



Raul Yzaguirre Schools for Success

Houston T-STEM and Early College High 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 P-TECH & ECHS 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 RYSS, we empower all students to attain sustainable 21st-century skills through participation in innovative college and career readiness programs.

The faculty and staff of RYSS P-TECH and ECHS believe that if students are provided with an enriched environment that integrates: (1) a strong curriculum and lesson delivery, (2) the removal of barriers to program access, (3) strong learning supports and interventions, and (4) instructors that are experts in their content, each student will be able to reach his/her maximum potential.

Administrators

April Coleman

Interim Principal

Description

Raul Yzaguirre School for Success - Houston 9-12 opened its doors in 2002 and serves 300 students in grades 9 through 12. The student population is 98% Hispanic, 49% Male, 51% Female. Raul Yzaguirre School for Success - Houston 9-12 serves 6% Special Education students, 100% Economically Disadvantaged students, 86% English Language Learners; 91% At-Risk students, 12% Gifted & Talented students. The average attendance rate for students is 96%.

Special Programs

P-TECH

Pathways in Technology Early College High Schools (P-TECH) is an open-enrollment program that provides students with work-based education. P-TECH programs:

Provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses.

Within six years, enable students to earn a high school diploma, an associate degree, a two-year post-secondary certificate or industry certification, and complete work-based training.

Allow students to gain work experience through an internship, apprenticeship, or other job training programs.

Partner with Texas Institutions of Higher Education (IHEs) and regional businesses and industries, giving students access to post-secondary education and workforce training opportunities.

ECHS - Early College High School Academy Designation

ECHS campuses are required to serve students who are at risk of dropping out of school, provide an associate's degree or up to 60 hours toward a baccalaureate degree, waive tuition, fees, or required textbooks, comply with all assurances in the application, and adhere to the ECHS Blueprint. Beyond those requirements, leadership teams at designated campuses have the ability to structure the ISD-IHE partnership, establish the physical campus, recruit students, partner with the community, etc. in a way that best meets the needs of their unique communities and students.

TEA is committed to furthering the ECHS model in Texas by providing support to campuses through technical assistance and leadership coaching services to ensure fidelity of implementation according to the ECHS Blueprint. RY TSTEM & ECHS Academy is provided with technical assistance from Educate Texas and TEA via a coach. The campus administration, advisory committee and coach meet on a routine basis to review ECHS needs and progress.

Planning Committee

Member Name	Title	Role
Jessica Dupas	HS STEM Lead	Teacher
Elizabeth White	STEM Physics & GT Coordinator	Teacher
Elsworth Lewis	HS Math Teacher & Math Lead	Teacher
Maggie Salinas	Special Populations Manager	Teacher
Nicholas Smith	Special Education Lead	Teacher
Javier Herrera	Social Studies Teacher	Teacher
Brenda Valdez	Teacher Assistant	Instructional Aide
Marisela Orozco	Librarian	Non-Teaching Staff
Fred Gutierrez	CCR Advisor	District-Level Staff
Luz Alcocer	Parent	Parent
Luz Raga	Parent	Parent
Lizvette Mondragon	Student	Community Member
Jorge Hernandez	Community member	Community Member
Samantha Rios	Student	Community Member
Alyssa Abacan	Baylor College of Medicine Teen Health & TSTEM Business Partner	Business Representative

Comprehensive Needs Assessment

Summary

Demographics

Periodic meetings will inform the community and parents of the services offered on campus and at the Tejano Center for Community Concerns Organization. The Faculty and Staff will collaborate and share best practices with addressing and instructing diverse students.

Excellence in Academics

RY P-TECH and ECHS will continue to promote online applications and marketing via social media. A diverse interview committee will continue to assist with the annual process of recruiting, employing, developing and retaining a highly effective and qualified faculty and staff that successfully engages all students for success.

School Culture and Climate

RY P-TECH and ECHS will continue to ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment. Evaluation and improvement of professional development, student programs, team building and recruiting will continue to be a top priority.

Staff Quality, Recruitment and Retention

With the support and collaboration of the Human Resource Department, RY TSTEM & ECHS will continue to recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" as we involve universities, and regional education centers to recruit for our campus.

Curriculum, Instruction and Assessment

Teachers will require time and resources to effectively plan, pace and implement curriculum in a timely and effective manner. Data talks will continue to maintain a clear understanding of campus data in core content areas.

Family and Community Engagement

Measure attendance/participation of meetings and planning sessions.

School Context and Organization

We will increase the number of hours and contact we have in planning, organizing and implementing school wide organization and programs.

Technology

Special Population Groups need technology access in order to use online programs that will greatly benefit their language development.

Special Populations

Programs will be monitored and usage will be evaluated. The following online resources are continuations or additions to our Special Populations programs: (a) Think Through Math, (b) Brainpop, (c) Imagine Learning and (D)Edu smart

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

Campus and community leaders met to analyze data in order to determine student and staff needs. Committees were organized and a series of meetings were conducted to articulate results and determine next steps to address needs.

RY P-TECH & ECHS NEEDS ASSESSMENT

Based on school data reviewed (STAAR, EOC, SAT, ACT, TSI, AP, Dual Credit, Texas Academic Performance Report, PEIMS, and Index Reports) there are 7 areas that are to be addressed:

A rigorous 6-12 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored.

1. The curriculum in the core content areas must be aligned and sequenced to ensure students are successful on STARR EOC/TSI/Dual Credit/SAT/ACT and meet or exceed standards at each grade level/subject area to completion of the recommended Innovation Academy Early College course of study.
2. Opportunities for faculty to be certified and highly qualify in AP/TSI/Dual Credit courses which will allow for a college readiness initiative and preparation for successful completion of AP/Dual Credit.
3. A clear and concise updated manual of policies, procedures, and practices that also includes delineated roles and responsibilities of those within the Innovation Academy Early College program.
4. A district-wide comprehensive and coordinated parent engagement initiative that emphasizes the importance of parents as active partners with students in the district and school community. Specifically, information workshops that provide parents with engaging activities that bring awareness of college-bound initiatives and opportunities in relationship to the Health Science field.
5. Provide opportunities for students to be actively engaged in in their educational lives and empower students to believe in their potential for post-secondary education or career certification. Specifically, student workshops that motivate, engage, and provide hands-on experience and exposure to career interests in the field of Health Science.
6. Assigned a career mentor in the Health Science field for participant students for college and career advising.
7. RYSS students will graduate ready to begin classes at the post-secondary level in a Health Science field.

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 needs to continue the diversity awareness training in regards to special population students. Diversity training and awareness has improved yet must be maintained.

Data Used to Evaluate Needs

Attendance Data
Campus-Based Assessments
Individual Student Profiles
Program Evaluations
Response to Intervention tracking
Staff Demographics

B: Excellence in Academics**Strengths**

- 1: Science - Biology 86% approaching standard, 40% meeting standards 6% reaching masters standard.
- 2: Social Studies - US History 86% approaching standard, 40% Meeting standards 12% reaching masters standard.
- 3: Recruiting HQ teachers during Spring and Summer ACP Internship sessions. Ease of online application system for recruitment (Applitrack)

Needs

- B1: Writing scores must increase by 10% meeting standards and 10 or more reaching Mastery Standard.
B2: English I & II must increase by 15% or more to meet standards and 10% increase reaching Mastery Standard.
B3: An increase of 10% or more of all students will reach Mastery Standard in all content area tests.

Data Used to Evaluate Needs

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

C: School Culture and Climate**Strengths**

- 1: RY P-TECH and ECHS will continue to ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.
- 2: RY P-TECH and ECHS will continue to engage 100% of its personnel in professional development activities during the school year.
- 3: RY P-TECH and ECHS will continue to involve 100% of its employees in climate building programs and activities to maintain a positive school and work climate.
- 4: RY P-TECH and ECHS will continue to promote and maintain a positive climate and culture. All stakeholders will serve as model team members that motivate, support and serve our learning community to improve our best practices each day.

Needs

- C1: RY P-TECH and ECHS will recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" standards and will seek the support of our district's Human Resources department and Academic Services department.
- C2: Students will have an opportunity to join extracurricular and internship programs such as soccer, drum-line, basketball, volleyball, football, choir, art club, STEM clubs, and industry partner internships or job shadow opportunities/events.

Data Used to Evaluate Needs

Classroom Walkthrough Data
Maintenance Records
Program Evaluations
Staff Demographics
Student Achievement Data

D: Staff Quality, Recruitment and Retention**Strengths**

1: RY P-TECH and ECHS will continue to have an interview committee to develop a campus needs assessment to assist with the annual process of recruiting, employing, developing and retaining a highly effective and qualified faculty and staff that successfully engages all students for success. We will continue to collaborate with our Human Resources Department and Academic Service Department in the recruiting, interviewing and on-boarding process.

2: RY P-TECH and ECHS will strive to reach 100% HQ status.

3: Professional Development opportunities will be provided for teachers so that they continue a growth mindset in their core content areas and best practices. Surveys and evaluations will serve to drive teacher and staff needs in PD.

Needs

D1: RY P-TECH and ECHS will recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" standards and will seek the support of our district's Human Resources department and Academic Services department.

D2: Lead teachers will be empowered and held accountable for accountability and tracking.

Data Used to Evaluate Needs

Program Evaluations

Staff Demographics

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

1: RY P-TECH and ECHS will continue to use the TCMPC also referred to as TEKS RS. TCMPC provides content and support for an online curriculum management system known as the TEKS Resource System. The content includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted TEKS for the following subject areas: (a) English Language Arts and Reading, (b) Spanish Language Arts and Reading, (c) Mathematics, (d) Science, (e) Social Studies, (f) Spanish translated versions of Mathematics, Science, and Social Studies.

2: Language, reading, writing and communication intervention and enrichment must be a priority in order for all students in all subgroups to reach mastery of the English language.

3: Periodic writing initiatives in all core content area classes will consist of targeted revising and editing processes. Teachers will 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: Improve instructional delivery and lesson cycle overall.

E2: RY P-TECH and ECHS has identified specific areas that needed to improve in order for the school to continue meeting the needs of our students and to maintain an outstanding level of performance. In order to maintain momentum and address areas of need with accuracy and efficiency, our faculty and staff will need to continue with consultant services to assist in the areas of Reading, Math, Science and Social Studies a minimum of 3 times per month.

E3: Collaboration in all 6th-12th grade core content and enrichment classes to allow for clear and aligned instructional practices.

Data Used to Evaluate Needs

Attendance Data

Campus-Based Assessments

Classroom Walkthrough Data

Curriculum-Based Assessments

District-Based Assessments

Formative Assessments

Individual Student Profiles

Response to Intervention tracking

Student Demographics

F: Family and Community Engagement

Strengths

- 1: Creation of new department has increased accessibility of programs, information, and resources
- 2: Monthly parent meetings to communicate new initiatives, expectations and norms.
- 3: Parent Conferences held each grading cycle to allow for open discussion of student progress and needs.

Needs

- F1: Collaboration with stakeholders is not frequent enough
- F2: Lack of consistency in communication with stakeholders
- F3: Need parent workshops to be periodically scheduled

Data Used to Evaluate Needs

- Attendance Data
- Program Evaluations
- Student Achievement Data

G: School Context and Organization**Strengths**

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

Needs

G1: RY P-TECH & ECHS will increase the number of hours of parent involvement in all aspects of the campus by 10% (i.e. planning committees, PTO membership, information meetings, Open House & Parent-Teacher conference days, parent-portal use, and volunteers) as compared to the hours accumulated during the prior year.

Data Used to Evaluate Needs

Attendance Data
Program Evaluations

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: Provide internet access to campus so that students have access to quality technology devices and programs.

Data Used to Evaluate Needs

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

I: Special Populations**Strengths**

- 1: RY P-TECH and ECHS has provided all Special Population students 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) Rosetta Stone, (c) Think Through Math, (d) Mathletics, (e) Brainpop, (f) Accelerated Reader, (g) iStation
- 3: Language Labs and technology labs overall to provide students and parents access to online resources and instructional tools.

Needs

- I1: A monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.
- I2: A fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.
- I3: Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all 6th-12th grade students.

Data Used to Evaluate Needs

Classroom Walkthrough Data
Program Evaluations

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.
- 4: Internship, lectures, job shadowing, targeted events will be provided to all students that meet ECHS requirements or demonstrate interest in ECHS and ICIA programs.

Needs

- J1: RY T-STEM and ECHS will maintain and consider an increase in the number of active Partners-in Education to 4-5 by the end of 2017.

Data Used to Evaluate Needs

Program Evaluations
Response to Intervention tracking
Student Achievement Data
TAPR

Priority Needs

A: Demographics

- A1 Staff needs to continue the diversity awareness training in regards to special population students. Diversity training and awareness has improved yet must be maintained.

B: Student Achievement

- B1 Writing scores must increase by 10% meeting standards and 10 or more reaching Mastery Standard.
- B2 English I & II must increase by 15% or more to meet standards and 10% increase reaching Mastery Standard.
- B3 An increase of 10% or more of all students will reach Mastery Standard in all content area tests.

C: School Culture and Climate

- C1 RY P-TECH and ECHS will recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" standards and will seek the support of our district's Human Resources department and Academic Services department.
- C2 Students will have an opportunity to join extracurricular and internship programs such as soccer, drum-line, basketball, volleyball, football, choir, art club, STEM clubs, and industry partner internships or job shadow opportunities/events.

D: Staff Quality, Recruitment and Retention

- D1 RY P-TECH and ECHS will recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" standards and will seek the support of our district's Human Resources department and Academic Services department.
- D2 Lead teachers will be empowered and held accountable for accountability and tracking.

E: Curriculum, Instruction and Assessment

- E1 Improve instructional delivery and lesson cycle overall.
- E2 RY P-TECH and ECHS has identified specific areas that needed to improve in order for the school to continue meeting the needs of our students and to maintain an outstanding level of performance. In order to maintain momentum and address areas of need with accuracy and efficiency, our faculty and staff will need to continue with consultant services to assist in the areas of Reading, Math, Science and Social Studies a minimum of 3 times per month.
- E3 Collaboration in all 6th-12th grade core content and enrichment classes to allow for clear and aligned instructional practices.

F: Family and Community Engagement

- F1 Collaboration with stakeholders is not frequent enough
- F2 Lack of consistency in communication with stakeholders
- F3 Need parent workshops to be periodically scheduled

I : Special Populations

- I1 A monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.
- I2 A fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.
- I3 Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all 6th-12th grade students.

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: RYSS district and campuses will maintain a “Met Standard” rating on all four domains in the state accountability system.

1	Action: STAAR, TSI, SAT, ACT, NRT, and Princeton Review material	Person(s) Responsible: Requisitions; Inventory; Lesson Plans; Pacing Calendars	Resources: Data; Benchmarks will occur two times a year; Mini-Checkpoint assessments will take place at the end of each unit;
	Evidence of Implementation: Requisitions; Inventory; Lesson Plans; Pacing Calendars	Ongoing Evaluation Method: Data; Benchmarks will occur two times a year; Mini-Checkpoint assessments will take place at the end of each unit	Final Evaluation Method: Data review of student performance
	Timeline: 8/1/2018 - 7/1/2019 (Daily)		Needs: B1; B2; B3; E1; E2; [Title I Components Parent Engagement]
2	Action: Teachers will require all students to: maintain and update a subject area specific vocabulary listing of key academic terms used on STAAR and the TEKS.	Person(s) Responsible: Department Heads; All Teachers; Principal	Resources: Lead4ward Academic Vocabulary; Interactive Notebooks; Word Walls;
	Evidence of Implementation: Lesson Plans; Lead4ward - DMAC Access; Pacing Calendars - Units; Classroom walls	Ongoing Evaluation Method: Peer observations; Mentor/Mentee Meetings and observations; Data; PLC Discussions	Final Evaluation Method: Data review
	Timeline: 7/1/2018 - 7/1/2019 (Daily)		Needs: B1; B2; B3; C1; E1; E3; I1; I2; I3; [Title I Components Parent Engagement]

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: In Domain I, Student Achievement, of the state accountability system, the district will meet or exceed an overall passing standard at the approaches level in all subjects tested as follows: Reading/ELA from 76% to 77%, Math from 79% to 81%, Science 86% to 88%, Social Studies 86% to 87%

1	Action: Focus on core content areas to improve student performance on state examinations.	Person(s) Responsible: Principal; STEM Lead Committee; STEM Lead Teacher; STEM Business Partners; Lead Teachers; Consultants	Resources: TEKSRS; DMAC; DRA; District Benchmarks; NRT Reports; STAAR/TELPAS;
	Evidence of Implementation: EOY Writing Sample ; Student Portfolios; Lesson Plans; Walkthroughs; Observations	Ongoing Evaluation Method: DRA; District Benchmarks; NRT Reports; STAAR/TELPAS	Final Evaluation Method: Review of data and CIP Progress
	Timeline: 7/1/2018 - 7/1/2019 (Daily) Needs: B1; B2; B3; E1; E2; E3; [Title I Components Parent Engagement]		
2	Action: Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps. Purchase materials, manipulatives, and supplies	Person(s) Responsible: Principal; Asst. Principal; Lead Teachers; Interventionist	Resources: Teacher small group flashcards, games, leveled readers high lighters, Chart Tablets, manipulatives, charts and graphs;
	Evidence of Implementation: Sign in Sheets; Lesson Plans; Walkthroughs	Ongoing Evaluation Method: Benchmarks; Positioning Tools; Progress Monitoring; Weekly Checkpoints	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 7/1/2018 - 7/1/2019 (Daily) Needs: A1; C1; I1; I2; I3; [Title I Components Parent Engagement]		

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: In 2018-2019, the district and all campuses will increase the percent of students reaching the Meets Grade Level Performance Standard by 10% and Masters Grade Level Performance Standard by 5% over the percent achieved in 2017-2018 in all tested subjects. In addition, all campuses will meet all targets established to close learning gaps.

1	Action: 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.	Person(s) Responsible: Principal, lead teachers, students	Resources: DMAC, student trackers, data grids;
	Evidence of Implementation: PLCs, Data Talks, Student Learning Reports	Ongoing Evaluation Method: PLCs, Data Talks, DMAC	Final Evaluation Method: Student Performance Results
	Timeline: 7/1/2018 - 7/1/2019 (Daily)		Needs: E1; E2; E3; [Title I Components Parent Engagement]
2	Action: Alignment of all core content area subjects along with enrichment (Art, music, and PE) support. Participation and facilitation of PLCs (Grade-level and department PLCs)	Person(s) Responsible: Principal; Lead teachers; Grade Level Leads	Resources: Student Data; Core CIA; Data Trackers;
	Evidence of Implementation: Meeting Minutes; Sign-in sheets; Lesson Plans; Pacing calendars	Ongoing Evaluation Method: Checkpoints; Benchmarks; Teacher assessments	Final Evaluation Method: Meeting Minutes; Sign-in sheets; Lesson Plans; Pacing calendars
	Timeline: 7/1/2018 - 7/1/2019 (Daily)		Needs: B1; B2; B3; E1; E2; E3; [Title I Components Parent Engagement]

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Objective #4: All campuses will reach and maintain a 98% student attendance rate by the end of school year 2018-2019.

1	Action: Attendance Committee Members will provide students with acknowledgement for high standards and attendance.	Person(s) Responsible: Principal; CCR; Department Heads; Lead Teachers	Resources: TXeis; DMAC; BlackBoard Connect;
	Evidence of Implementation: ADA, Attendance Committee	Ongoing Evaluation Method: Data, Graduation Rate, Attendance Rate	Final Evaluation Method: Data Review
	Timeline: 7/1/2018 - 7/1/2019 (Daily)		Needs: B1; B2; B3; C1; C2; F3; [Title I Components Parent Engagement]
2	Action: ADA committee to meet periodically to review student attendance and take immediate corrective and preventive action.	Person(s) Responsible: Principal; Intervention Team; Academic Advisor; teachers, parents and students	Resources: TXEIS, Contracts,;
	Evidence of Implementation: ADA Contracts; Parent/Student Sign-in Sheets; Raptor system report; TXEis reports	Ongoing Evaluation Method: Graduation Rate; Completion Rate; Data	Final Evaluation Method: Data review, student ADA rate
	Timeline: 8/1/2018 - 6/1/2019 (Daily)		Needs: A1; B1; B2; B3; [Title I Components Parent Engagement]

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 #5: The number of teacher absences for the 2018-2019 school year at each campus will decrease by 5% from the previous year.

1	Action: Teacher attendance will be tracked using a data tracker and report from HR/Accounting.	Person(s) Responsible: Principal; Administrative Assistant; Clerks	Resources: Calendars, Leave forms, Excel Data Tracker; TXEIS;
	Evidence of Implementation: Reports/Records containing: data, absence reports, request for leave forms.	Ongoing Evaluation Method: Student Performance and teacher participation	Final Evaluation Method: Data review
	Timeline: 8/1/2018 - 6/1/2019 (Daily)		Needs: C1; D1; [Title I Components CIP, Parent Engagement]

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 #6: In 2018-2019, the RY T-STEM & ECHS 9th-12th grade high school campus will increase the percent of students passing at Mastery Level by 5% in each subject tested.

1	Action: Teachers will provide field trips/conferences opportunities to create real life connections to RYSS/State Curriculum, STEM Fields, and higher ed opportunities. Critical Success Factors: CSF 1 CSF 2 CSF 4 CSF 6	Person(s) Responsible: TSTEM Leads; Department Heads; CCR; Principal	Resources: HCC; Surrounding businesses; Field trips;
	Evidence of Implementation: Fieldtrip packets; Pictures; Attendance Rosters	Ongoing Evaluation Method: Data; TSTEM annual reflections	Final Evaluation Method: PLC Minutes and field lessons. Projects and presentations.
	Timeline: 8/1/2018 - 6/1/2019 (Daily)		Needs: A1; C1; I1; [Title I Components CNA]
2	Action: Intervention and accelerated instruction for all students in need of support to attain "met standards" or "Advanced Level III"	Person(s) Responsible: Principal; Lead Teachers; Teachers	Resources: Student Portfolios; Data Trackers (DMAC SLR); Interactive Notebooks;
	Evidence of Implementation: Lesson Plans; Observations; Mentor Observations; Peer Observations; Data Talks/Progress conferences	Ongoing Evaluation Method: Checkpoint assessments; Benchmarks; Local and State Assessments	Final Evaluation Method: Tutorials and data
	Timeline: 10/1/2018 - 3/1/2019 (Weekly)		Needs: B3; [Title I Components CIP]

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 #7: RY P-TECH & ECHS will increase 2018 EOC performance scores by 3% in English I, and English II while maintaining EOC performance scores in Algebra, Biology and History.

1	<p>Action: A continued struggle for students is with skills related to rigor and college readiness –behavior in college classes, soft skills for students working with Part of this also stems from our communication with students and their parents. We must work on ways to better communicate with our parents about our expectations for our students at the high school and college level.</p>	<p>Person(s) Responsible: Principal; Lead Teachers; Department Heads; CCR Caseworkers</p>	<p>Resources: Data; Interventions;</p>
	<p>Evidence of Implementation: Conferences; Sign-in sheets; Soft-Skills Training; Tracking of interventions</p>	<p>Ongoing Evaluation Method: Improved grades and academic behavior in core classes, dual credit classes and overall performance. We understand that what we are expecting is generally not expected of students at age 14-18 years, however, we hope to continue to focus on these areas for improved student success at the college level and beyond.</p>	<p>Final Evaluation Method: Data review</p>
<p>Timeline: 7/1/2018 - 6/1/2019 (Daily)</p>		<p>Needs: C1; I1; [Title I Components CNA, CIP, Evaluation]</p>	

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 #8: In order to ensure campus safety and positive school climate, the school administration will provide funding for administrative, counseling, nursing, and custodial campus support to ensure the "whole child" needs are met.

1	Action: 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. Critical Success Factors: CSF 1 CSF 2 CSF 4 CSF 5 CSF 6	Person(s) Responsible: CCR; Principal; Counselors; Parents	Resources: BCM; Specialized Consulting; VOCA;
	Evidence of Implementation: Graduation Rates; Attendance Rates	Ongoing Evaluation Method: Data	Final Evaluation Method: Data review
	Timeline: 8/1/2018 - 6/1/2019 (As Needed)		Needs: F1; I1; [Title I Components Evaluation]
2	Action: Counseling services will continue to provide students, parents and families with the support needed to maintain a safe, nurturing and positive school learning environment for all stakeholders.	Person(s) Responsible: Principal; BCM Counseling; Specialized Consulting Services; VOCA Intervention TEAM	Resources: PD; Monthly Meetings to discuss status and needs;
	Evidence of Implementation: Meetings; Referrals; Services and schedules	Ongoing Evaluation Method: Teacher feedback; Parent Survey; Student feedback	Final Evaluation Method: Data review
	Timeline: 7/1/2018 - 6/1/2019 (Daily)		Needs: A2; C1; F3; [Title I Components CNA, CIP, Evaluation]

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 #9: Improve college readiness and academic behavior for increased student success in high rigor high school and college courses.

1	<p>Action: Provide guidance for students during freshmen and sophomore seminar classes at the high school. In addition, provide more time for our guidance counselor to go into the seminar classes and graduation project classes for scheduling suggestions, graduation requirements, researching college profiles, SAT/ACT, scholarship information and college transfer processes after high school graduation. Meet individually with students who are reported as having behavioral issues in college classes. Educate students and parents as to the damage to the GPA by making anything below a “C” in college classes and the impact on overall college admittance.</p>	<p>Person(s) Responsible: CCR Student Caseworkers; Academic Counselor; Principal; Lead Teachers; Department Heads</p>	<p>Resources: HCC Instructors; College advisors ; Academic counselor; FAFSA/TAFSA; College Nights; College Visits; Local Funds; Special Ed Funds; Career & Technology Funds; High School Allotment Funds; Title I, Part A Funds; Title II, Part A Funds; Texas Literacy Initiative; Educator Excellent Initiative Grant; Carl Perkins</p>
	<p>Evidence of Implementation: FAFSA/TAFSA Events (2-4 events); College Nights; College Visits; Sign-in sheets; Pictures; Rosters</p>	<p>Ongoing Evaluation Method: Improved communication with students and parents; Improved communication with college instructors; Improved grades at the high school and college level; Improved communication in regards to attendance in classes; Increased leadership roles of our high school students at the college level</p>	<p>Final Evaluation Method: Data review</p>
<p>Timeline: 8/1/2018 - 6/1/2019 (On-going)</p>		<p>Needs: I1; [Title I Components CNA, CIP, Evaluation]</p>	

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 #10: Improve Literacy by periodically analyzing of test scores, and providing academic support that will result in an increase of passing scores on TSI exams.

1	Action: During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.	Person(s) Responsible: Department Heads; Teacher Leads; Reading & Writing Teachers	Resources: Region 4 Gateway; Reading and Writing Test Prep ; DMAC; TEKSRS; Test Generator;
	Evidence of Implementation: PLC Minutes; Sign-in sheets; Principal observations; Data Talks; Consultant collaboration	Ongoing Evaluation Method: Increase in literacy capacity as defined through passage rates on the college placement TSI test; Improved grades at the middle school, high school and college levels ; Improved EOC scores	Final Evaluation Method: Data review
	Timeline: 9/1/2018 - 6/1/2019 (Weekly)		Needs: C1; I1; [Title I Components CNA, CIP, Evaluation]

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: By June 2019, the achievement gap between student groups at the same grade level, including Special Education and LEP, will be narrowed by 10% in each subject tested as compared to the 2018 STAAR performance.

1	Action: An Intervention Plan will be developed and implemented to grow the percentage of students in the LEP Program obtaining LIII-Advanced Level of Performance in the State assessments.	Person(s) Responsible: Principal; Lead Teachers Special Pops Manager ESL TEAM	Resources: Files Trackers; Data;
	Evidence of Implementation: AEIS Reports AMAO Report	Ongoing Evaluation Method: State Assessment Data	Final Evaluation Method: Data review
	Timeline: 10/1/2018 - 6/1/2019 (Daily) Needs: B3; I1; I3; [Title I Components CNA, CIP, Parent Engagement]		
2	Action: 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.	Person(s) Responsible: District Coordinator; Principal; Teachers; ESL Program	Resources: Registration; Files; Supplies;
	Evidence of Implementation: Training Registration forms ; Powerpoints; Training Certificates	Ongoing Evaluation Method: Evaluations; TELPAS; System Safeguards; AMAOs	Final Evaluation Method: Data review
	Timeline: 12/1/2018 - 6/1/2019 (Daily) Needs: I1; [Title I Components CNA, CIP, Parent Engagement]		
3	Action: Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2016-2017 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level.	Person(s) Responsible: Principal; Lead Teachers; PTO; Content Leads	Resources: Research based literature and data; Free literature and support; Title I, Part A Funds; Title II, Part A Funds; PTA Funds Funds
	Evidence of Implementation: Sign in sheets; Flyers; Data; Meeting sessions	Ongoing Evaluation Method: Student achievement; Every grading cycle and progress report	Final Evaluation Method: Data review
	Timeline: 9/1/2018 - 6/1/2019 (Daily) Needs: F1; I1; [Title I Components CNA, CIP, Parent Engagement]		

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 #8: As of September 2018, the achievement gap between EL and Special Education students remain a concern. An increase need for ESL certified teachers remains a challenge we need to address. The percent passing for all subjects (approaches) was 80% as compared to 62% of EL students.

1	Action: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.	Person(s) Responsible: Principal; SPED Teacher; Campus Interventionist	Resources: Practice workbooks; Folder/ Hands on activities; Tech Labs;
	Evidence of Implementation: Student sign in sheets; Lesson Plans; Walkthroughs	Ongoing Evaluation Method: Positioning Tools; Progress Monitoring; Weekly Checkpoints ; Teacher Observations	Final Evaluation Method: Data review
	Timeline: 9/1/2018 - 6/1/2019 (Weekly)		Needs: I1; [Title I Components CNA, CIP, Evaluation]

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: Upon graduation 90% of RYSS seniors will be accepted and enrolled in a college/university or workforce course of study.

1	Action: Administer career interest survey to Middle and High School students for proper post-secondary career path choice.	Person(s) Responsible: Secondary Teachers; Secondary Principal; Academic Case Manager	Resources: Career Interest Survey; ACT Survey Career & Technology Funds; High School Allotment Funds; High School Allotment Funds
	Evidence of Implementation: Agendas; Sign-in	Ongoing Evaluation Method: Student Survey Results	Final Evaluation Method: Review of student surveys and data
	Timeline: 3/1/2018 - 6/1/2019 (Daily)		Needs: B3; E3; I3; [Title I Components Evaluation]

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: 100% of RYSS students in 11th & 12th grades will apply for a minimum of four scholarships and be awarded at least two scholarships to attend a college/university or workforce program.

1	Action: Enroll students in their senior year into a College Readiness & Study Skills Class.	Person(s) Responsible: Academic Case Manager	Resources: College Readiness & Study Skills Curriculum; Career & Technology Funds; High School Allotment Funds; High School Allotment Funds
	Evidence of Implementation: Student Attendance; Student Progress Report	Ongoing Evaluation Method: Completion of half semester College Readiness & Study Skills course	Final Evaluation Method: Data review
	Timeline: 8/1/2018 - 6/1/2019 (Daily)		Needs: B3; [Title I Components Evaluation]
2	Action: Develop a Financial Aid committee to facilitated scholarships and other financial aid advising to 11th & 12th grade students.	Person(s) Responsible: Secondary Teachers; Financial Aid Mentors; Academic Case Manager; Principals	Resources: Financial Aid resources; Scholarships Webpage ; Project GRAD resources; Career & Technology Funds; High School Allotment Funds;
	Evidence of Implementation: Financial advising sign in sheets	Ongoing Evaluation Method: Scholarship Award Letter	Final Evaluation Method: Data review
	Timeline: 12/1/2018 - 6/1/2019 (Daily)		Needs: A2; B3; F1; F3; [Title I Components CIP]

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: All RYSS MS/HS campuses will participate in the PSAT/SAT/ACT assessments.

1	Action: Enroll 8th-11th grade students to participate in the correspondent PSAT assessment: (a) PSAT 8/9 for 8th and 9th grade students, (b) PSAT 10 for 10th grade students, (c) PSAT/NMSQ for 11th grade students	Person(s) Responsible: CCR ; Principal; Lead teachers	Resources: College Board AccountCareer & Technology Funds; High School Allotment Funds;
	Evidence of Implementation: Student Assessment Enrollment	Ongoing Evaluation Method: Student Assessment Scores	Final Evaluation Method: Data review
	Timeline: 9/1/2018 - 5/1/2019 (Daily)		Needs: B3; [Title I Components CNA, CIP, Evaluation]

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 #5: All MS/HS campuses will increase the percent of advanced placement course and dual credit course offerings by 10% or more.

1	Action: 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.	Person(s) Responsible: Principal; CCR Caseworkers; AP Teachers; Lead Teachers	Resources: Power Point Presentations; Personal Grad Plans; AP and DC Course Offerings;
	Evidence of Implementation: Student surveys; Graduation plans	Ongoing Evaluation Method: AP students; DC students	Final Evaluation Method: Data review
	Timeline: 12/1/2018 - 4/1/2019 (Bi-Annually)		Needs: B3; [Title I Components CNA, CIP, Evaluation]

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 #6: All students taking advanced placement courses will take the appropriate AP exam.

1	<p>Action: Provide opportunities for College Prep faculty to be trained to teach PBL, Pre-AP and AP courses in order to increase student enrollment in advanced placement courses. - STEM, English, Math, History, and Science teachers have been specifically targeted for certification.</p>	<p>Person(s) Responsible: Principal; School Counselor; Human Resources</p>	<p>Resources: Data review; Career & Technology Funds; Title I, Part A Funds; Title II, Part A Funds</p>
	<p>Evidence of Implementation: Staff Certifications; Training Registration</p>	<p>Ongoing Evaluation Method: District AP Screener; AP Exam Results; BOY and MOY Participation Report; T-STEM Blueprint</p>	<p>Final Evaluation Method: Data review</p>
	<p>Timeline: 8/1/2018 - 6/1/2019 (On-going)</p>		<p>Needs: B3; I1; I3; [Title I Components Evaluation]</p>

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 #7: There will be a 10% increase in the number of students scoring at or above a 3 on their AP exam from the previous year.

1	Action: Use student performance data from previous AP exams to identify and provide students with appropriate interventions and/or opportunities for accelerated instruction.	Person(s) Responsible: Principal; FACE Director & CCR	Resources: Flyers of AP Exams Calendars; CCR Website; MarqueeHigh School Allotment Funds Student data reports; Intervention lesson plans; Accelerated instruction plans; Differentiated InstructionSpecial Ed Funds; Career & Technology Funds; High School Allotment Funds
	Evidence of Implementation: Copies of AP Exams Calendars	Ongoing Evaluation Method: Copies of promotional material	Final Evaluation Method: Data review
	Timeline: 1/1/2018 - 5/1/2019 (Daily)		Needs: B3; [Title I Components Evaluation]

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 #8: All 11th and 12th grade students will be assigned a mentor that is a college/workforce graduate.

1	Action: Workforce and college mentors will meet with students seeking a targeted pathway in that field.	Person(s) Responsible: Principal; CCR Caseworkers; Lead Teachers	Resources: CCR; Workforce and college mentors/partners;
	Evidence of Implementation: sign-in sheets; graduation plans; job shadowing; internships	Ongoing Evaluation Method: evaluations, parent feedback, student feedback, surveys	Final Evaluation Method: Data review of student portfolios, data trackers and overall student progress on college applications, scholarship applications and testing required.
	Timeline: 2/1/2018 - 6/1/2019 (On-going)		Needs: B3; [Title I Components Evaluation]

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 #4: All Campuses and the District will increase outreach strategies to create strategic partnerships that will combine core academics with career-based knowledge and skills in collaborative and research-intensive learning environments. A major focus will be on 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.

1	Action: Collaboration with CCR, Special Populations, FACE, and Academic Services to facilitate family and community workshops, forums that will provide trainings in the following areas: Student Counseling; CIA; CCR; AP/STEM/ECHS	Person(s) Responsible: Principal; CCR; FACE; Academic Services; Special Populations	Resources: Parent literature; CCR & College FAFSA/TAFA; Parent Center Lab;
	Evidence of Implementation: Agendas; Sign-in Sheets	Ongoing Evaluation Method: Pictures and surveys	Final Evaluation Method: Data review
	Timeline: 9/1/2018 - 7/1/2019 (On-going)		Needs: E3; F3; I1; I3;

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 #5: The District and campuses will provide a safe, disciplined, and healthy environment conducive to student learning.

1	Action: Provide routine health services in conjunction with BCM and PE/Health courses. Alignment with district/campus wellness policy and programs.	Person(s) Responsible: Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach	Resources: Equipment; Technology Devices; Data; Tracking documents and reports; FMNV Charts and website;
	Evidence of Implementation: Policy; Meetings; Fitness Gram Lessons	Ongoing Evaluation Method: Parent and student feedback/surveys; Evaluations	Final Evaluation Method: Data review
	Timeline: 12/1/2018 - 5/1/2019 (On-going)		Needs: B3;
2	Action: Safety committee will continue to meet weekly to discuss campus grounds, classroom and surrounding area safety concerns and improvements.	Person(s) Responsible: Principal; Intervention TEAM	Resources: Safety Drills; Calendar; Minutes;
	Evidence of Implementation: Sign-in sheets; Calendar; Agendas	Ongoing Evaluation Method: Safety binder; Data reports	Final Evaluation Method: Data review
	Timeline: 7/1/2018 - 7/1/2019 (Weekly)		Needs: A2; B3;
3	Action: Maintain a safe and secure environment for each instructional and non-instructional facility: (a) Will conduct Fire Drills Obstructed, (b) Will conduct Shelter in Place Drill, (c) Will conduct Unauthorized Person (Inside)Drill, (d) Will conduct Fire Drills, (e) Will conduct Severe Weather Drill, (f) Will conduct Threatening Person (Outside)Drill, (g) Purchase Speed Limit Signs to be installed within the perimeter of the schools, (h)Purchase Speed Bumps, safety equipment, and supplies to ensure student and family safety while on campus especially during drop off and pickup times, (i) Maintain security radios in working order for daily safety communications	Person(s) Responsible: Principals; FACE; Intervention TEAM; Facilities Management Department	Resources: Trackers; Binders; COH Policies and Regulations;
	Evidence of Implementation: Binder Tracker	Ongoing Evaluation Method: Evaluation of Drills and Meetings	Final Evaluation Method: Data review
	Timeline: 8/1/2018 - 7/1/2019 (Daily)		Needs: F1; F2; F3;

4	Action: 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	Person(s) Responsible: Principals; FACE; Intervention TEAM; Facilities Management Department	Resources: ESC 4; State Requirements;
	Evidence of Implementation: Truancy Prevention Measures	Ongoing Evaluation Method: Attendance Records	Final Evaluation Method: Data review
Timeline: 7/1/2018 - 7/1/2019 (Daily)		Needs: C1; D2;	
5	Action: Increase teacher, students, and parent awareness of issues regarding sexual abuse of children as required by HB 1041 as well as Bullying, Suicide, Gang Awareness & Intervention, and Cyber Bullying: (a) Contract with consultants to provide TTA and expertise on all of the above, (b) Review curricula to identify existing instruction on this topic, and add objectives as warranted, (c) Provide training to staff, students, and parents, (d) Continue involving and informing parents via meetings, letters, phone blasts, and internet postings throughout year, (e) Contract with Counselors as needed to support students with mental health and mental wellness intervention and services.	Person(s) Responsible: Principals; FACE; Intervention TEAM; Facilities Management Department	Resources: Literature; Curriculum; Communication;
	Evidence of Implementation: Meetings and communication	Ongoing Evaluation Method: Parent Surveys; Department meetings	Final Evaluation Method: Data review
Timeline: 7/1/2018 - 7/1/2019 (Daily)		Needs: D2; F1;	

6	<p>Action: Implement the RYSS District Wellness Plan and Provide a coordinated school health program. The District will convene a representative district wellness committee that will meet four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy. - All District elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. - The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student</p>	<p>Person(s) Responsible: Principal; FACE; Food Services; Physical Education Department; ESC 4</p>	<p>Resources: Fitness Gram; Wellness Plan; TEA FMNV; ESC 4 PD;</p>
	<p>Evidence of Implementation: Wellness Plan; Meetings</p>	<p>Ongoing Evaluation Method: Surveys; Meetings and feedback</p>	<p>Final Evaluation Method: Data review</p>
	<p>Timeline: 7/1/2018 - 7/1/2019 (Daily)</p>		<p>Needs: A1; C1;</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 #6: The campus will implement comprehensive and coordinated parent engagement initiatives that emphasize the importance of parents as active partners in their student's academic achievements.

1	Action: The campus will make sure to invite and promote opportunities to share information and gather input from parents and community members that will aid and benefit all stakeholders. These opportunities will promote engagement to increase and support overall student achievement.	Person(s) Responsible: Principal; PTO; CCR; Teachers	Resources: Flyers; Promotional events; Post-secondary institutions; Local Funds; Career & Technology Funds; Title II, Part A Funds; PTA Funds Funds; Educator Excellent Initiative Grant; Carl Perkins
	Evidence of Implementation: Sign-in sheets; Field trips; Meeting Agendas; Fairs/workshops	Ongoing Evaluation Method: Increase of overall student achievement.	Final Evaluation Method: Data review
	Timeline: 10/1/2018 - 6/1/2019 (Monthly)		Needs: F1;

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 #7: All Campuses and the District will 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.

1	Action: Parent meetings will be held to communicate with campus principal and departments.	Person(s) Responsible: Principal; Interventionist TEAM; CCR; Department Heads	Resources: Community Leaders; Parent Literature;
	Evidence of Implementation: Agendas; Sign-in sheets	Ongoing Evaluation Method: Surveys; participation photos	Final Evaluation Method: Data review
	Timeline: 9/1/2018 - 7/1/2019 (Monthly)		Needs: F1; F2; F3; [Title I Components Evaluation]

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 #10: Increase two-way communications with parents, family members, and the community.

1	Action: Wednesday Communication will go home to communicate weekly and monthly events. Newsletters, flyers will go home and Blackboard Connect calls will remind parents and students of events.	Person(s) Responsible: Principals, lead teachers, departments	Resources: Blackboard, Teacher input, department updates;
	Evidence of Implementation: PLCs, Folders, Calendars, Website	Ongoing Evaluation Method: Discussions, meetings, surveys, parent feedback during meetings	Final Evaluation Method: Data review and sign in sheets
Timeline: 7/1/2018 - 7/1/2019 (Weekly)		Needs: C1; C2; [Title I Components Parent Engagement]	

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

Career & Technology Funds

Educator Excellent Initiative Grant

Gifted & Talented

High School Allotment Funds

Local Funds

Carl Perkins

PTA Funds Funds

State Comp Ed Funds

Special Ed Funds

Title I, Part A Funds

Title II, Part A Funds

Title III, Part A Funds

Texas Literacy Initiative

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 # 1, Objective #6 , Strategy # 1: Teachers will provide field trips/conferences opportunities to create real life connections to RYSS/State Curriculum, STEM Fields, and higher ed opportunities. Critical Success Factors: CSF 1 CSF 2 CSF 4 CSF 6

Goal # 1, Objective #7 , Strategy # 1: A continued struggle for students is with skills related to rigor and college readiness –behavior in college classes, soft skills for students working with Part of this also stems from our communication with students and their parents. We must work on ways to better communicate with our parents about our expectations for our students at the high school and college level.

Goal # 1, Objective #8 , Strategy # 2: Counseling services will continue to provide students, parents and families with the support needed to maintain a safe, nurturing and positive school learning environment for all stakeholders.

Goal # 1, Objective #9 , Strategy # 1: Provide guidance for students during freshmen and sophomore seminar classes at the high school. In addition, provide more time for our guidance counselor to go into the seminar classes and graduation project classes for scheduling suggestions, graduation requirements, researching college profiles, SAT/ACT, scholarship information and college transfer processes after high school graduation. Meet individually with students who are reported as having behavioral issues in college classes. Educate students and parents as to the damage to the GPA by making anything below a “C” in college classes and the impact on overall college admittance.

Goal # 1, Objective #10 , Strategy # 1: During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.

Goal # 2, Objective #1 , Strategy # 1: An Intervention Plan will be developed and implemented to grow the percentage of students in the LEP Program obtaining LIII-Advanced Level of Performance in the State assessments.

Goal # 2, Objective #1 , Strategy # 2: 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.

Goal # 2, Objective #1 , Strategy # 3: Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2016-2017 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level.

Goal # 2, Objective #8 , Strategy # 1: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 3, Objective #3 , Strategy # 1: Enroll 8th-11th grade students to participate in the correspondent PSAT assessment: (a) PSAT 8/9 for 8th and 9th grade students, (b) PSAT 10 for 10th grade students, (c) PSAT/NMSQ for 11th grade students

Goal # 3, Objective #5 , Strategy # 1: 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.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #5 , Strategy # 1: Teacher attendance will be tracked using a data tracker and report from HR/Accounting.

Goal # 1, Objective #6 , Strategy # 2: Intervention and accelerated instruction for all students in need of support to attain "met standards" or "Advanced Level III"

Goal # 1, Objective #7 , Strategy # 1: A continued struggle for students is with skills related to rigor and college readiness –behavior in college classes, soft skills for students working with Part of this also stems from our communication with students and their parents. We must work on ways to better communicate with our parents about our expectations for our students at the high school and college level.

Goal # 1, Objective #8 , Strategy # 2: Counseling services will continue to provide students, parents and families with the support needed to maintain a safe, nurturing and positive school learning environment for all stakeholders.

Goal # 1, Objective #9 , Strategy # 1: Provide guidance for students during freshmen and sophomore seminar classes at the high school. In addition, provide more time for our guidance counselor to go into the seminar classes and graduation project classes for scheduling suggestions, graduation requirements, researching college profiles, SAT/ACT, scholarship information and college transfer processes after high school graduation. Meet individually with students who are reported as having behavioral issues in college classes. Educate students and parents as to the damage to the GPA by making anything below a “C” in college classes and the impact on overall college admittance.

Goal # 1, Objective #10 , Strategy # 1: During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.

Goal # 2, Objective #1 , Strategy # 1: An Intervention Plan will be developed and implemented to grow the percentage of students in the LEP Program obtaining LIII-Advanced Level of Performance in the State assessments.

Goal # 2, Objective #1 , Strategy # 2: 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.

Goal # 2, Objective #1 , Strategy # 3: Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2016-2017 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level.

Goal # 2, Objective #8 , Strategy # 1: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 3, Objective #2 , Strategy # 2: Develop a Financial Aid committee to facilitated scholarships and other financial aid advising to 11th & 12th grade students.

Goal # 3, Objective #3 , Strategy # 1: Enroll 8th-11th grade students to participate in the correspondent PSAT assessment: (a) PSAT 8/9 for 8th and 9th grade students, (b) PSAT 10 for 10th grade students, (c) PSAT/NMSQ for 11th grade students

Goal # 3, Objective #5 , Strategy # 1: 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.

Element 3: Parent and Family Engagement

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

Goal # 1, Objective # 1, Strategy # 1: STAAR, TSI, SAT, ACT, NRT, and Princeton Review material

Goal # 1, Objective # 1, Strategy # 2: Teachers will require all students to: maintain and update a subject area specific vocabulary listing of key academic terms used on STAAR and the TEKS.

Goal # 1, Objective # 2, Strategy # 1: Focus on core content areas to improve student performance on state examinations.

Goal # 1, Objective # 2, Strategy # 2: Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps. Purchase materials, manipulatives, and supplies

Goal # 1, Objective # 3, Strategy # 1: 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.

Goal # 1, Objective # 3, Strategy # 2: Alignment of all core content area subjects along with enrichment (Art, music, and PE) support. Participation and facilitation of PLCs (Grade-level and department PLCs)

Goal # 1, Objective # 4, Strategy # 1: Attendance Committee Members will provide students with acknowledgement for high standards and attendance.

Goal # 1, Objective # 4, Strategy # 2: ADA committee to meet periodically to review student attendance and take immediate corrective and preventive action.

Goal # 1, Objective # 5, Strategy # 1: Teacher attendance will be tracked using a data tracker and report from HR/Accounting.

Goal # 1, Objective # 7, Strategy # 1: A continued struggle for students is with skills related to rigor and college readiness –behavior in college classes, soft skills for students working with Part of this also stems from our communication with students and their parents. We must work on ways to better communicate with our parents about our expectations for our students at the high school and college level.

Goal # 1, Objective # 8, Strategy # 1: 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. Critical Success Factors: CSF 1 CSF 2 CSF 4 CSF 5 CSF 6

Goal # 1, Objective # 8, Strategy # 2: Counseling services will continue to provide students, parents and families with the support needed to maintain a safe, nurturing and positive school learning environment for all stakeholders.

Goal # 1, Objective # 9, Strategy # 1: Provide guidance for students during freshmen and sophomore seminar classes at the high school. In addition, provide more time for our guidance counselor to go into the seminar classes and graduation project classes for scheduling suggestions, graduation requirements, researching college profiles, SAT/ACT, scholarship information and college transfer processes after high school graduation. Meet individually with students who are reported as having behavioral issues in college classes. Educate students and parents as to the damage to the GPA by making anything below a “C” in college classes and the impact on overall college admittance.

Goal # 1, Objective # 10, Strategy # 1: During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.

Goal # 2, Objective # 1, Strategy # 1: An Intervention Plan will be developed and implemented to grow the percentage of students in the LEP Program obtaining LIII-Advanced Level of Performance in the State assessments.

Goal # 2, Objective # 1, Strategy # 2: 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.

Goal # 2, Objective # 1, Strategy # 3: Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2016-2017 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level.

Goal # 2, Objective # 8, Strategy # 1: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 3, Objective # 1, Strategy # 1: Administer career interest survey to Middle and High School students for proper post-secondary career path choice.

Goal # 3, Objective # 2, Strategy # 1: Enroll students in their senior year into a College Readiness & Study Skills Class.

Goal # 3, Objective # 3, Strategy # 1: Enroll 8th-11th grade students to participate in the correspondent PSAT assessment: (a) PSAT 8/9 for 8th and 9th grade students, (b) PSAT 10 for 10th grade students, (c) PSAT/NMSQ for 11th grade students

Goal # 3, Objective # 5, Strategy # 1: 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.

Goal # 3, Objective # 6, Strategy # 1: Provide opportunities for College Prep faculty to be trained to teach PBL, Pre-AP and AP courses in order to increase student enrollment in advanced placement courses.

- STEM, English, Math, History, and Science teachers have been specifically targeted for certification.

Goal # 3, Objective # 7, Strategy # 1: Use student performance data from previous AP exams to identify and provide students with appropriate interventions and/or opportunities for accelerated instruction.

Goal # 3, Objective # 8, Strategy # 1: Workforce and college mentors will meet with students seeking a targeted pathway in that field.

Goal # 4, Objective # 7, Strategy # 1: Parent meetings will be held to communicate with campus principal and departments.

Goal # 4, Objective # 10, Strategy # 1: Wednesday Communication will go home to communicate weekly and monthly events. Newsletters, flyers will go home and Blackboard Connect calls will remind parents and students of events.

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

No actions have been associated with this component

Requirement: Opportunities for all children

No actions have been associated with this component

Requirement: Increases the amount of quality learning time

No actions have been associated with this component

Requirement: Provides an enriched and accelerated curriculum

No actions have been associated with this component

Requirement: Provides a well-rounded education

No actions have been associated with this component

Requirement: Addresses the needs of at-risk students

No actions have been associated with this component

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