



Brownsville Raul Yzaguirre STEM Scholars Preparatory
Campus Improvement Plan
2017-2018

222 N. Coria * Brownsville, TX 78520

State ID: 101-806-101

Raul Yzaguirre Schools for Success

Mission

We the faculty, staff, family , and community of Brownsville Raul Yzaguirre School for Success, have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting. The pursuit of excellence is aimed at developing self-respect and pride among our students. Our ultimate goal is for our students to become critical thinkers and lifelong learners.

Vision

Brownsville RYSS will be a progressive school in which students will attain sustainable 21st century skills that will enable and empower them to become lifelong learners.

Administrators

Maria Knosel

Principal

Description

Raul Yzaguirre School for Success - Brownsville K-8 opened its doors in 2002 and serves 375 students in grades Kindergarten through 8th. The student population is 100% Hispanic, 49% Male, 51% Female. Raul Yzaguirre School for Success - Brownsville K-8 serves 7% Special Education students, 100% Economically Disadvantaged students, 86% English Language Learners; 91% At-Risk students, 4% Gifted & Talented students. The average attendance rate for students is 96%.

Demographics

BRYSS has the advantage of serving a 100% population of Hispanic, English Language Learners. As a campus we are able to target the specific needs of this population. BRYSS also counts with a staff made up of 99% Hispanic, Bilingual teachers who represent and are able to target all the needs of our students. BRYSS will continue to offer its staff the professional development necessary to serve our ELL Learners.

Excellence in Academics

The data reflects that there was improvement in every area this past 2016-2017 school year. The campus met all standards. The data also shows that there is room for improvement in the areas of Social Studies and Reading. A strong focus in all areas will be addressed to meet Masters grade-level performance goals set. A special emphasis will be given to reading and social studies. Rigor, higher level and critical thinking skills will be addressed in order to improve the number of students achieving Masters grade-level performance in all subject areas tested.

School Culture and Climate

Providing all students the opportunity to participate in after-school enrichment programs as well as tutorials is a priority for our campus this year. Students are able to participate in our Robotics, LEGO, Chess, Hands-On Community, and Editorial Clubs.

Students can also participate in various team sports. BRYSS is working to provide our students with both educational and enrichment opportunities, so that all our students strive to achieve and meet their goals.

Staff Quality, Recruitment and Retention

Our BRYSS staff is 100% highly qualified. Our teachers and staff are trained in different areas to address the needs of all our students. Campus leadership takes an active role in training and modeling for teachers to improve quality of instruction. All teachers are provided opportunities to participate in campus leadership roles such as SDMC, CLT, or grade specific leads. Our MAPP Mentoring program continues to empower our teachers.

Curriculum, Instruction and Assessment

An aligned math curriculum which covers problem solving, math objectives and basic facts has been implemented in K-5th grades. Writing Across the Curriculum will continue to be emphasized to address our writing scores. Social Studies scores continue to indicate a need for an aligned curriculum that prepares students for 8th grade Social Studies TEKS and objectives. All students will participate in STEMscopes and AIMS hands-on science activities and labs to address all science objectives.

Family and Community Engagement

BRYSS counts with strong parental involvement. We have an increasing number of parents participating in different activities planned by our parent liason and principal. Parents feel welcome and comfortable on campus. Parents are involved in their child's education understanding the impact this has in their education. BRYSS emphasizes effective parental involvement that improves student achievement. BRYSS parents are given multiple opportunities to be a part of our school community.

School Context and Organization

BRYSS provides the staff and parents multiple opportunities to participate in the decision making process on our campus. Professional Development for RTI, researched based interventions and TEKS continues to be a need for our staff and parents. Data will continue to drive our instruction and parents will be presented with information in a timely manner.

Technology

BRYSS technology has improved the past school years. BRYSS counts with an upgraded Technology lab that is available to all students. The Chrome-Book cart also assists students in the Middle School as well as our science and social studies labs. The Smart-Boards in all the classrooms enhance student learning. Teachers do need more professional development in the area of technology to efficiently utilize Smart-Boards and all the applications to help in the learning process. Our Robotic program needs upgraded materials and programs to help students achieve.

Special Populations

BRYSS has made closing the performance gap for SPED and ELL students a priority. These students are provided with multiple intervention and extension activities to help them meet goals. Teachers provide students with in class support through the use of various language development strategies. All ELL and SPED students are invited to participate in our morning and afternoon labs and accelerated instruction classes. Our teachers will continue to receive intensive PD in ESL, vocabulary development and intervention strategies to provide all our students rigorous and engaging lessons to meet all objectives. Our Gifted and Talented students will participate in one project targeting various areas every nine weeks.

Planning Committee

Member Name	Title
Maria Knosel	Principal
Elsa De Leon	Assistant Principal
Laura Velasquez	Fourth grade teacher
Diana Huerta	3rd grade Teacher
Edelmira Lopez	5th grade teacher
Kristina Martinez	First grade teacher
Andrea Bernes	5th grade teacher
Belinda Gerez	7th grade teacher
Gabriela G Gutierrez	Kinder Teacher
Brenda Lopez	Kinder teacher
David Smith	Social Studies
Karla Trevino	Science/ STEM
Erika Fraustro	Parent
Ingrid Vicent	CPA/ Tax Attorney
David Chapa	Owner Chapitas Catering

Comprehensive Needs Assessment

A: Demographics

Strengths

- 1: 100% of our BRYSS population is Hispanic.
- 2: 86% of our students are coded as English Language Learners.
- 3: BRYSS adopted an Early Exit Transitional Bilingual Program to adequately serve our students.
- 4: 99% of BRYSS staff is Hispanic and Bilingual.

Needs

- A1: Continued Professional Development to target all the needs of our LEP students.
- A2: Continued Professional Development to implement a strong reading program targeting the needs of all our students.

Data Used to Evaluate Needs

Individual Student Profiles
Program Evaluations
Staff Demographics
Student Achievement Data
Student Demographics

B: Excellence in Academics**Strengths**

- 1: Math: 91% passing rate of all students and 35% at Masters grade-level performance.
- 2: Science 88% passing rate of all students and 19% at Masters grade-level performance.
- 3: Writing: 90% passing rate of all students and 12% at Masters grade-level performance.
- 4: 86% of all BRYSS students met Approaches grade-level performance on all tests as compared to 2016-2017 which was 77%.
- 5: 52% of all BRYSS students reached Meets grade-level performance on STAAR as compared to 2016-2017 which was 39%.

Needs

- B1: Social Studies: 77% passing rate of all students and 17% at Masters grade-level performance.
B3: Reading: 80% passing rate of all students and 21% at Masters grade-level performance.
B5: 26% of BRYSS students met Masters grade-level performance.

Data Used to Evaluate Needs

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Individual Student Profiles
Program Evaluations
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results
Student Achievement Data

C: School Culture and Climate**Strengths**

- 1: School community feels BRYSS is a respectful and safe learning environment.
- 2: Teachers hold all students to high expectations.
- 3: BRYSS builds a college readiness culture with all students. Students are prepared for college by increasing the number of students meeting Masters grade-level performance on STAAR tests.
- 4: Campus wide behavior contracts and discipline plans for all students. All staff and teachers participate in the implementation and monitoring.
- 5: Weekly recognition for the good citizen girl and boy of the class by our school mascot "Mighty Eagle".
- 6: BRYSS' positive climate is setting the tone for success. Programs and practices motivate, support and protect.
- 7: Afterschool enrichment programs and extracurricular activities are provided to our students every Monday.

Needs

- C1: Continue team- building and anti-bullying activities with all our students on a monthly basis.

Data Used to Evaluate Needs

Classroom Walkthrough Data
Discipline Data
Program Evaluations
Response to Intervention tracking
Student Achievement Data

D: Staff Quality, Recruitment and Retention

Strengths

- 1: 100% of BRYSS' staff is highly qualified.
- 2: BRYSS provides a mentoring/ peer program for all new and novice teachers.
- 3: Professional Development addresses all needs as stated by teachers and staff.
- 4: Campus leadership helps improve quality of instruction.
- 5: All teachers are provided opportunities to serve in campus leadership roles.

Needs

D1: Continuously monitor and provide staff development that closely addresses the goals and objectives for campus.

Data Used to Evaluate Needs

Program Evaluations
Staff Demographics
Student Demographics

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

- 1: Language Enrichment has been implemented in all grades K-3.
- 2: LTL reading units and novel studies have been implemented in all grades K-8th.
- 3: Calendar "Circle" activities have been implemented in K-2nd. grades.
- 4: Writing initiative targeting revising and editing has been implemented in 4th & 7th grades.
- 5: Weekly labs for science in grades 5th & 8th have been implemented.
- 6: Think Through Math, Reflex Math, Math Clubs and CUBES Problem Solving have been implemented in all K-8th math classrooms.
- 7: Intervention Lab targeting 2nd-8th grade Reading using Guided Reading strategies with Leveled Readers has been implemented.
- 8: Teachers are incorporating anchor charts into their teaching in all subject areas. Anchor charts have build a culture of literacy and made thinking visible in the classroom.
- 9: Teachers are working with cross-level peers to align and implement engaging instruction.
- 10: K-2nd grade teachers have are implementing Math Perspectives program to target our math curriculum (TEKS).

Needs

- E1: Improve quality of instruction to increase achievement in all content areas.
- E4: Continue to monitor the implementation of our writing initiative to target writing across the grades.
- E5: Provide K-8th grade students with more hands on Science and labs using STEMScopes and AIMS.
- E6: Continue implementing Social Studies extension activities in lab for all students 4th-8th.

Data Used to Evaluate Needs

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Program Evaluations
Response to Intervention tracking
STAAR / EOC Results
Student Achievement Data

F: Family and Community Engagement**Strengths**

- 1: Bi-Monthly principal/parent meetings addressing special topics and questions and concerns.
- 2: Weekly school/ home communication folder with information provided in English and Spanish will be sent out every Wednesday.
- 3: Monthly newsletter with calendar of events is distributed in both English and Spanish and posted on the website.
- 4: PTO meetings held once a month to address different campus needs.
- 5: Monthly parenting classes offered to all parents with babysitting and snacks provided to children.
- 6: English language, technology and healthy cooking classes offered to all parents.
- 7: Open Houses and parent conferences are scheduled twice a year to address student achievement and needs.
- 8: Math and Science Nights are scheduled to encourage the school to home connection and strengthen math and science aptitudes with family interaction.
- 9: High School, College and University students participate as tutors for our students on a weekly basis.

Needs

- F1: Engage more community members to serve as tutors and mentors for our students.
F2: Continue to create a safe, healthy, and secure environment on campus for students, staff, and parents.

Data Used to Evaluate Needs

Discipline Data
Program Evaluations
Student Achievement Data
Student Demographics

G: School Context and Organization**Strengths**

- 1: Accelerated Instruction and Intervention pull-outs are provided daily for small group math and reading instruction. Class time work stations also address the needs of all students.
- 2: Professional Development has been provided on the RTI process, research-based intervention activities, TEKS, PBL, and progress monitoring.
- 3: Various computer programs are targeted to areas where students are struggling.
- 4: Staff and parents are provided with opportunities to participate in the school policies, procedures and or problems with regular staff meetings, PLC's, administrative open-door policy, parent-teacher conferences, PTO meetings, bi-monthly parent/ principal meetings, Campus Leadership Team, and SDMC meetings.

Needs

- G1: Provide continued Professional Development on RTI process and researched based interventions to all our staff and parents.

Data Used to Evaluate Needs

Campus-Based Assessments
Classroom Walkthrough Data
Individual Student Profiles
Program Evaluations
Response to Intervention tracking

H: Technology**Strengths**

- 1: Teachers utilize technology available to enhance student learning.
- 2: Our classrooms all have smart-boards which are utilized by our teachers on a daily basis.
- 3: All teachers count with a lap-top in their classroom to assist in lessons and communication with administration and parents.
- 4: BRYSS counts with a computer lab that is utilized regularly by all students. It opens before and after school to address different student needs.
- 5: All 8th grade students participate in keyboarding class. An elective advanced Tech Apps course is available to all 8th grade students.
- 6: Google Chrome Books are available to our Middle School students, science and social studies labs. Student research and presentations are facilitated by the use of the Chrome Books.

Needs

- H1: Professional Development for teachers to better utilize Smart-boards, technology applications and programs.
- H2: Ipads to assist students as well as teachers in the classrooms.
- H3: More technology applications to keep up-to-date with latest technology and programs.
- H4: Computers for all classrooms to assist in research and intervention activities.
- H5: More Robotics materials and programs to assist our Robotics club.

Data Used to Evaluate Needs

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
Program Evaluations
Response to Intervention tracking
Student Achievement Data

I: Special Populations

Strengths

- 1: Professional Development in ELPS, Sheltered English Instruction and Academic Vocabulary.
- 2: Rosetta Stone Lab for all English Language Learners before and after school.
- 3: Anchor Charts build a culture of Literacy in all classrooms making English visible to support English language instruction.
- 4: Accelerated Instruction targeting the needs of all ELL and SPED students with intervention activities before and after school.
- 5: Resource, intervention and inclusion activities with leveled readers, fluency and Language Enrichment for all ELL and SPED.
- 6: Preferential seating in front of the room for all SPED and recent ELL students.
- 7: AR rewards for students earning target points reinforcing reading.
- 8: Reflex math for all SPED students targeting all basic fact skills. Students must complete 90 minutes per week.
- 9: Peer tutoring for all SPED and recent ELL students during stations and group activities.
- 10: Strong ESL program that targets ELPS. ELPS icons are posted daily next to objectives to assist in instruction.
- 11: All Gifted and Talented students will participate in one specific project (PBL) targeting various areas every nine weeks.

Needs

- 12: Oral Language and Vocabulary Development activities that address academic language targeting all K-8th grade students.

Data Used to Evaluate Needs

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Individual Student Profiles
Program Evaluations
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results
Student Achievement Data

Priority Needs

A: Demographics

- A1 Continued Professional Development to target all the needs of our LEP students.
- A2 Continued Professional Development to implement a strong reading program targeting the needs of all our students.

B: Excellence in Academics

- B1 Social Studies: 77% passing rate of all students and 17% at Masters grade-level performance.
- B3 Reading: 80% passing rate of all students and 21% at Masters grade-level performance.
- B5 26% of BRYSS students met Masters grade-level performance.

C: School Culture and Climate

- C1 Continue team- building and anti-bullying activities with all our students on a monthly basis.

D: Staff Quality, Recruitment and Retention

- D1 Continuously monitor and provide staff development that closely addresses the goals and objectives for campus.

E: Curriculum, Instruction and Assessment

- E1 Improve quality of instruction to increase achievement in all content areas.
- E4 Continue to monitor the implementation of our writing initiative to target writing across the grades.
- E5 Provide K-8th grade students with more hands on Science and labs using STEMScopes and AIMS.
- E6 Continue implementing Social Studies extension activities in lab for all students 4th-8th.

F: Family and Community Engagement

- F1 Engage more community members to serve as tutors and mentors for our students.

F2 Continue to create a safe, healthy, and secure environment on campus for students, staff, and parents.

G: School Context and Organization

G1 Provide continued Professional Development on RTI process and researched based interventions to all our staff and parents.

H: Technology

H1 Professional Development for teachers to better utilize Smart-boards, technology applications and programs.

H2 I pads to assist students as well as teachers in the classrooms.

H3 More technology applications to keep up-to-date with latest technology and programs.

H4 Computers for all classrooms to assist in research and intervention activities.

H5 More Robotics materials and programs to assist our Robotics club.

I: Special Populations

I2 Oral Language and Vocabulary Development activities that address academic language targeting all K-8th 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: Analyze BOY and EOY data for all students and conduct Data meetings to target students' needs. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]]	Person(s) Responsible: Principal; Assistant Principal	Resources: Data binders, STAAR results; TPRI/ Tejas LEE; NWEA; Positioning Tools; Benchmarks;
	Evidence of Implementation: Lesson Plans, Walkthroughs, Sign-in Sheets	Ongoing Evaluation Method: Progress Monitoring; Benchmarks; STAAR Results	Final Evaluation Method: STAAR; EOY NWEA
	Timeline: 8/1/2017 - 6/5/2018 (Monthly)		Needs: A1; A2; B1; B3; B5; E1; E4; E5; E6; F1; G1; H1; H2; H3; H4; H5; I2; [Title I Components CNA, CIP, Evaluation]
2	Action: Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]]	Person(s) Responsible: Principal, Assistant Principal, Lead Teachers	Resources: Lesson plan books, pacing calendars, Progress Monitoring and Consultants;
	Evidence of Implementation: Lesson plan books, Pacing calendars, Meeting sign-in sheets, Walk-throughs, Formal Observations, EEIP Binders	Ongoing Evaluation Method: Progress Monitoring, Positioning Tools, Benchmarks, BOY, MOY, EOY Data	Final Evaluation Method: STAAR, EOY NWEA
	Timeline: 8/28/2017 - 6/5/2018 (Weekly)		Needs: A1; A2; B1; B3; B5; D1; E1; E4; G1; H1; H3; H4; I2; [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 #2: In Domain I, Student Achievement, of the state accountability system, the district will meet or exceed an overall passing standard in all subjects tested as follows: Reading/ELA 80%, Math 85%, Writing 80%, Science 90%, Social Studies 85%

1	Action: Ensure all staff receive PD on all core subjects. Empowering Writers, Imagine Math, Reflex Math, STEMscopes, Math Perspectives, Academic Vocabulary and Social Studies. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]]	Person(s) Responsible: Principal, Assistant Principal, Lead Teachers	Resources: Substitutes, PD cost, Materials, workbooks;
	Evidence of Implementation: Lesson Plans, Pacing Calendars, Walk-Throughs, Sign-in sheets	Ongoing Evaluation Method: Benchmarks, Positioning tools, Weekly checkpoints, Progress monitoring	Final Evaluation Method: STAAR, EOY NWEA
	Timeline: 8/5/2017 - 6/5/2018 (On-going)		Needs: A1; A2; B1; B3; B5; C1; D1; E1; E4; E5; E6; F1; G1; H1; H2; H3; H4; H5; I2; [Title I Components CNA, CIP, Evaluation]
2	Action: Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]]	Person(s) Responsible: Principal, Assistant Principal, Lead Teachers, Campus Interventionist	Resources: Flashcards, Games, Leveled readers, Hi-liters, Chart tablets, Manipulatives, Chess sets, Robotic sets, LEGO blocks, Extra duty teacher pay;
	Evidence of Implementation: Sign-in sheets, walk-throughs, lesson plans	Ongoing Evaluation Method: Progress Monitoring, Benchmarks, Weekly checkpoints	Final Evaluation Method: STAAR, EOY NWEA
	Timeline: 8/28/2017 - 5/15/2018 (On-going)		Needs: A1; A2; B1; B3; B5; D1; E1; E4; E5; E6; F1; G1; I2; [Title I Components CNA, CIP, Evaluation]
3	Action: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]]	Person(s) Responsible: Principal, Assistant Principal, Lead Teachers, Campus Interventionist	Resources: Student Data, Core subject curriculum, Lead4Ward blueprints, Binders;
	Evidence of Implementation: Meeting sign-in sheets, Lesson plans, Walk-throughs	Ongoing Evaluation Method: Benchmarks, Positioning tools, Weekly checkpoints	Final Evaluation Method: STAAR, EOY NWEA
	Timeline: 8/5/2017 - 9/5/2018 (Every 9 weeks)		Needs: A1; A2; B1; B3; B5; E1; E4; E5; E6; G1; I2; [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 #3: In 2017-2018, 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 2016-2017 in all tested subjects and will meet 100% of their system safeguards.

1	Action: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]]	Person(s) Responsible: Principal, Assistant Principal, Lead Teachers, Teachers	Resources: File Folders, Journals notebooks, glue, scissors, markers, Lesson plan book, sign-in sheets;
	Evidence of Implementation: Lesson Plans, Walk-throughs	Ongoing Evaluation Method: Positioning tools, Benchmarks, Weekly checkpoints	Final Evaluation Method: STAAR, EOY NWEA
	Timeline: 8/5/2017 - 6/5/2018 (Every 9 weeks)		Needs: A1; A2; B1; B3; B5; D1; E1; E4; E5; E6; F1; G1; H1; H4; H5; I2; [Title I Components CNA, CIP, Evaluation]
2	Action: Provide accelerated instruction, Saturday camps, and enrichment clubs (Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]]	Person(s) Responsible: Principal, Assistant Principal, Lead teachers, Teachers,	Resources: Extra duty pay, exemplar lessons, file folders, chart tablets, markers, Robotics, Chess sets, LEGOs, Computer Lab;
	Evidence of Implementation: Student sign-in sheets, lesson plans, walk-throughs	Ongoing Evaluation Method: Positioning tools, Benchmarks, Weekly checkpoints	Final Evaluation Method: STAAR
	Timeline: 8/28/2017 - 6/5/2018 (Weekly)		Needs: B5; C1; E1; F1; F2; H3; H5; [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 #4: All campuses will reach and maintain a 98% student attendance rate by the end of school year 2017-2018.

1	Action: Perfect Attendance Flag will be hung outside every classroom with 100% attendance on a daily basis. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6]]	Person(s) Responsible: Assistant Principal, Data Entry, Teachers	Resources: Flags;
	Evidence of Implementation: Flag posted outside the classroom	Ongoing Evaluation Method: Number of Perfect Attendance days per class	Final Evaluation Method: EOY Attendance rate
	Timeline: 8/28/2017 - 6/5/2018 (Daily)		Needs: B1; B3; B5; C1; [Title I Components CNA, CIP, Evaluation]
2	Action: Color Banners will be displayed in every classroom. A letter will be colored every day the class has 100% attendance. The class with a fully colored banner every six weeks will receive a reward. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6]]	Person(s) Responsible: Principal, Data Entry, Teacher	Resources: Banners, markers;
	Evidence of Implementation: Number of completed banners every six weeks	Ongoing Evaluation Method: Attendance rate	Final Evaluation Method: EOY attendance rate
	Timeline: 8/28/2017 - 6/5/2018 (Daily)		Needs: B1; B3; B5; C1; F2; [Title I Components CNA, CIP, Evaluation]
3	Action: Students with perfect attendance every 9 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6]]	Person(s) Responsible: Principal, Assistant Principal, Counselor, Teacher	Resources: Certificates, Medals;
	Evidence of Implementation: Attendance sheets, Number of Perfect Attendance certificates,	Ongoing Evaluation Method: Attendance rate every 6 weeks	Final Evaluation Method: EOY school attendance rate
	Timeline: 8/28/2017 - 6/5/2018 (Every 6 weeks)		Needs: B1; B3; B5; C1; F2; [Title I Components CNA, 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 #5: The number of teacher absences for the 2017-2018 school year at each campus will decrease by 5% from the previous year.

1	<p>Action: 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, Assistant Principal and Campus Interventionist will take over the class for teacher release time. [Critical Success Factors [Critical Success Factors 1, 3, 4, 6, 7]]</p>	<p>Person(s) Responsible: Principal, Assistant Principal, Campus Interventionist, Silvia de la Garza</p>	<p>Resources: Coupons, Absence Reports, Planning Calendar;</p>
	<p>Evidence of Implementation: List of Teachers, Teacher release sign-out, calendar with coverage dates</p>	<p>Ongoing Evaluation Method: End of the Year comparison of First semester and second semester teacher absence percentages.</p>	<p>Final Evaluation Method: EOY Teacher Attendance avg.</p>
	<p>Timeline: 1/1/2018 - 6/5/2018 (Bi-Annually) Needs: B1; B3; B5; C1; D1; [Title I Components CNA, CIP, Evaluation]</p>		

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: RYSS language labs will serve all English Language Learners across the district.

1	Action: ELL Language lab, Rosetta Stone, will open at 7:00 a.m. on a daily basis to target all our recent immigrants and ELL students in need without pulling students during valuable classroom instruction time. [Critical Success Factors [Critical Success Factors 1, 3, 4, 6]]	Person(s) Responsible: Principal, Assistant Principal, Campus Interventionist	Resources:
	Evidence of Implementation: Student sign-in sheets	Ongoing Evaluation Method: Benchmarks, Positioning Tools, Weekly checkpoints, TELPAS scores	Final Evaluation Method: STAAR, EOY NWEA, TELPAS
	Timeline: 8/28/2017 - 6/5/2018 (Daily)		Needs: A1; B1; B3; B5; E5; H3; H4; I2; [Title I Components CNA, CIP, Evaluation]
2	Action: Provide all staff with targeted PD on ELPS and academic vocabulary development. [Critical Success Factors [Critical Success Factors 1, 4, 6]]	Person(s) Responsible: Principal, Assistant principal, Lead Teachers, Teachers, LPAC	Resources: PD, student books, word walls, dictionaries, anchor charts;
	Evidence of Implementation: PD agendas, teacher sign-in sheets, lesson plans, checklists, walkthroughs	Ongoing Evaluation Method: Benchmarks, Positioning Tools	Final Evaluation Method: STAAR, NWEA, TELPAS
	Timeline: 8/5/2017 - 6/5/2018 (On-going)		Needs: A1; A2; B1; B3; B5; D1; E1; H3; I2; [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 #2: By June 2018, 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 2017 STAAR performance.

1	Action: Provide all staff with PD for ELPS and Academic vocabulary development. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6]]	Person(s) Responsible: Principal, Assistant Principal	Resources: PD, Workbooks, Word Walls, Flashcards, Dictionaries, Anchor Charts, Leveled Readers;
	Evidence of Implementation: PD Agendas, Teacher sign-in sheets, Lesson Plans, Walk-throughs	Ongoing Evaluation Method: Weekly Checkpoints, Benchmarks, Positioning Tools, TELPAS, STAAR	Final Evaluation Method: STAAR, EOY NWEA, TELPAS
	Timeline: 8/5/2017 - 6/5/2018 (On-going)		Needs: A1; A2; B1; B3; B5; D1; E1; E4; G1; H1; I2; [Title I Components CNA, CIP, Evaluation]
2	Action: Teachers will receive PD on using ELPS Icons and will post with objectives to show ELPS being targeted. [Critical Success Factors [Critical Success Factors 1, 4, 7]]	Person(s) Responsible: Principal, Assistant Principal	Resources: PD, ELPS Icons;
	Evidence of Implementation: Walk-throughs, Lesson Plans	Ongoing Evaluation Method: Benchmarks, Positioning tools, TPRI	Final Evaluation Method: STAAR, EOY NWEA, TELPAS
	Timeline: 8/5/2017 - 6/5/2018 (Daily)		Needs: A1; A2; B1; B3; I2; [Title I Components CNA, CIP, Evaluation]
3	Action: All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Reflex math, and AR activities in small groups to target special needs. [Critical Success Factors [Critical Success Factors 1, 4, 7]]	Person(s) Responsible: Principal, Assistant principal, Teachers	Resources: LE/Basic skills program, computers and software, flashcards, library books;
	Evidence of Implementation: Lesson Plans, Walk-Throughs	Ongoing Evaluation Method: Benchmarks, Progress Monitoring, positioning tools	Final Evaluation Method: STAAR, EOY NWEA
	Timeline: 8/28/2017 - 6/5/2018 (Daily)		Needs: A1; A2; B1; B3; B5; D1; E1; E4; E5; E6; G1; H1; H2; H3; H4; H5; I2; [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 #3: The district will exceed the academic performance expectations of special populations at the federal and state levels.

1	<p>Action: All special population students will receive LE Basic Language Skills, Reflex and Imagine Learning computer time, AR reading/ library time and multiple in-school intervention groups targeting specific core subjects. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]]</p>	<p>Person(s) Responsible: Principal, Assistant Principal, Lead Teachers</p>	<p>Resources: PD, Computer Lab, educational software, library books;</p>
	<p>Evidence of Implementation: Lesson Plans, Walk-throughs, Student computer progress</p>	<p>Ongoing Evaluation Method: Benchmarks, Progress monitoring, Positioning tools</p>	<p>Final Evaluation Method: STAAR, EOY NWEA</p>
	<p>Timeline: 8/28/2017 - 6/5/2018 (Daily) Needs: A1; A2; B1; B3; B5; H1; H3; H4; I2; [Title I Components CNA, CIP, Evaluation]</p>		

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 #4: The district will increase understanding among faculty and leadership of the LEP Progress Measure and how it relates to state and federal accountability.

1	Action: All teachers will receive PD in the areas of ELPS, Academic Vocabulary development, and ELL progress measure. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]]	Person(s) Responsible: Principal	Resources: PD, Handouts, Word walls, anchor charts, Lead4Ward data;
	Evidence of Implementation: PD agendas, Teacher sign-in sheets, Lesson Plans, Walk-throughs	Ongoing Evaluation Method: Positioning tools, Benchmarks, Weekly checkpoints	Final Evaluation Method: STAAR, EOY NWEA, TELPAS
	Timeline: 8/5/2017 - 6/5/2018 (On-going)		

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: BRYSS 8th grade students will participate in PSAT assessment. [Critical Success Factors [Critical Success Factors 1, 6]]	Person(s) Responsible: Principal, Counselor	Resources: PSAT registration;
	Evidence of Implementation: Student Registration	Ongoing Evaluation Method: PSAT	Final Evaluation Method: PSAT
	Timeline: 1/8/2018 - 7/1/2018 (Annually)		
	Needs: B1; B3; B5; [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 #4: All RYSS students qualified to take the PSAT/SAT/ACT will be offered a class to prepare them for success on the exam(s).

1	Action: 8th grade students will participate in a PSAT preparation course prior to taking the PSAT. [Critical Success Factors [Critical Success Factors 1, 4, 7]]	Person(s) Responsible: Principal, 8th grade teachers	Resources: PSAT materials, Extra-duty pay;
	Evidence of Implementation: Student sign-in sheets, Lesson plans	Ongoing Evaluation Method: PSAT	Final Evaluation Method: PSAT scores
	Timeline: 1/5/2017 - 6/5/2018 (As Needed)		Needs: B1; B3; B5; [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: BRYSS will increase the percent of advanced placement course offerings by 10% or more in 2016-2017.

1	Action: 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.	Person(s) Responsible: Student Council Sponsor; Principal; Counselor; Mr. Smith	Resources: Power point presentation provided by Student Council Members; College Data/ Virtual Tours;
	Evidence of Implementation: Sign in Sheets; Student Surveys	Ongoing Evaluation Method: Number of 7th graders signing up for Advanced courses.	Final Evaluation Method: STAAR
	Timeline: 4/1/2017 - 5/1/2018 (Annually)		Needs: B1; B5; E6; F1;

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 #9: 100% of BRYSS students in 8th grade will be introduced to career pathways and college and career readiness.

1	Action: All 8th grade students will participate in career pathway trainings in CCR Lab once a month.	Person(s) Responsible: Principal; Mr. Smith; Eighth grade teachers	Resources: CCR Lab; Lap tops; Virtual College tours; College Flyers;
	Evidence of Implementation: Sign-in sheets; Lesson Plans; Walkthroughs	Ongoing Evaluation Method: Student Surveys	Final Evaluation Method: STAAR, Placement in advanced courses in High School
	Timeline: 8/1/2017 - 6/1/2018 (Monthly)		Needs: B1; B2; B3; B4; I1; I2;
2	Action: Conduct Parent meetings on college and career readiness for all 8th grade parents.	Person(s) Responsible: Principal; Parent Liaison; Mr. Smith	Resources: Parent Center; Laptop; Agenda;
	Evidence of Implementation: Agendas; Sign in Sheets	Ongoing Evaluation Method: Number of Students taking Advance Level courses in High School.	Final Evaluation Method: STAAR, 9th grade course selection
	Timeline: 10/1/2017 - 2/15/2018 (Bi-Annually)		Needs: B1; B2; B3; B4;

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

1	Action: Conduct bi-monthly parent forums, parent trainings, workshops and principal meetings with parents. [Critical Success Factors [Critical Success Factors 5, 6]]	Person(s) Responsible: Principal; Campus Interventionist and Parent Liaison.	Resources: Community Leaders to conduct forums; after school use of facilities for meetings; child care for parents participating in meetings in forum.;;
	Evidence of Implementation: Agendas; sign-in sheets.	Ongoing Evaluation Method: Surveys; participation numbers	Final Evaluation Method: End-of-year parent surveys
	Timeline: 8/28/2017 - 6/5/2018 (Bi-Monthly)		Needs: C1; D1; F1; F2; [Title I Components CNA, CIP, Evaluation]
2	Action: Establish PTO. Invite parents to monthly meetings. [Critical Success Factors [Critical Success Factors 5, 6]]	Person(s) Responsible: Principal; Parent Liaison	Resources: Parent room for meeting; sign-in sheets;;
	Evidence of Implementation: Agendas; sign-in sheets	Ongoing Evaluation Method: Parent Survey	Final Evaluation Method: EOY Parent Survey
	Timeline: 8/28/2017 - 6/5/2018 (Monthly)		Needs: F1; F2; [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 #2: Provide opportunities for strategic partnerships expansion.

1	<p>Action: Conduct bi-monthly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness and advanced level performance. [Critical Success Factors [Critical Success Factors 1, 5, 6]]</p>	<p>Person(s) Responsible: Principal, Parent Liason, Campus Interventionist</p>	<p>Resources: Presenters;</p>
	<p>Evidence of Implementation: Agendas, sign-in sheets</p>	<p>Ongoing Evaluation Method: Parent /Community surveys</p>	<p>Final Evaluation Method: EOY Parent Surveys</p>
	<p>Timeline: 8/28/2017 - 6/5/2018 (Bi-Monthly) Needs: B1; B3; B5; C1; F1; F2; [Title I Components Evaluation]</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: Ensure students and family members are welcomed in a safe, disciplined, and healthy environment.

1	Action: Principal, assistant principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. [Critical Success Factors [Critical Success Factors 1, 5, 6]]	Person(s) Responsible: Principal Assistant Principal Counselor Campus Interventionist	Resources:
	Evidence of Implementation: Observations	Ongoing Evaluation Method: Monthly School Safety Records	Final Evaluation Method: Parent/Student Survey School Safety Record
Timeline: 8/28/2017 - 6/5/2018 (Daily)		Needs: C1; F2; [Title I Components CNA]	
2	Action: Friendly office staff will welcome parents and students as well as answer calls promptly and efficiently. [Critical Success Factors [Critical Success Factors 1, 5, 6]]	Person(s) Responsible: Principal Office Manager	Resources:
	Evidence of Implementation: Principal Observation	Ongoing Evaluation Method: Principal Observation	Final Evaluation Method: EOY Parent/ Student Survey
Timeline: 8/28/2017 - 6/30/2018 (Daily)		Needs: C1; F2; [Title I Components CNA, Evaluation]	

System Safeguards

1	Reading	Teachers will participate in PD specifically targeted for Vocabulary development. They will participate in PD on novel studies tied to ELPS and the 5 pillars of reading.
Addresses the following Safeguards: Federal Performance - Reading (All); Federal Performance - Reading (Economically Disadvantaged); Federal Performance - Reading (ELL (Current & Monitored)); Federal Performance - Reading (Hispanic)		
2	Mathematics	All students will participate in computer classes to target math specific skills. They will use Reflex math and Imagine math software. Students will also participate in math clubs, LEGO clubs and Robotics to enhance math learning.
Addresses the following Safeguards: Federal Performance - Mathematics (All); Federal Performance - Mathematics (Hispanic)		

Funding

FTEs

Title I

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

Component 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 1, Objective #1 , Strategy # 1: Analyze BOY and EOY data for all students and conduct Data meetings to target students' needs.

Goal # 1, Objective #1 , Strategy # 2: Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

Goal # 1, Objective #2 , Strategy # 1: Ensure all staff receive PD on all core subjects. Empowering Writers, Imagine Math, Reflex Math, STEMscopes, Math Perspectives, Academic Vocabulary and Social Studies.

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, and extension camps.

Goal # 1, Objective #2 , Strategy # 3: Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

Goal # 1, Objective #3 , Strategy # 1: Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

Goal # 1, Objective #3 , Strategy # 2: Provide accelerated instruction, Saturday camps, and enrichment clubs (Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

Goal # 1, Objective #4 , Strategy # 1: Perfect Attendance Flag will be hung outside every classroom with 100% attendance on a daily basis.

Goal # 1, Objective #4 , Strategy # 2: Color Banners will be displayed in every classroom. A letter will be colored every day the class has 100% attendance. The class with a fully colored banner every six weeks will receive a reward.

Goal # 1, Objective #4 , Strategy # 3: Students with perfect attendance every 9 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony.

Goal # 1, Objective #5 , Strategy # 1: 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, Assistant Principal and Campus Interventionist will take over the class for teacher release time.

Goal # 2, Objective #1 , Strategy # 1: ELL Language lab, Rosetta Stone, will open at 7:00 a.m. on a daily basis to target all our recent immigrants and ELL students in need without pulling students during valuable classroom instruction time.

Goal # 2, Objective #1 , Strategy # 2: Provide all staff with targeted PD on ELPS and academic vocabulary development.

Goal # 2, Objective #2 , Strategy # 1: Provide all staff with PD for ELPS and Academic vocabulary development.

Goal # 2, Objective #2 , Strategy # 2: Teachers will receive PD on using ELPS Icons and will post with objectives to show ELPS being targeted.

Goal # 2, Objective #2 , Strategy # 3: All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Reflex math, and AR activities in small groups to target special needs.

Goal # 2, Objective #3 , Strategy # 1: All special population students will receive LE Basic Language Skills, Reflex and Imagine Learning computer time, AR reading/ library time and multiple in-school intervention groups targeting specific core subjects.

Goal # 2, Objective #4 , Strategy # 1: All teachers will receive PD in the areas of ELPS, Academic Vocabulary development, and ELL progress measure.

Goal # 3, Objective #3 , Strategy # 1: BRYSS 8th grade students will participate in PSAT assessment.

Goal # 3, Objective #4 , Strategy # 1: 8th grade students will participate in a PSAT preparation course prior to taking the PSAT.

Goal # 4, Objective #1 , Strategy # 1: Conduct bi-monthly parent forums, parent trainings, workshops and principal meetings with parents.

Goal # 4, Objective #3 , Strategy # 1: Principal, assistant principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily.

Goal # 4, Objective #3 , Strategy # 2: Friendly office staff will welcome parents and students as well as answer calls promptly and efficiently.

Component 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1 , Strategy # 1: Analyze BOY and EOY data for all students and conduct Data meetings to target students' needs.

Goal # 1, Objective #1 , Strategy # 2: Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

Goal # 1, Objective #2 , Strategy # 1: Ensure all staff receive PD on all core subjects. Empowering Writers, Imagine Math, Reflex Math, STEMscopes, Math Perspectives, Academic Vocabulary and Social Studies.

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, and extension camps.

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Goal # 2, Objective #1 , Strategy # 2: Provide all staff with targeted PD on ELPS and academic vocabulary development.

Goal # 2, Objective #2 , Strategy # 1: Provide all staff with PD for ELPS and Academic vocabulary development.

Goal # 2, Objective #2 , Strategy # 2: Teachers will receive PD on using ELPS Icons and will post with objectives to show ELPS being targeted.

Goal # 2, Objective #2 , Strategy # 3: All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Reflex math, and AR activities in small groups to target special needs.

Goal # 2, Objective #3 , Strategy # 1: All special population students will receive LE Basic Language Skills, Reflex and Imagine Learning computer time, AR reading/ library time and multiple in-school intervention groups targeting specific core subjects.

Goal # 2, Objective #4 , Strategy # 1: All teachers will receive PD in the areas of ELPS, Academic Vocabulary development, and ELL progress measure.

Goal # 3, Objective #3 , Strategy # 1: BRYSS 8th grade students will participate in PSAT assessment.

Goal # 3, Objective #4 , Strategy # 1: 8th grade students will participate in a PSAT preparation course prior to taking the PSAT.

Goal # 4, Objective #1 , Strategy # 1: Conduct bi-monthly parent forums, parent trainings, workshops and principal meetings with parents.

Component 3: Annual Evaluation

Annually Evaluate the School Plan

Goal # 1, Objective # 1, Strategy # 1: Analyze BOY and EOY data for all students and conduct Data meetings to target students' needs.

Goal # 1, Objective # 1, Strategy # 2: Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

Goal # 1, Objective # 2, Strategy # 1: Ensure all staff receive PD on all core subjects. Empowering Writers, Imagine Math, Reflex Math, STEMscopes, Math Perspectives, Academic Vocabulary and Social Studies.

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Goal # 4, Objective # 1, Strategy # 2: Establish PTO. Invite parents to monthly meetings.

Goal # 4, Objective # 2, Strategy # 1: Conduct bi-monthly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness and advanced level performance.

Goal # 4, Objective # 3, Strategy # 2: Friendly office staff will welcome parents and students as well as answer calls promptly and efficiently.

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