letter from our Superintendent

Educators, Staff, Students and Members of the Las Cruces Public Schools Community,

I am proud to support the inclusive vision and goals of the Las Cruces Public Schools Board of Education and the community at large as we focus our efforts in ensuring all students thrive. The Las Cruces Public Schools Strategic Plan is rooted in equity, high expectations for every student and providing targeted supports so that every student continues to grow in whatever pathway they choose to pursue.

The strategic plan is the culmination of countless hours of collaboration between LCPS educational leaders, industry professionals and thought-provoking survey results from parents and community members. The result is a roadmap outlining our vision for the future of education in our district, and is a reflection of our shared aspirations to provide the highest quality education for every student in our district.

As you review the plan you will notice six strategic goals tied to a set of action steps and key performance indicators. Many of our action steps prioritize professional learning and school support as we implement and/or refine support and services for our students. We want to provide schools with ongoing support as we work to ensure a coherent and consistent framework of shared expectations for all students and to monitor the progress towards our goals.

Whether you are a parent, educator, student, community member, or partner, your support and involvement are essential to our collective success. With your support, we can shape students' futures and empower them to choose their own future and not have it chosen for them.

With gratitude,

A handwritten signature in black ink, appearing to read 'IR', written over a light blue grid background.

Ignacio Ruiz
Superintendent, Las Cruces Public Schools

Strategic Plan Background

During the 2023-2024 school year, LCPS worked on the development of our school district's goals, academic aspirations, and our vision for all learners. Concurrently, LCPS evaluated student academic achievement data, attendance data, and graduation data. Understanding that information, along with the careful cultivation of feedback from our community stakeholders, the 2024-2029 LCPS Strategic Plan was developed.

This plan outlines the instructional, educational environment and engagement goals for our school district. Over the next five years, in partnership with a New Mexico statewide strategic planning initiative, Las Cruces Public Schools will engage in a continuous cycle of improvement to monitor, adjust, and evaluate progress within our six goals.

At our 40 LCPS campuses, school leadership will use this document as a roadmap for planning and instruction for all students. Our central office colleagues will also use this strategic plan to guide the work at a district level.

We look forward to sharing our progress with the community and thank you for partnering with Las Cruces Public Schools to ensure all learners thrive.

LCPS Response to *Yazzie/Martinez v. State of New Mexico*

The Las Cruces Public Schools' strategic plan is grounded in our vision of creating an environment where all learners thrive. Our mission is to provide a safe, caring, equitable, and student-centered learning environment that fosters civic and community engagement, promotes excellence, and honors diversity. Every goal and strategy in our plan aligns with these commitments and addresses *Yazzie/Martinez v. State of New Mexico*. This landmark case highlighted the state's failure to provide sufficient and uniform education to New Mexican students. It specifically addressed students who are economically disadvantaged, Native American students, emergent bilingual students, and students with disabilities.

In response, this strategic plan ensures that each initiative is implemented with these student groups in mind. LCPS will incorporate specific monitoring and supports to guarantee that these students receive the programs and services necessary to succeed. By aligning our efforts with the ruling's demands, we are committed to upholding the educational rights of every student, ensuring that they are prepared for college and career as mandated by the state constitution.



Vision

Where all learners thrive.

Mission

The Las Cruces Public Schools provides a safe, caring, equitable, and student-centered learning environment that cultivates civic and community engagement, promotes excellence, and honors diversity.

Core Values

1. Be accountable for every child.
2. Foster growth and innovation, grounded in research and evidence.
3. Guide all decisions through the lens of equity, sustainability, and respect.
4. Commit to the inclusion and success of every student.
5. Maintain a safe, healthy, and caring environment.
6. Cultivate and maintain partnerships with parents, students, staff, and community members.
7. Embrace the power of collaboration.

Goals

1. Instructional Outcomes
 - a. Literacy
 - b. Math
 - c. Post-secondary readiness – college & career
 - d. Yazzie/Martinez
2. Environment
 - a. Health & Wellness
 - b. Safety
 - c. Yazzie/Martinez
3. Engagement
 - a. Student Attendance
 - b. Climate & Culture (school climate, teacher retention, staffing, morale)
 - c. Graduate Profile
 - d. Learning Opportunities
 - e. Yazzie/Martinez

Tt thrive

[thrahv] . verb

1: to grow vigorously: FLOURISH

2: to gain in wealth or possessions: PROSPER

3: to be a part of Las Cruces Public Schools

Strategic Goal 1: Instructional Outcomes for Literacy

Strategic Goal 1: Instructional Outcomes for Literacy

Increase literacy proficiency: Annually, 100 percent of students in Las Cruces Public Schools will meet their growth targets towards proficiency and writing skills, as measured by short cycle and standardized assessments.

Rationale for Goal:

LCPS commits to providing every student with the necessary support and resources to achieve mastery in fundamental literacy skills, regardless of background or ability. This goal aligns with broader educational standards and emphasizes the importance of data-informed instruction, enabling educators to tailor their teaching strategies to address individual student needs effectively.

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Professional Learning			
Develop and facilitate professional learning to accelerate language development within the discipline of literacy.	<ul style="list-style-type: none"> Professional learning planning document Professional learning completion rate Emergent Bilingual literacy progress 	May 31, 2025	Division of Educational Equity & Support Programs Division of Teaching & Learning
Develop and facilitate professional learning for i-Ready diagnostic and data for K-12 teachers.	<ul style="list-style-type: none"> Professional learning planning document Professional learning completion rate 	May 31, 2025	Division of Teaching & Learning
LETRS Training, a K-5th multi-year initiative. (The 2023-24 school year was year 1 for 4th grade teachers and 2024-25 is year 1 for 5th grade.)	<ul style="list-style-type: none"> Completed LETRS training by identified faculty 	May 31, 2025 (Current cohort) May 2026 (new cohort)	Division of Teaching & Learning
Reading Apprenticeship (For secondary content teachers. Required for teachers from Support and/or Model Schools selected by PED.)	<ul style="list-style-type: none"> Professional learning completion rate Participation in walk-throughs 	May 31, 2025	Division of Teaching & Learning
AIMs Pathways (Structured literacy for secondary teachers.) (For secondary ELA teachers. Required for teachers from Support and/or Model Schools selected by PED.)	<ul style="list-style-type: none"> ELA secondary teacher participation 	May 31, 2025	Division of Teaching & Learning
Focus on Standards-Based Learning through development of priority standards and proficiency scales.	<ul style="list-style-type: none"> Priority standards in all instructional guides Proficiency scales for each content area 	May 31, 2025	Division of Teaching & Learning

Strategic Goal 1: Instructional Outcomes for Literacy

(continued)

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Professional Learning Communities			
Student Goal Setting	<ul style="list-style-type: none"> Students will utilize i-Ready ELA growth goals or appropriate assessment 	BOY MOY EOY	Division of Teaching & Learning
i-Ready Literacy reports and platform or appropriate assessment	<ul style="list-style-type: none"> Percentage of elementary teachers engaging and participating in i-Ready or appropriate assessment school-level PLCs 	September 30, 2024	Division of Teaching & Learning
PLCs Data Dives K-12	<ul style="list-style-type: none"> Regular data dives with formative assessment data using data dive guidance Progress monitoring tools and resources between interim windows to inform instruction data 	May 31, 2025	Division of Teaching & Learning
Elementary Principal PLCs on continued implementation of Structured Literacy strategies.	<ul style="list-style-type: none"> Elementary principals' participation in, and facilitation of PLCs 	May 31, 2025	Division of Teaching & Learning
Data-driven implementation of district adopted instructional materials. PK-12 (<i>SAVVAS, Heggerty, SPIRE, Bridges, Get Ready, HWT, Three Cheers</i>)	<ul style="list-style-type: none"> Lesson plans Instructional walks 	May 31, 2025	Division of Teaching & Learning



Strategic Goal 1: Instructional Outcomes for Literacy

(continued)

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Implementation			
Implementation and Analysis of i-Ready Diagnostic Assessment or appropriate assessment	<ul style="list-style-type: none"> Percentage of rostered students taking interim assessment 3 times per year <i>(excludes those with other accommodations)</i> 	May 31, 2025	Division of Teaching & Learning
Student goal setting protocols	<ul style="list-style-type: none"> Plans for Layer 1, 2, and 3 instruction based on i-Ready typical and stretch growth goals <i>(i-Ready recommendations at high school)</i> or appropriate assessment for student goal setting, individual student instruction, and instructional planning 	May 31, 2025	Division of Teaching & Learning
Establishment of growth goals by individual student and student group data, with a focus on Yazzie/Martinez student groups. <i>(Growth goals by student and student group for ELA will be determined by 2024-25 BOY data.)</i>	<ul style="list-style-type: none"> i-Ready interim assessment data i-Ready progress monitoring reports Appropriate assessment data 	September 30, 2024	Division of Teaching & Learning
Monitoring of growth goals by individual student and student group data, with a focus on Yazzie/Martinez student groups.	<ul style="list-style-type: none"> i-Ready interim assessment data i-Ready progress monitoring reports Appropriate assessment data 	May 31, 2025	Division of Teaching & Learning
Development of Layer 2 and 3 Instructional Frameworks.	<ul style="list-style-type: none"> Completed frameworks 	May 31, 2025	Division of Teaching & Learning
Utilize structured literacy strategies and best practices.	<ul style="list-style-type: none"> Percentage of elementary teachers using structured literacy strategies as evidenced through walk-throughs 	May 31, 2025	Division of Teaching & Learning
Program specific walkthrough tools. <i>(Layer 1: Structured Literacy walkthrough form, Layer 2: SPIRE, or intervention program walkthrough form)</i>	<ul style="list-style-type: none"> Percentage of principals using the appropriate implementation indicators to inform implementation/PLC discussions 	May 31, 2025	Division of Teaching & Learning



Strategic Goal 1: Instructional Outcomes for Literacy

(continued)

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Interventions			
Identify students in need of intervention, apply targeted instructional strategies, and progress monitoring.	<ul style="list-style-type: none"> Student intervention group reports Progress monitoring data 	October 31, 2024	Division of Teaching & Learning
Ongoing review of data to assess efficacy of intervention programs utilized.	<ul style="list-style-type: none"> Student assessment data reports Student intervention group reports 	May 31, 2025	Division of Teaching & Learning
Assessments			
I-Ready interim assessments or appropriate assessments.	<ul style="list-style-type: none"> Percentage of students that complete the appropriate interim assessment 	BOY MOY EOY	Division of Teaching & Learning
Assessments aligned with priority standards and success criteria, incorporating language considerations. (<i>Assessing for content or language</i>)	<ul style="list-style-type: none"> Assessments for each level of the proficiency scale (<i>level 2, 3, and 4</i>) Assessment data used in PLCs 	May 31, 2025	Division of Teaching & Learning
Teachers use a variety of evidence-based formative assessment practices to evaluate student learning and inform instructional decisions in alignment with the Data Dive protocol.	<ul style="list-style-type: none"> Formative student data (<i>assessment documentation i.e. Data spreadsheets</i>) 	May 31, 2025	Division of Teaching & Learning



Strategic Goal 2: Instructional Outcomes for Math

Strategic Goal 2: *Instructional Outcomes for Math*

Increase mathematics proficiency: Annually, 100 percent of students in Las Cruces Public schools will meet their growth targets towards proficiency in numeracy and mathematic skills, as measured by short-cycle and standardized assessments.

Rationale for Goal:

Proficiency in numeracy and mathematics is essential for academic achievement and navigating everyday life and pursuing various career paths. By ensuring that every student meets their growth targets, LCPS is committing to providing equitable access to high-quality math education and supporting individualized learning needs. This goal also emphasizes the importance of data-driven instruction, allowing educators to identify areas for improvement and implement targeted interventions to support student learning effectively.

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Professional Learning			
Develop and facilitate professional learning to accelerate language development within the discipline of math.	<ul style="list-style-type: none"> Professional learning planning document Professional learning completion rate Emergent Bilingual math progress 	May 31, 2025	Division of Educational Equity & Support Programs
Develop and facilitate professional learning for i-Ready Diagnostic and Data for K-12 teachers.	<ul style="list-style-type: none"> Professional learning planning document Professional learning completion rate 	May 31, 2025	Division of Teaching & Learning
Focus on standards-based learning through the development of priority standards and proficiency scales.	<ul style="list-style-type: none"> Instructional guides with identified priority standards Continued development of proficiency scales 	May 31, 2025	Division of Teaching & Learning
Early Numeracy Development for elementary teachers.	<ul style="list-style-type: none"> Attendance and completion of professional learning 	May 31, 2025	Division of Teaching & Learning



Strategic Goal 2: Instructional Outcomes for Math

(continued)

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Professional Learning Communities			
Student Goal Setting	<ul style="list-style-type: none"> Students will utilize i-Ready Math growth goals or appropriate assessment 	BOY MOY EOY	Division of Teaching & Learning
i-Ready Math reports and platform or appropriate assessment.	<ul style="list-style-type: none"> Percentage of elementary teachers engaging and participating in i-Ready or appropriate assessment school-level PLCs 	September 20, 2024	Division of Teaching & Learning
PLCs Data Dives K-12	<ul style="list-style-type: none"> Regular data dives with formative assessment data Progress monitoring tools and resources between interim windows to inform instruction data 	May 31, 2025	Division of Teaching & Learning
Principal PLCs on math implementation strategies.	<ul style="list-style-type: none"> Percentage of principals that participate in PLCs 	May 31, 2025	Division of Teaching & Learning
Data driven implementation of district adopted instructional materials. (<i>i-Ready Classroom Mathematics and Carnegie Learning Math Solutions.</i>)	<ul style="list-style-type: none"> PLCs and Instructional Walks 	May 31, 2025	Division of Teaching & Learning



Strategic Goal 2: Instructional Outcomes for Math

(continued)

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Implementation			
Establishment and monitoring of growth goals by individual student and student group data, with a focus on Yazzie/Martinez student groups. <i>(2023-24 EOY data will be used to determine growth goals by student group in mathematics. 2024-25 BOY data will be used to determine individual student growth goals.)</i>	<ul style="list-style-type: none"> i-Ready interim assessment data i-Ready progress monitoring reports Appropriate assessment data 	BOY MOY EOY	Division of Teaching & Learning
Implementation and Analysis of i-Ready Diagnostic Assessment or appropriate assessment.	<ul style="list-style-type: none"> Percentage of rostered students taking interim assessment 3 times per year <i>(excludes those with other accommodations)</i> 	BOY MOY EOY	Division of Teaching & Learning
Student Goal Setting	<ul style="list-style-type: none"> i-Ready typical and stretch growth goals <i>(i-Ready recommendations at high school)</i> for student goal setting or appropriate assessment, individual student instruction, and instructional planning 	BOY MOY EOY	Division of Teaching & Learning
Development of Layer 2 and 3 Instructional Frameworks.	<ul style="list-style-type: none"> Completed frameworks 	May 31, 2025	Division of Teaching & Learning
Program specific walkthrough tools <i>(i-Ready Classroom Mathematics Classroom Visit Tools and Carnegie Learning Implementation Look-Fors)</i>	<ul style="list-style-type: none"> Percentage of principals using the appropriate implementation indicators to inform implementation/PLC discussions 	May 31, 2025	Division of Teaching & Learning
i-Ready Personalized Instruction	<ul style="list-style-type: none"> Percentage of K-8 students utilizing i-Ready personalized instruction for prescribed time <i>(MyPath)</i> and lesson pass rate 	May 31, 2025	Division of Teaching & Learning
Development of priority standards and proficiency scales.	<ul style="list-style-type: none"> Priority standards in all instructional guides Proficiency scales in each content area 	May 31, 2025	Division of Teaching & Learning



Strategic Goal 2: Instructional Outcomes for Math

(continued)

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Interventions			
Identify students in need of intervention, apply targeted instructional strategies, and progress monitoring.	<ul style="list-style-type: none"> Student intervention group reports Progress monitoring data 	BOY MOY EOY	Division of Teaching & Learning
Ongoing review of data to assess efficacy of intervention programs utilized.	<ul style="list-style-type: none"> Student assessment data reports Student intervention group reports 	May 31, 2025	Division of Teaching & Learning
Assessments			
i-Ready interim assessments or appropriate assessment.	<ul style="list-style-type: none"> Percentage of students that complete the appropriate interim assessment 	BOY MOY EOY	Division of Teaching & Learning
Assessments aligned with priority standards and success criteria, incorporating language considerations. (<i>assessing for content or language</i>)	<ul style="list-style-type: none"> Assessments for each level of the proficiency scale (<i>level 2, 3, and 4</i>) Assessment data used in PLCs (<i>PLC documents</i>) 	May 2025	Division of Teaching & Learning
Formative Assessment: Teachers engage in formative assessment practices to determine student learning and instructional decisions.	<ul style="list-style-type: none"> Formative student data used in PLCs (<i>assessment documentation i.e. Data spreadsheets</i>) 	May 2025	Division of Teaching & Learning



Ee

environment

en·vi·ron·ment . noun

1: the circumstances, objects, or conditions by which one is surrounded

2: a: the complex of physical, chemical, and biotic factors (such as climate, soil, and living things) that act upon an organism or an ecological community and ultimately determine its form and survival

b: the aggregate of social and cultural conditions that influence the life of an individual or community

3: the position or characteristic position of a linguistic element in a sequence

Strategic Goal 3: Environment - Mental Health & Wellbeing

Strategic Goal 3: *Environment - Mental Health & Wellbeing*

During the 2024-25 school year, set the baseline and measures to establish growth targets in student and staff overall mental health and well-being.

Rationale for Goal:

Gain a comprehensive understanding of what supports/programs/opportunities are available to support our students and staff in the area of physical, mental health, and overall well-being. Identify effectiveness of those supports/programs/opportunities and identify opportunities for growth in this area.

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Develop the Las Cruces Public Schools Whole Student Wellness Framework to identify high impact priorities around the educational environment. <i>(To include nutritional environment and services, health services, physical environment, climate and culture, family engagement, counseling, psychological and social services)</i>	<ul style="list-style-type: none"> LCPS Whole Student Wellness Framework <i>(including definitive timeline of implementation, communication plan, and opportunity for stakeholder engagement)</i> Measurement criteria Identified data points to be used Established baseline for the identified measures we will be monitoring 	April 30, 2025	Division of Educational Equity & Support Programs Operations Division
Develop SMART growth targets within the identified areas of the school environment.	<ul style="list-style-type: none"> SMART growth targets 	May 31, 2025	Division of Educational Equity & Support Programs Operations Division



Strategic Goal 4: Environment - Safety

Strategic Goal 4: *Environment - Safety*

Annually, 100 percent of schools will engage all staff in the annual review, update and implementation of their school safety plans in alignment with the district safety plan.

Rationale for Goal:

To maintain a safe learning and working environment for our entire LCPS Community.

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Annual review and update LCPS district safety plan to include all district protocols and procedures.	<ul style="list-style-type: none"> Updated LCPS district safety plan and protocols and procedures 	July 31, 2024	Operations Division
Annual review and update of school safety plans.	<ul style="list-style-type: none"> Updated safety plan document submitted to Operations Division designee Protocols and meeting schedules for a district safety team/school team leads Participation in staff safety training for 2024-25 school year to be conducted during the beginning of the year orientation for all staff and a refresher at the start of the second semester <i>(also to be conducted with new employees to the school/department)</i> 	July 31, 2024	Operations Division
Develop a school site safety team.	<ul style="list-style-type: none"> List of safety team members Meeting schedule (frequency/days/times) Minutes from safety team meetings 	July 31, 2024	Operations Division



Ee

engagement

en·gage·ment . noun

1: a: an arrangement to meet or be present at a specified time and place

b: a job or period of employment especially as a performer

2: something that engages: PLEDGE

3: a: the act of engaging: the state of being engaged

b: emotional involvement or commitment

Strategic Goal 5: Engagement - School Culture & Climate

Strategic Goal 5: *Engagement - School Culture & Climate*

Annually, LCPS will strengthen school culture and climate focusing on social-emotional learning (SEL), inclusivity, and support systems, as measured by multiple metrics.

Rationale for Goal:

Integrating SEL and Career & Technical Education (CTE) into the school environment is not only beneficial for individual student well-being but also for creating a positive, inclusive, and supportive school climate and culture conducive to academic success and holistic development.

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Comprehensive analysis of climate and culture data to inform targeted interventions and support systems.	<ul style="list-style-type: none"> Completion of data analysis Identification of targeted interventions derived from analysis 	October 31, 2024	Division of Educational Equity & Support Programs Division of Teaching & Learning
Establish the LCPS Whole Student Wellness Framework to identify high impact priorities around student and staff engagement.	<ul style="list-style-type: none"> Whole Student Wellness Framework for implementation 	April 30, 2025	Division of Educational Equity & Support Programs Operations Division
Improve implementation tiered SEL program for PK-12 students.	<ul style="list-style-type: none"> Participation in SEL programs. Feedback from students and parents Disciplinary incidents Participation in SEL Advisory lessons 	May 31, 2025	Division of Educational Equity & Support Programs Division of Teaching & Learning
Enhance family engagement by developing and executing a comprehensive Professional Learning program on "LCPS Family Engaged Schools."	<ul style="list-style-type: none"> Family engagement survey results Family participation in school activities 	May 31, 2025	Division of Educational Equity & Support Programs
Develop and implement a comprehensive two-way communication system to enhance engagement and partnership between families and schools.	<ul style="list-style-type: none"> Communication frequency Parent feedback Engagement activities 	May 31, 2025	Communications Department Division of Teaching & Learning Technology Division



Strategic Goal 6: Engagement - Attendance

Strategic Goal 6: *Engagement - Attendance*

Annually, LCPS will increase overall student attendance by decreasing the number of students who are chronically absent by 50 percent.

Rationale for Goal:

Chronic absenteeism disproportionately affects disadvantaged students and contributes to widening achievement gaps.

Strategies to Accomplish Action Plan	Key Performance Indicators (KPI's)	Completion Date	Responsible Division
Expand mentorship program.	<ul style="list-style-type: none"> Number of students and families participating in the mentorship program Attendance rates among mentees Feedback from mentors, students, and families about the program's effectiveness 	May 31, 2025	Division of Educational Equity & Support Programs
Implement a proactive communication plan to notify parents and students of the importance of regular attendance.	<ul style="list-style-type: none"> Attendance after each communication campaign 	May 31, 2025	Communications Department Division of Educational Equity & Support Programs Division of Teaching & Learning
Analyze attendance data to identify trends and patterns and implement targeted interventions for at-risk students.	<ul style="list-style-type: none"> Percentage absenteeism among identified at-risk students 	May 31, 2025	Division of Educational Equity & Support Programs Division of Teaching & Learning
Collaborate with parents and community stakeholders to address barriers to attendance and create a supportive network for students.	<ul style="list-style-type: none"> Parental involvement Community partnerships 	May 31, 2025	Division of Educational Equity & Support Programs





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JUNE 2024