



Raul Yzaguirre Schools for Success

## **Houston STEM and Early College Middle School**

### **Campus Improvement Plan**

**2018-2019**

2950 Broadway Street

Houston, TX 77017

*No dude en comunicarse con el personal de la escuela, si usted desea que el Plan de Mejoras sea discutido*



**Mission**

We the faculty, staff, family, and community of Raul Yzaguirre TSTEM & ECHS Academies 6th-8th and 9th-12th, have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting. The pursuit of excellence in all expectations are aimed at developing self-respect and pride among our students. Our ultimate goal is for our students to become critical thinkers and leaders that will take on our school's vision.

**Vision**

At Raul Yzaguirre TSTEM ECHS, we empower all students to attain sustainable 21st century skills through participation in innovative college and career readiness programs.

**Administrators**

April Coleman

Interim Principal

**Description**

Raul Yzaguirre School for Success - Houston 6-8 opened its doors in 1996 and serves 306 students in grades 6 through 8. The student population is 98% Hispanic, 2% White, 0.3% American Indian, 0.3% Asian. Raul Yzaguirre School for Success - Houston 6-8 serves 5% Special Education students, 98% Economically Disadvantaged students, 35% English Language Learners; 70% At-Risk students, 4.6% Gifted & Talented students. The overall mobility rate for the campus is 9%. The average attendance rate for students is 97%. The annual dropout rate is 1.4%.

**TSTEM - Texas Science Technology Engineering and Mathematics Designation****T-STEM**

The Texas Science, Technology, Engineering and Mathematics (T-STEM) Initiative provides a foundational approach to empower teachers, inspire students, and advance the studies in these four fields. The public-private initiative of academies, professional development centers and networks is designed to improve instruction and academic performance in science and mathematics-related subjects at secondary schools.

Texas is home to 121 T-STEM Schools, including 97 T-STEM Academies and 24 blended Early College High School/T-STEM Academies serving more than 84,000 students across the state. RY TSTEM & ECHS is once of the 24 blended academies in the state of Texas.

**OBJECTIVES**

- Increase the number of students entering postsecondary studies and careers in science, technology, engineering, and mathematics
- Facilitate the promotion of quality school leadership that supports school redesign efforts, quality teacher recruitment and improved teacher preparation
- Align the long-term educational and economic development needs for local, regional and state needs We hope you find this interactive T-STEM Academy Design Blueprint useful as a tool to reflect on your Academy's success or as you plan to embark on initiating the T-STEM Initiative on your campus.

<b>Planning Committee</b>
---------------------------

<b>Member Name</b>	<b>Title</b>	<b>Role</b>
April Coleman	ECMS / STEM Administrator 6th-12th	Principal
Xochitl Lopez	ESL Teacher - LEP Coordinator	Teacher
Elizabeth White	Teacher - AMS / STEM	Teacher
Cristobal Martinez	Teacher - Social Studies	Teacher
Elsworth Lewis	Teacher - AMS / STEM Lead	Teacher
Nicholas Smith	Special Education Chairperson	Teacher
Alfonso Sanchez	Teacher - AMS / STEM	Teacher
Fred Gutierrez	Academic Counselor - CCR	Non-Teaching Staff
Luz Alcocer	Parent	Parent
Luz Raga	Parent	Parent
Joaquin Martinez	Community Member	Community Member
Anne VanHorn	BCM	Business Representative

# Comprehensive Needs Assessment

## Summary

### **Demographics**

The campus staff have good interaction with students, parents and the community through the use of multiple meeting and online services. Improvement needed in attendance, truancy, and diversity awareness training.

### **Excellence in Academics**

The campus staff has focused on increasing college readiness indicators (SAT, ACT, TSI), including the development and utilization of school-wide writing strategies to increase writing proficiency in college essay writing, SAT/ACT, open-ended STAAR questions, AP exams, ACPs, and dual credit assessments for college readiness. Improvements needed reading instruction, ad teacher training in higher-order thinking skills and data analysis.

### **School Culture and Climate**

We continue to ensure that our students, employees and our community are provided with a safe and secure learning environment. We work to ensure our campus is safe, and or students have opportunities to continue learning outside of school hours.

### **Staff Quality, Recruitment and Retention**

With the support and collaboration of the Human Resource Department, we continue to recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We constantly look for ways to improve our teacher appreciation and teacher retention methods.

### **Curriculum, Instruction and Assessment**

The campus excels in data, programs, and initiatives for use in the curriculum, and in the assessment of student achievement. Further success requires a rigorously aligned curriculum and sequencing structure. Additionally, more resources will be needed from community partners.

### **Family and Community Engagement**

The campus has had success with increasing attendance and participation of parents across the campus. Family and Community Engagement Department staff will continue to increase parent trainings and workshops to keep interest high in supporting parents to encourage their student's academic success. FACE department will partner with additional non-profits to provide valuable parent classes and monthly "Parent Cafe" meetings.

### **School Context and Organization**

We have a caring and dedicated staff. Improvement needed in attracting more parents to be involved in the PTO and across the campus.

### **Technology**

We have increased the number of technology items available to our students, but more equipment is still need. Especially for special population groups need technology access in order to use online programs that will greatly benefit their language development.

**Special Populations**

Multiple resources are provided for special populations, including language labs for parents and students. More focus is needed on the challenges for LEP and ELL students and families.

**College and Workforce Readiness**

We will continue to collaborate, plan and revisit plans for all 6th-12th grade initiatives to make sure we meet all TSTEM and ECHS requirements.

**CNA Process**

Our planning committee (including parents) began meeting in April to analyze data and determine strengths and weaknesses across multiple areas. Three meetings were held to work on the Comprehensive Needs Assessment, and to develop the Improvement plan. An additional meeting was held to present the CNA and the CIP to the Leadership team.

**A: Demographics****Strengths**

- 1: Providing resources and services for special population groups
- 2: Periodically meeting with parents to bring awareness and communicate program services and resources
- 3: Providing online services to meet the needs of special population groups

**Needs**

- A1: Staff need more diversity awareness training in regards to special population students  
A2: Not enough overall communication with stakeholders in regards to all services and programs that are available  
A3: Growing problems with student attendance and truancy

**Data Used to Evaluate Needs**

Attendance Data  
Campus-Based Assessments  
Graduation Records  
Individual Student Profiles  
Parent Surveys/Discussions  
Program Evaluations  
Promotion / Retention data  
Response to Intervention tracking  
Staff Demographics  
Student Demographics



**B: Excellence in Academics****Strengths**

- 1: An increase at the "master" level in all content areas
- 2: Addition of 21st Century grants for morning tutoring, after-school tutoring, and weekend classes.

**Needs**

- B1: Teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies.
- B2: Rigorous reading and literacy plan, using checkpoints and pacing calendars to frequently evaluate student progress.
- B3: Teacher training in implementing lessons that encourage higher order thinking skills, as well as accelerated instruction.
- B4: Better marketing of the school to recruit Highly Qualified teachers
- B5: Student workshops that motivate engage and provide hands-on experience and exposure to career interests
- B6: Students are not adequately prepared for PSAT, ACT, SAT, and AP courses.
- B7: Supplemental aides and tutors needed in the classroom to assist with small-group instruction and other strategies.
- B8: Students need real-world experiences to relate experiences to classroom instruction, and mentors to guide them.
- B9: Additional instruction time for students, such as after-school tutoring, morning tutoring, and weekend classes. More focused interventions also needed.

**Data Used to Evaluate Needs**

Attendance Data  
Campus-Based Assessments  
Curriculum-Based Assessments  
District-Based Assessments  
Formative Assessments  
Individual Student Profiles  
Program Evaluations  
Response to Intervention tracking  
STAAR / EOC Results  
Staff Demographics  
Student Achievement Data  
TAPR

**C: School Culture and Climate****Strengths**

- 1: A safe and secure learning environment.
- 2: 100% of personnel engaged in professional development activities.
- 3: Employees engaged in activities to maintain a positive school and work climate.

**Needs**

- C1: Campus lacks specific safety resources (Speed Limit signs, speed bumps, etc.).
- C2: Students not participating in an adequate amount of physical exercise
- C3: Students will have an opportunity to join extracurricular programs such as soccer, drum-line, basketball, volleyball, football, choir, art club, STEM clubs, and more.
- C4: Thoroughly analyzed Comprehensive Needs Assessment, and an Improvement Plan focused on at-risk students.

**Data Used to Evaluate Needs**

Campus Safety Exercise Data  
Classroom Walkthrough Data  
Program Evaluations  
Staff Demographics  
Student Achievement Data  
Student Data from the Coordinated Health program  
Student Physical Education grade reports & evaluations

## D: Staff Quality, Recruitment and Retention

### Strengths

- 1: Ease of online application system for recruitment (Applitrack)
- 2: Recruiting HQ teachers during Spring and Summer ACP Internship sessions. Ease of online application system for recruitment (Applitrack)

### Needs

- D1: Overall teacher attendance in below expectations
- D2: Lack of adequate teacher appreciation routines for retaining quality teachers
- D3: Improve recruitment of certified teachers.

### Data Used to Evaluate Needs

Attendance Data  
Program Evaluations  
Staff Attendance Data  
Staff Demographics

**E: Curriculum, Instruction and Assessment****Strengths**

- 1: Use the TCMPC, also referred to as TEKS RS, that provides content and support for an online curriculum management system known as the TEKS Resource System.
- 2: Language, reading, writing and communication intervention and enrichment for all students in all subgroups to reach mastery of the English language.
- 3: Periodic writing initiatives in all core content area classes that consist of targeted revising and editing processes. Teachers continue to score and calibrate to maintain high expectations and norms.
- 4: Visuals and hands on opportunities to allow for kinesthetic and visual learners to experience various modes of communication and learning. (EX: Anchor charts and TPR activities).

**Needs**

- E1: A rigorous 6-12 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored.
- E2: More business partnerships that provide learning opportunities for students.
- E3: Comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.
- E4: Staff need a better understanding of the impact of LEP Progress Measure and its impact on State and Federal indicators

**Data Used to Evaluate Needs**

Attendance Data  
Campus-Based Assessments  
Classroom Walkthrough Data  
Curriculum-Based Assessments  
District-Based Assessments  
Formative Assessments  
Individual Student Profiles  
LEP, ELL achievement data  
Response to Intervention tracking  
STAAR / EOC Results  
Student Demographics

## **F: Family and Community Engagement**

### **Strengths**

- 1: Expansion of the Family and Community Engagement department has increased accessibility of new programs, partnerships, connections, and resources for students and parents
- 2: Monthly "Parent Cafe" meetings to communicate new initiatives, expectations and norms to promote, recruit and sustain ECHS and TSTEM students in 6th-12th grade.
- 3: Parent Conferences held each grading cycle to allow for open discussion of student progress and needs<br>

### **Needs**

- F1: Increase information workshops that provide parents with engaging activities that bring awareness of college bound initiatives and opportunities.
- F2: Continue to find new techniques and technology to increase communication with stakeholders.

### **Data Used to Evaluate Needs**

- Parent Surveys/Discussions
- Parent Workshop Evaluations

## **G: School Context and Organization**

### **Strengths**

- 1: Teacher Leads
- 2: Department Heads
- 3: Program Sponsors
- 4: Parent Leads
- 5: Community & Business Partners

### **Needs**

- G1: Parents not receiving enough information regarding parent-teacher conferences
- G2: Lack of parent interest in PTO

### **Data Used to Evaluate Needs**

- Parent Surveys/Discussions
- Parent Workshop Evaluations
- Program Evaluations
- Staff Demographics

## H: Technology

### Strengths

- 1: Increase in number of devices
- 2: Increase in accessibility for devices

### Needs

- H1: Not enough computers are available to students in the classroom
- H2: Students need laptops to take home to keep up with T-STEM requirements
- H3: Access to the internet is not available in most classrooms

### Data Used to Evaluate Needs

- Classroom Walkthrough Data
- Program Evaluations
- Response to Intervention tracking
- Staff Demographics
- Student Achievement Data

## I: Special Populations

### Strengths

- 1: Special Population students provided with the application, information and program protocols needed to bring awareness to these populations.
- 2: Resources for our Special Populations, including (a) Language Live, (b) Imagine Learning, and (c) Brainpop
- 3: Language Labs and technology labs overall to provide students and parents access to online resources and instructional tools.

### Needs

- I 1: A comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.
- I 2: Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all 6th-12th grade students.
- I 3: A monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.
- I 4: LEP student, pregnant students, and students that are parents, are not taking advantage of resources available to them.
- I 5: Improved intervention plan system for LEP students that are struggling to meet academic standards.

### Data Used to Evaluate Needs

Campus-Based Assessments  
Classroom Walkthrough Data  
Curriculum-Based Assessments  
Formative Assessments  
LEP, ELL achievement data  
Program Evaluations  
STAAR / EOC Results



**J: College and Workforce Readiness****Strengths**

- 1: RY T-STEM and ECHS received the Texas Education Agency's official T-STEM and ECHS designation. The campus must maintain alignment in these to areas to continue to grow and provide competitive opportunities for our student population.
- 2: We will continue to collaborate, plan and revisit plans for our ECHS with Houston Community College. The faculty and staff will collaborate with HCC faculty to learn more about HCC's workforce programs.
- 3: Student Job Fairs and Soft Skills training will continue to take place so that students have exposure to job requirements and accessibility.

**Needs**

J1: Provide opportunities for students to be actively engaged in in their educational lives and empower students to believe in their potential for postsecondary education or career certification. Specifically, student workshops that motivate engage and provide hands-on experience and exposure to career interests.

**Data Used to Evaluate Needs**

Program Evaluations  
Response to Intervention tracking  
Student Achievement Data  
TAPR

**Priority Needs**

## A: Demographics

A3 Growing problems with student attendance and truancy

## B: Student Achievement

B1 Teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies.

B2 Rigorous reading and literacy plan, using checkpoints and pacing calendars to frequently evaluate student progress.

B3 Teacher training in implementing lessons that encourage higher order thinking skills, as well as accelerated instruction.

B6 Students are not adequately prepared for PSAT, ACT, SAT, and AP courses.

B7 Supplemental aides and tutors needed in the classroom to assist with small-group instruction and other strategies.

B8 Students need real-world experiences to relate experiences to classroom instruction, and mentors to guide them.

B9 Additional instruction time for students, such as after-school tutoring, morning tutoring, and weekend classes. More focused interventions also needed.

## C: School Culture and Climate

C1 Campus lacks specific safety resources (Speed Limit signs, speed bumps, etc.).

C2 Students not participating in an adequate amount of physical exercise

C4 Thoroughly analyzed Comprehensive Needs Assessment, and an Improvement Plan focused on at-risk students.

## D: Staff Quality, Recruitment and Retention

D1 A clear and concise updated manual of policies, procedures, and practices that also includes delineated roles and responsibilities of those within the organization.

D2 A comprehensive and coordinated teacher recruitment and selection system; whereby the HR department and campus administrators timely coordinate the recruitment and selection of teachers who, at minimum, meet highly qualified requirements to be in place for the first day of instruction and meet the needs of the ECHS/STEM campus.

## E: Curriculum, Instruction and Assessment

- E1 A rigorous 6-12 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored.
- E2 More business partnerships that provide learning opportunities for students.
- E3 Comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.
- E4 Staff need a better understanding of the impact of LEP Progress Measure and its impact on State and Federal indicators

#### F: Family and Community Engagement

- F1 Increase information workshops that provide parents with engaging activities that bring awareness of college bound initiatives and opportunities.
- F2 Continue to find new techniques and technology to increase communication with stakeholders.

#### H: Technology

- H1 Not enough computers are available to students in the classroom

#### I : Special Populations

- I1 A comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.
- I3 A monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.
- I4 LEP student, pregnant students, and students that are parents, are not taking advantage of resources available to them.
- I5 Improved intervention plan system for LEP students that are struggling to meet academic standards.

# Actions

**Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.**

**Objective #1: Curriculum: The campus will maintain a “Met Standard” rating on all domains in the state accountability system through an aligned curriculum and focus on the whole child.**

1	<b>Action:</b> Implement a rigorous 6-12 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored. The curriculum in the core content areas will be aligned and sequenced to ensure all students are successful on STARR/EOC and meet or exceed standards at each grade level/subject area to completion of the recommended high school diploma course of study. Purchase testing materials.	<b>Person(s) Responsible:</b> Department Heads; Principal; CCR; Special Populations Dept.	<b>Resources:</b> Formative/Summative Assessments; District Benchmarks; Stanford/Aprenda; STAAR; TELPAS ; EOY Writing Samples.; Title I, Part A Funds \$14,000.00
	<b>Evidence of Implementation:</b> Analysis of curriculum. PLC discussions regarding alignment of topics and grade-levels.	<b>Ongoing Evaluation Method:</b> Evaluation and analysis of student grades every three weeks.	<b>Final Evaluation Method:</b> Increase the number of students that meet targets by 5%
	<b>Timeline:</b> 8/27/2018 - 5/31/2019 (once a week)		<b>Needs:</b> E1;
2	<b>Action:</b> Add enrichment activities to classroom instruction to engage all students, using various types of activities to improve learning. Implement small group interventions, peer tutoring, accelerated instruction. Purchase materials, manipulatives, and supplies, and classroom instructional aides.	<b>Person(s) Responsible:</b> Principal; Lead Teachers	<b>Resources:</b> Teacher small group flashcards, games, leveled readers high lighters, Chart Tablets, manipulatives, charts and graphs.; Title I, Part A Funds \$120,000.00
	<b>Evidence of Implementation:</b> Sign in sheets for academic tutoring outside of school hours.	<b>Ongoing Evaluation Method:</b> Benchmarks; Progress Monitoring; Weekly Checkpoints	<b>Final Evaluation Method:</b> Increase the number of students demonstrating growth in Domain 2 by 10%
	<b>Timeline:</b> 8/27/2018 - 5/31/2019 (4 times a week)		<b>Needs:</b> B3; B7; B9;

3	<b>Action:</b> Teachers will provide field trips/conferences opportunities to create real life connections to RYSS/State Curriculum, STEM Fields, and higher ed opportunities for all students. Use multiple learning opportunities in all subjects to create a well-rounded curriculum for the students.	<b>Person(s) Responsible:</b> TSTEM Leads; Department Heads; CCR; Principal	<b>Resources:</b> HCC; Surrounding businesses; Field trips; Project Grad; Upbound;
	<b>Evidence of Implementation:</b> Fieldtrip packets; Pictures; Attendance Rosters	<b>Ongoing Evaluation Method:</b> Student questioning regarding field trip knowledge; observation of student grades related to field trips/conferences	<b>Final Evaluation Method:</b> 80% of students will show an increase in scores aligned to activity TEKS
	<b>Timeline:</b> 8/27/2018 - 5/31/2019 (Daily)		<b>Needs:</b> B8;
4	<b>Action:</b> Implement after-school instruction, morning tutoring program, and enrichment classes & activities. Pay for tutors.	<b>Person(s) Responsible:</b> Principal; Lead Teachers	<b>Resources:</b> Teacher small group flashcards, games, leveled readers high lighters, Chart Tablets, manipulatives, charts and graphs.; Title I, Part A Funds \$30,000.00; 21st Century Grant
	<b>Evidence of Implementation:</b> Sign in sheets for academic tutoring outside of school hours.	<b>Ongoing Evaluation Method:</b> Benchmarks; Positioning Tools; Progress Monitoring; Weekly Checkpoints	<b>Final Evaluation Method:</b> Increase the number of students passing STARR at [1] approaches (by 10%), [2] meets (by 10%), [3] masters (by 5%)
	<b>Timeline:</b> 7/1/2018 - 7/1/2019 (Summer)		<b>Needs:</b> B9;

**Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.**

**Objective #2: Academics: Increase the percent of students reaching the Meets Grade Level Performance Standard by 10% and Masters Grade Level Performance Standard by 5% in all tested subjects; close learning gaps.**

1	<b>Action:</b> Focus on core content areas to improve student performance on state examinations. Department Heads will purchase classroom materials (supplies, reading materials, textbooks, software, copier rentals, contracted services) Technology and equipment which support the implementation of lessons which address STAAR standards and the TEKS.	<b>Person(s) Responsible:</b> Principal; STEM Lead Committee; STEM Lead Teacher; STEM Business Partners; Lead Teachers; Consultants	<b>Resources:</b> TEKSRS; DMAC; DRA; District Benchmarks; STAAR/TELPAS; Local Funds; Special Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> EOY Writing Sample ; Student Portfolios; Lesson Plans; Walkthroughs; Observations	<b>Ongoing Evaluation Method:</b> DRA; District Benchmarks; NRT Reports; STAAR/TELPAS	<b>Final Evaluation Method:</b> Review of data and CIP Progress.
	<b>Timeline:</b> 8/1/2018 - 6/1/2019 (Daily)		<b>Needs:</b> H1;
2	<b>Action:</b> Provide staff with training on how to analyze BOY, MOY and Benchmark Data and produce exemplar lessons that target higher level and critical thinking strategies. Plan Station activities to target advanced TEKS and objectives. Purchase Norm Referencing Materials and Universal Screeners.	<b>Person(s) Responsible:</b> Principal; Lead Teachers; Teachers	<b>Resources:</b> File Folders; Journal notebooks; Title I, Part A Funds \$10,000.00
	<b>Evidence of Implementation:</b> Lesson Plans; Walkthroughs	<b>Ongoing Evaluation Method:</b> Positioning Tools; Benchmarks; Weekly checkpoints	<b>Final Evaluation Method:</b> Review of data and CIP Progress.
	<b>Timeline:</b> 8/1/2018 - 6/1/2019 (On-going)		<b>Needs:</b> B1;
3	<b>Action:</b> Teachers will participate in professional development to address higher order thinking, critical thinking and advanced vocabulary and questioning to help our campus meet 100% of our targets.	<b>Person(s) Responsible:</b> Principal; Teachers	<b>Resources:</b> Research Based; Professional Development;
	<b>Evidence of Implementation:</b> Agendas; Sign-In Sheets	<b>Ongoing Evaluation Method:</b> STAAR scores; AEIS Reports; Teacher evaluations	<b>Final Evaluation Method:</b> Review of data and CIP Progress.
	<b>Timeline:</b> 8/1/2018 - 6/1/2019 (On-going)		<b>Needs:</b> B3;

**Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.**

**Objective #3: Reading: Improve Reading achievement across all grade-levels and subjects, and increase the overall passing standard from 72% to 74%**

1	<b>Action:</b> During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.	<b>Person(s) Responsible:</b> Department Heads; Teacher Leads; Reading & Writing Teachers	<b>Resources:</b> Data from benchmarks, checkpoints and exit tickets will show an increase of 10% in each measurable outcome tested.;
	<b>Evidence of Implementation:</b> PLC Minutes; Sign-in sheets; Principal observations; Data Talks; Consultant collaboration	<b>Ongoing Evaluation Method:</b> Increase in literacy capacity as defined through passing rates on the college placement TSI test; Improved grades at the middle school, high school and college levels ; Improved EOC scores	<b>Final Evaluation Method:</b> Review of data and CIP Progress.
	<b>Timeline:</b> 8/27/2018 - 5/31/2019 (Weekly)		<b>Needs:</b> B2;
2	<b>Action:</b> Improve reading through the use of literacy plans and frequent evaluation periods.	<b>Person(s) Responsible:</b> Department Leads; CCR ; Principal; Lead Teachers	<b>Resources:</b> DMAC; Data; Test Prep;
	<b>Evidence of Implementation:</b> Literacy plans and frequent evaluation of the Pacing Calendar	<b>Ongoing Evaluation Method:</b> Data; Lesson Plans; Pacing Calendar	<b>Final Evaluation Method:</b> Data from benchmarks, checkpoints and exit tickets will show an increase of 10% in each measurable outcome tested.
	<b>Timeline:</b> 8/1/2018 - 6/1/2019 (Summer)		<b>Needs:</b> B2;



**Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.**

**Objective #4: Attendance: By the end of the school year, increase and maintain student attendance to 98%, and decrease teacher absenteeism by 5%.**

1	<b>Action:</b> Reach and Maintain 98% student attendance rate by (1) Using the Awards Committee to provide students with awards and acknowledgement for high standards and attendance, and (2) establish an ADA committee to meet each week to review student attendance and take immediate corrective and preventive action.	<b>Person(s) Responsible:</b> Principal; CCR; Lead Teachers, Intervention Team; Counselor; Teachers	<b>Resources:</b> TXeis reports; DMAC; BlackBoard Connect;
	<b>Evidence of Implementation:</b> ADA Contracts; Parent/Student Sign-in Sheets; Raptor system report; TXEis reports	<b>Ongoing Evaluation Method:</b> Review of Attendance & Truancy Data	<b>Final Evaluation Method:</b> Improved attendance rate across the campus
	<b>Timeline:</b> 8/1/2018 - 6/1/2019 (On-going)		<b>Needs:</b> A3;
2	<b>Action:</b> Increase staff education and development at the campus level in compliance with Truancy Prevention Measures under HB 2398: (a) Purchase materials and supplies to provide ongoing training and workshops, (b) Contract for consultants to provide training and workshops	<b>Person(s) Responsible:</b> Principals; FACE; Intervention TEAM; Facilities Management Department	<b>Resources:</b> ESC 4; State Requirements;
	<b>Evidence of Implementation:</b> Truancy Prevention Measures	<b>Ongoing Evaluation Method:</b> Attendance Records	<b>Final Evaluation Method:</b> Improvement in student attendance rates
	<b>Timeline:</b> 7/1/2018 - 7/1/2019 (Daily)		<b>Needs:</b> A3;
3	<b>Action:</b> Administration will make teacher appreciation an on going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Interventionist will take over the class, so the teacher will have release time.	<b>Person(s) Responsible:</b> Principal; Campus Interventionist; Administrative Assistant	<b>Resources:</b> Coupons; Absence Reports; Planning Calendar;
	<b>Evidence of Implementation:</b> List of Coupons; Teacher release sign out Calendar with coverage	<b>Ongoing Evaluation Method:</b> End of the year comparison of First semester and Second semester absentee percentages.	<b>Final Evaluation Method:</b> Review of data and CIP Progress.
	<b>Timeline:</b> 8/1/2018 - 6/1/2019 (On-going)		<b>Needs:</b> D1; D2;

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #1: LEP: Increase understanding of the LEP Progress Measure and how it relates to state and federal accountability.**

1	<b>Action:</b> An Intervention Plan will be developed and implemented to increase the percentage of at-risk students in the Bilingual or ESL Program obtaining LIII-Advanced Level of Performance in the State assessments.	<b>Person(s) Responsible:</b> Principal; Lead Teachers Special; Pops Manager ESL TEAM	<b>Resources:</b> Files Trackers; Data;
	<b>Evidence of Implementation:</b> AEIS Reports AMAO Report	<b>Ongoing Evaluation Method:</b> State Assessment Data	<b>Final Evaluation Method:</b> Data review will show an increase of 10% for all EL students
	<b>Timeline:</b> 10/1/2018 - 6/1/2019 (once a week)		<b>Needs:</b> E1; I1; I 5;
2	<b>Action:</b> Special Populations Department will provide training opportunities regarding the impact of LEP Progress Measure and its impact on State and Federal indicators to all teachers and support	<b>Person(s) Responsible:</b> Special Populations Coordinator; Principal; ESL Program; Lead Teachers	<b>Resources:</b> Registration; Files; Supplies;
	<b>Evidence of Implementation:</b> Training Registration forms; Powerpoints; Training Certificates	<b>Ongoing Evaluation Method:</b> Evaluations; TELPAS; System Safeguards; AMAOs	<b>Final Evaluation Method:</b> All teacher will increase their effectiveness as evidenced by an increase in score by 10%
	<b>Timeline:</b> 9/1/2018 - 6/1/2019 (3 times a year)		<b>Needs:</b> E3; E4;
3	<b>Action:</b> Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2018-2019 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level. [ Critical Success Factors [Critical Success Factors 3, 5, 6]]	<b>Person(s) Responsible:</b> Principal; Lead Teachers; PTO; Content Leads	<b>Resources:</b> Research based; literature and data; Free literature and support; Title I, Part A Funds; PTA Funds Funds
	<b>Evidence of Implementation:</b> Sign in sheets; Flyers; Data; Meeting sessions	<b>Ongoing Evaluation Method:</b> Student achievement; Every grading cycle and progress report	<b>Final Evaluation Method:</b> 80% of students will meet the criteria on TELPAS to exit program by the end of 2019
	<b>Timeline:</b> 9/1/2018 - 6/1/2019 (On-going)		<b>Needs:</b> E3;

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #2: At-Risk: Close the achievement gap between student groups at the same grade level, including Special Education and other at-risk students, by 10%.**

1	<b>Action:</b> Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development.	<b>Person(s) Responsible:</b> Principal; Lead Teachers; Teachers	<b>Resources:</b> Professional Development; Workbooks; Word Walls; Flashcards;
	<b>Evidence of Implementation:</b> PD Agendas; Sign in Sheets; Lesson Plans; Walkthroughs	<b>Ongoing Evaluation Method:</b> Weekly Checkpoints; Benchmarks; Positioning tools; TELPAS; STAAR	<b>Final Evaluation Method:</b> Students will increase ELA STAAR scores by 10% of approaches, 10% meets, and 5% masters
	<b>Timeline:</b> 8/27/2018 - 5/31/2019 (Daily)		<b>Needs:</b> E3;
2	<b>Action:</b> Continue to teach effective parenting and coping skills to students who are pregnant or parenting to ensure that they receive a high school diploma. These students will be closely monitored for attendance and grades with immediate interventions applied for at - risk performance.	<b>Person(s) Responsible:</b> CCR; Principal; Parents	<b>Resources:</b> BCM; Specialized Consulting; VOCA;
	<b>Evidence of Implementation:</b> Teacher training for at-risk students; classes and session for student-parents.	<b>Ongoing Evaluation Method:</b> Monitoring of academic achievement for pregnant students and student-parents.	<b>Final Evaluation Method:</b> Increase graduation rates by 2%
	<b>Timeline:</b> 8/27/2018 - 5/31/2019 (once a month)		<b>Needs:</b> I 4;
3	<b>Action:</b> Implement academic tracking system to better track the academic achievement of Special Education and other at-risk students, including meetings for teachers to coordinate efforts across all academic subjects.	<b>Person(s) Responsible:</b> Principal, Lead Teachers, Special Education teachers	<b>Resources:</b> Special Ed Funds
	<b>Evidence of Implementation:</b> Meeting notes, Interventions plans for Special Education students	<b>Ongoing Evaluation Method:</b> Teacher discussion, classroom evaluations	<b>Final Evaluation Method:</b> increase the number of students meeting IEP goals by 50%
	<b>Timeline:</b> 8/27/2018 - 5/31/2019 (once a month)		<b>Needs:</b> I3;

**Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.**

**Objective #1: PSAT/SAT/ACT : Students will participate in the PSAT/SAT/ACT assessments.**

1	<b>Action:</b> Enroll 8th grade students to participate in the correspondent PSAT 8/9 assessment.	<b>Person(s) Responsible:</b> CCR; Principal; Lead teachers	<b>Resources:</b> College Board Account; Career & Technology Funds; High School Allotment Funds
	<b>Evidence of Implementation:</b> Student enrollment in PSAT assessments	<b>Ongoing Evaluation Method:</b> Student Assessment; Scores	<b>Final Evaluation Method:</b> Review of data and TAPR.
	<b>Timeline:</b> 9/1/2018 - 5/1/2019 (Daily)		<b>Needs:</b> B6;
2	<b>Action:</b> Train teachers on how to provide quality PSAT/SAT/ACT instruction to students	<b>Person(s) Responsible:</b> Principal; Academic Service Director; Academic Case Manager	<b>Resources:</b> Princeton Review Resources; PSAT/SAT/ACT resources; Career & Technology Funds; High School Allotment Funds
	<b>Evidence of Implementation:</b> Teacher training sign-in sheets; workshops offered to teachers	<b>Ongoing Evaluation Method:</b> Classroom walk-through data to evaluate teacher PSAT instruction	<b>Final Evaluation Method:</b> Student level of success in PSAT assessments
	<b>Timeline:</b> 8/1/2018 - 6/1/2019 (Daily)		<b>Needs:</b> B3;
3	<b>Action:</b> All RYSS students qualified to take the PSAT/SAT/ACT will be offered a class to prepare them for success on the exam(s).	<b>Person(s) Responsible:</b> Principal; Department Coordinators	<b>Resources:</b>
	<b>Evidence of Implementation:</b> Number of PSAT workshops being offered to students	<b>Ongoing Evaluation Method:</b> Student enrollment in PSAT workshops	<b>Final Evaluation Method:</b> Student success on PSAT assessments
	<b>Timeline:</b> 7/1/2018 - 7/1/2019 (Weekly)		<b>Needs:</b> B3;

**Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.**

**Objective #2: PreAP: Increase the number of students enrolling in PreAP courses.**

1	<b>Action:</b> High School caseworkers and faculty will have course selection sessions with Middle school students to promote, inform and recruit students meeting requirements for AP and DC courses.	<b>Person(s) Responsible:</b> Principal; CCR Caseworkers; AP Teachers; Lead Teachers	<b>Resources:</b> Power Point; Presentations; Personal Grad Plans; AP and DC Course Offerings;
	<b>Evidence of Implementation:</b> Student surveys; Graduation plans	<b>Ongoing Evaluation Method:</b> AP students; DC students	<b>Final Evaluation Method:</b> 100% of students will receive support in the selection of AP courses
	<b>Timeline:</b> 12/1/2018 - 4/1/2019 (December & April only) <b>Needs:</b> B6;		
2	<b>Action:</b> Secondary Teachers will be expected to actively seek/secure registration in the Rice University Advanced Placement Program prior to the start of the Fall Semester of the next school year. (a) Register staff, (b) Provide payment for AP Program at Rice University, (c) All PreAP and AP certification certificates will be submitted to HR, Master Schedule Coordinator, and College Board for approval.	<b>Person(s) Responsible:</b> Principal; School Counselor; Human Resources; Teachers	<b>Resources:</b> Career & Technology Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Staff Certifications; Registration and Training Documentation	<b>Ongoing Evaluation Method:</b> AP Exams Results; BOY & MOY Participation Report; T-STEM Blueprint	<b>Final Evaluation Method:</b> 100% of teachers will register in courses at Rice. As a result, Math scores will increase by 10% in approaches, 10% in meets, and 5% in masters
	<b>Timeline:</b> 3/15/2018 - 6/1/2019 (Weekly) <b>Needs:</b> B3;		
3	<b>Action:</b> Use student performance data from previous AP exams to identify and provide students with appropriate interventions and/or opportunities for accelerated instruction.	<b>Person(s) Responsible:</b> Principal; CCR	<b>Resources:</b> Flyers of AP Exams Calendars; CCR Website; Marquee; Student data reports; Intervention lesson plans; Accelerated instruction plans; Differentiated Instruction; Special Ed Funds; Career & Technology Funds; High School Allotment Funds
	<b>Evidence of Implementation:</b> Copies of AP Exams Calendars	<b>Ongoing Evaluation Method:</b> Copies of promotional material	<b>Final Evaluation Method:</b> STAAR scores will increase by 10% in approaches, 10% in meets, and 5% in masters
	<b>Timeline:</b> 3/1/2018 - 8/1/2019 (Weekly) <b>Needs:</b> B6;		

**Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.**

**Objective #3: Mentors: All 7th and 8th grade students will be assigned a mentor assigned who is a college/workforce graduate.**

1	<b>Action:</b> Workforce and college mentors will meet with students seeking a targeted pathway in that field.	<b>Person(s) Responsible:</b> Principal; CCR Caseworkers; Lead Teachers	<b>Resources:</b> CCR; Workforce and college mentors/partners;
	<b>Evidence of Implementation:</b> sign-in sheets; graduation plans; job shadowing; internships	<b>Ongoing Evaluation Method:</b> evaluations, parent feedback, student feedback, surveys	<b>Final Evaluation Method:</b> Review of student achievement and participation data
	<b>Timeline:</b> 2/1/2018 - 6/1/2019 (Daily)		<b>Needs:</b> B8;

**Goal #4: Family and Community Engagement - RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.**

**Objective #1: Parent Engagement: Increase two-way communications with parents, family members, and the community.**

1	<b>Action:</b> Improve communication with parents via Wednesday Communication folders will go home to communicate weekly and monthly events, Monthly newsletters and Blackboard Connect calls to remind parents and students of events, and other methods, including text and phone blasts, web communication packets, flyers. [ Critical Success Factors [Critical Success Factors 5]]	<b>Person(s) Responsible:</b> Principals, Lead teachers, Family and Community Engagement staff	<b>Resources:</b> Blackboard Connect services Teacher input Department updates;
	<b>Evidence of Implementation:</b> PLCs Folders; Calendars; website; Flyers	<b>Ongoing Evaluation Method:</b> Discussions & Meetings with parents; Surveys	<b>Final Evaluation Method:</b> Review of data.
	<b>Timeline:</b> 8/1/2018 - 6/1/2019 (Weekly)		<b>Needs:</b> F2; [Title I Components Parent Engagement]
2	<b>Action:</b> Parent meetings will be held to communicate with campus principal, Family and Community Engagement (FACE) Department and other department heads. [ Critical Success Factors [Critical Success Factors 5]]	<b>Person(s) Responsible:</b> Principal; Family and Community Engagement Dept.;CCR	<b>Resources:</b> Community Leaders; Parent Literature; FACE Meetings;
	<b>Evidence of Implementation:</b> Agendas Sign-in sheets	<b>Ongoing Evaluation Method:</b> Surveys; participation photos; sign in sheets	<b>Final Evaluation Method:</b> Review of data.
	<b>Timeline:</b> 9/1/2018 - 5/1/2019 (Monthly)		<b>Needs:</b> F3; [Title I Components Parent Engagement]
3	<b>Action:</b> Invite and promote opportunities to share information and gather input from parents and community members that will aid and benefit all stakeholders; to promote engagement to increase and support overall student achievement. [ Critical Success Factors [Critical Success Factors 5]]	<b>Person(s) Responsible:</b> Family and Community Engagement Department, Principal PTO CCR Teachers;	<b>Resources:</b> Flyers; Promotional events; Post-secondary institutions, Memorandums of Understanding; Strategic Partnership Agreements; Carl Perkins
	<b>Evidence of Implementation:</b> Sign-in sheets Field trips; Meeting Agendas; Fairs/workshops	<b>Ongoing Evaluation Method:</b> Informal surveys and discussions with parents and community members, partnership agreements	<b>Final Evaluation Method:</b> Review of student achievement data; renew agreements
	<b>Timeline:</b> 10/1/2018 - 5/1/2019 (Monthly)		<b>Needs:</b> F2; [Title I Components Parent Engagement]

4	<b>Action:</b> Provide parents with resources, training, and workshops that help increase student achievement. [Critical Success Factors [Critical Success Factors 5]]	<b>Person(s) Responsible:</b> Principal; CCR; FACE Dept.; Academic Services Special Populations	<b>Resources:</b> Parent literature; CCR & College FAFSA/TAFSA; Parent Center Lab; Upward Bound Program; Padres Comprometidos; Padres Comprometidos con CHISPA; 400 Voices; Project Grad; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Agendas Sign-in Sheets	<b>Ongoing Evaluation Method:</b> Parent surveys and evaluations; student and parent feedback	<b>Final Evaluation Method:</b> Increase in student achievement data
	<b>Timeline:</b> 9/1/2018 - 7/1/2019 (On-going)		<b>Needs:</b> F1; [Title I Components Parent Engagement]



**Goal #4: Family and Community Engagement - RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.**

**Objective #2: Community: Provide opportunities for strategic partnerships expansion.**

1	<p><b>Action:</b> Improve student access to a well-rounded education by developing partnerships with medical, business, and energy leading corporations across Houston that will partner with RYSS to offer students work-based experiences and certifications as well as support Districtwide initiatives to help increase student achievement. [ Critical Success Factors [Critical Success Factors 1, 5]]</p>	<p><b>Person(s) Responsible:</b> Family and Community Engagement Director, Principal, Counselors</p>	<p><b>Resources:</b> Strategic Partnerships, Memorandums of Understanding; Local Funds</p>
	<p><b>Evidence of Implementation:</b> Strategic Partnerships, Memorandum of Understanding, Service Agreements</p>	<p><b>Ongoing Evaluation Method:</b> Renewal of Strategic Partnership Agreements, Student and teacher evaluations of partnership successes</p>	<p><b>Final Evaluation Method:</b> Add 2 additional strategic partnerships</p>
	<p><b>Timeline:</b> 1/8/2019 - 5/31/2019 (On-going)</p>		<p><b>Needs:</b> E2; [Title I Components Parent Engagement]</p>

**Goal #4: Family and Community Engagement - RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.**

**Objective #3: Culture: Ensure students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.**

1	<b>Action:</b> Safety committee will meet weekly to discuss campus grounds, classroom and surrounding area safety concerns and improvements.	<b>Person(s) Responsible:</b> Principal; Intervention TEAM	<b>Resources:</b> Safety Drills; Calendar; Minutes;
	<b>Evidence of Implementation:</b> Sign-in sheets; Calendar; Agendas	<b>Ongoing Evaluation Method:</b> Evaluation of periodic safety exercises	<b>Final Evaluation Method:</b> Positive evaluation of campus safety exercises
	<b>Timeline:</b> 7/1/2018 - 7/1/2019 (Weekly)		<b>Needs:</b> C1;
2	<b>Action:</b> Maintain a safe and secure environment for each instructional and non-instructional facility. [A] Conduct standard safety drills (Fire Drills, Obstructed, Shelter in Place, Unauthorized Person (Inside), Severe Weather, Threatening Person (Outside); [B] Improve safety of the campus (purchase of Speed Limit signs, addition of Speed Bumps, safety equipment, and supplies to ensure student and family safety while on campus especially during drop off and pickup times, maintenance of security radios.	<b>Person(s) Responsible:</b> Principals; FACE; Intervention TEAM; Facilities Management Department	<b>Resources:</b> Trackers; Binders; COH Policies and Regulations; Local Funds
	<b>Evidence of Implementation:</b> Binder Tracker	<b>Ongoing Evaluation Method:</b> Evaluation of Drills and Meetings	<b>Final Evaluation Method:</b> Review of campus safety data
	<b>Timeline:</b> 7/1/2018 - 7/1/2019 (On-going)		<b>Needs:</b> C1;
3	<b>Action:</b> Provide routine health services in conjunction with BCM and PE/Health courses. Alignment with district/campus wellness policy and programs.	<b>Person(s) Responsible:</b> Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach	<b>Resources:</b> Equipment; Technology Devices Data; Tracking documents and reports; FMNV Charts and website;
	<b>Evidence of Implementation:</b> Policy; Meetings; Fitness Gram Lessons	<b>Ongoing Evaluation Method:</b> Parent and student; feedback/surveys; Evaluations	<b>Final Evaluation Method:</b> Review of student health data
	<b>Timeline:</b> 7/1/2018 - 4/1/2019 (Daily)		<b>Needs:</b> C2;

4	<b>Action:</b> Implement the RYSS District Wellness Plan and provide a coordinated school health program. Students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Use criterion-based reporting for each students health education program.	<b>Person(s) Responsible:</b> Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach	<b>Resources:</b> Literature; Curriculum; Communication;
	<b>Evidence of Implementation:</b> Meetings and communication	<b>Ongoing Evaluation Method:</b> Parent Surveys; Department meetings	<b>Final Evaluation Method:</b> Review of student health data.
	<b>Timeline:</b> 12/1/2018 - 5/1/2019 (Daily)		<b>Needs:</b> C2;
5	<b>Action:</b> In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives. [ Critical Success Factors [Critical Success Factors 1]]	<b>Person(s) Responsible:</b> Principal	<b>Resources:</b> Campus Improvement Plan, Set2Plan training;
	<b>Evidence of Implementation:</b> Completed comprehensive Needs Assessment, Campus improvement plan, and evaluation of the prior year plan. Sign in sheets, agendas, and minutes of all meetings used to complete the items listed.	<b>Ongoing Evaluation Method:</b> discussions with committee members	<b>Final Evaluation Method:</b> Completed Campus Improvement Plan
	<b>Timeline:</b> 2/1/2018 - 7/1/2019 (Annually)		<b>Needs:</b> C4; [Title I Components CNA]
6	<b>Action:</b> Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.	<b>Person(s) Responsible:</b> Principal	<b>Resources:</b> Comprehensive Needs Assessment;
	<b>Evidence of Implementation:</b> Committee sign-in sheets, agendas, minutes	<b>Ongoing Evaluation Method:</b> Measuring student achievement and other data to actions and in improvement plan	<b>Final Evaluation Method:</b> Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement
	<b>Timeline:</b> 2/1/2019 - 7/1/2019 (Annually)		<b>Needs:</b> C4; [Title I Components CIP]

**Additional Targeted Support**

**Student Success   SpEd   Academic Achievement**

Goal #2, Objective #2, Strategy #3

Implement academic tracking system to better track the academic achievement of Special Education and other at-risk students, including meetings for teachers to coordinate efforts across all academic subjects.

**Funding**

21st Century Grant

Career & Technology Funds

High School Allotment Funds

Local Funds

Carl Perkins

PTA Funds Funds

Special Ed Funds

Title I, Part A Funds                      \$174,000.00

Title III, Part A Funds

# Title I

**This Organization is consolidating the following funds: Title I, Part A funds only**

---

**Element 1: Comprehensive Needs Assessment**

---

Conduct a Comprehensive Needs Assessment

**Goal # 4, Objective #3 , Strategy # 5:** In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

---

**Element 2: Schoolwide Plan**

---

Prepare a Comprehensive Schoolwide Plan

**Goal # 4, Objective #3 , Strategy # 6:** Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

---

**Element 3: Parent and Family Engagement**

---

Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 4, Objective # 1, Strategy # 1:** Improve communication with parents via Wednesday Communication folders will go home to communicate weekly and monthly events, Monthly newsletters and Blackboard Connect calls to remind parents and students of events, and other methods, including text and phone blasts, web communication packets, flyers.

**Goal # 4, Objective # 1, Strategy # 2:** Parent meetings will be held to communicate with campus principal, Family and Community Engagement (FACE) Department and other department heads.

**Goal # 4, Objective # 1, Strategy # 3:** Invite and promote opportunities to share information and gather input from parents and community members that will aid and benefit all stakeholders; to promote engagement to increase and support overall student achievement.

**Goal # 4, Objective # 1, Strategy # 4:** Provide parents with resources, training, and workshops that help increase student achievement.

**Goal # 4, Objective # 2, Strategy # 1:** Improve student access to a well-rounded education by developing partnerships with medical, business, and energy leading corporations across Houston that will partner with RYSS to offer students work-based experiences and certifications as well as support Districtwide initiatives to help increase student achievement.

---

**Requirement: Methods and instructional strategies that strengthen the academic program at the school**

---

**Goal # 1, Objective # 3, Strategy # 2:** Improve reading through the use of literacy plans and frequent evaluation periods.

---

**Requirement: Opportunities for all children**

---

**Goal # 1, Objective # 1, Strategy # 1:** Implement a rigorous 6-12 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored. The curriculum in the core content areas will be aligned and sequenced to ensure all students are successful on STARR/EOC and meet or exceed standards at each grade level/subject area to completion of the recommended high school diploma course of study. Purchase testing materials.

**Goal # 1, Objective # 1, Strategy # 2:** Add enrichment activities to classroom instruction to engage all students, using various types of activities to improve learning. Implement small group interventions, peer tutoring, accelerated instruction. Purchase materials, manipulatives, and supplies, and classroom instructional aides.

---

**Requirement: Increases the amount of quality learning time**

---

**Goal # 1, Objective # 1, Strategy # 4:** Implement after-school instruction, morning tutoring program, and enrichment classes & activities. Pay for tutors.

---

**Requirement: Provides an enriched and accelerated curriculum**

---

**Goal # 3, Objective # 2, Strategy # 3:** Use student performance data from previous AP exams to identify and provide students with appropriate interventions and/or opportunities for accelerated instruction.

---

**Requirement: Provides a well-rounded education**

---

**Goal # 4, Objective # 2, Strategy # 1:** Improve student access to a well-rounded education by developing partnerships with medical, business, and energy leading corporations across Houston that will partner with RYSS to offer students work-based experiences and certifications as well as support Districtwide initiatives to help increase student achievement.

---

**Requirement: Addresses the needs of at-risk students**

---

**Goal # 2, Objective # 1, Strategy # 1:** An Intervention Plan will be developed and implemented to increase the percentage of at-risk students in the Bilingual or ESL Program obtaining LIII-Advanced Level of Performance in the State assessments.

**Goal # 2, Objective # 2, Strategy # 2:** Continue to teach effective parenting and coping skills to students who are pregnant or parenting to ensure that they receive a high school diploma. These students will be closely monitored for attendance and grades with immediate interventions applied for at - risk performance.

**Goal # 2, Objective # 2, Strategy # 3:** Implement academic tracking system to better track the academic achievement of Special Education and other at-risk students, including meetings for teachers to coordinate efforts across all academic subjects.



## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration