Raul Yzaguirre Schools for Success

District Improvement Plan

2017-2018

Raul Yzaguirre Schools for Success

Mission

The Raul Yzaguirre Schools for Success exists to educate and empower the next generation of leaders by creating a college-bound, culturally relevant environment with a focus on academics, health and social services, and youth and human services to create stronger families and healthier communities.

Vision

The Raul Yzaguirre Schools for Success will be the gold standard for excellence in community-based education by graduating college-bound, civic-oriented leaders.

VALUES: I CARE

INTEGRITY
CITIZENSHIP
ACHIEVEMENT
RESPECT
EMPOWERMENT

Administrators

Dr. Adriana Tamez   Superintendent

Description

Raul Yzaguirre School for Success opened its doors in 1996 and serves 1330 students in grades kindergarten through Grade 12. The student population is 99.5% Hispanic, 0.3% White, 0.2% American Indian, 0.1% Asian, 50.66% Male, 49.34% Female. Raul Yzaguirre School for Success serves 6.2% Special Education students, 97.8% Economically Disadvantaged students, 50.2% English Language Learners; 76.5% At-Risk students, 4.0% Gifted & Talented students. The average attendance rate for students is 96.9%. The annual dropout rate is 1.3%. The annual graduation rate is 94.2%.

Introduction

The Raul Yzaguirre Schools for Success (RYSS) was founded in Houston, Texas, in 1996 as one of the first open-enrollment charter schools approved by the Texas State Board of Education. By establishing RYSS, the Tejano Center for Community Concerns sought to provide a college preparatory educational experience for children of the center's surrounding neighborhoods in southeast Houston. Since its modest beginnings in a small rental facility with an enrollment of 100 students, RYSS has expanded its operation and reached an enrollment of 1,330 students in two cities: the main campus in Houston that now occupies an entire city block and an additional campus in Brownsville, Texas. In 2016-2017 RYSS renamed its four campuses: Houston Elite STEM Primary Academy (Grades K-5), the Houston STEM and Early College Middle School(ECMS)(Grades 6-8), the Houston T-STEM and Early College High School(ECHS)(Grades 9-12), and Brownsville Raul Yzaguirre STEM Scholars Preparatory (Grades K-8). The new school names were approved by the Texas Education Agency in May 2017.

District Performance

Under the State of Texas' accountability system, districts and campuses are rated as either "Met Standard" or "Improvement Required." For the third consecutive year, the Raul Yzaguirre Schools for Success and all four of its campuses are rated as "Met Standard." Even as standards are being raised and the state testing program becomes more rigorous, RYSS has raised expectations for students and teacher performance so that our students are well prepared for future academic challenges.

Source: 2016-2017 Texas Academic Performance Report

State Accountability Index Performance

RYSS met and surpassed the state target standards on all four State Accountability Indexes:

INDEX	State Target	RYSS Performance
Index 1: Student Achievement	60	76
Index 2: Student Progress	22	38
Index 3: Closing the Achievement Gap	28	46
Index 4: Postsecondary Readiness	60	71

It is important to note that all four RYSS campuses also exceeded their Performance Index standards.

Data Source: 2016-2017 Texas Academic Performance Report

Academic Performance

During the 2016-2017 academic school year, the Raul Yzaguirre Schools for Success charter district improved academically in three of five tested areas from the previous year. Passing rates in math, science, and social studies improved, ranging from 11% to 1%. Social Studies passing rates improved the most from 72% passing in 2016 to 83% passing in 2017.

The largest and most significant improvement occurred at the Masters Grade Level standard for mathematics. Under Meets Grade Level standard, the most improved was Science, increasing 10%. Under Approaches Grade Level standard, the most improved was Social Studies, increasing 11%.

Performance in the Approaches Grade Level indicates that students possess some knowledge of course content but may be missing critical elements. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course with additional support.

More importantly, the data demonstrates that RYSS is providing students with instructional opportunities to reach the Masters Grade Level. Performance in this category indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention. When compared to the 2015-2016 results, the percentage of students meeting the higher standards of Meets Grade Level Standard and Masters Grade level Standard increased in reading, math, science, and social studies. The tables below present the improvement of RYSS students passing at the higher standards.

Data Source: 2016-2017 Texas Academic Performance Report

Academic Distinction Designations

Campuses that are assigned an accountability rating of "Met Standard" are eligible for the state's academic achievement distinction designations. Academic Distinction designations are awarded to campuses based on achievement in several performance indicators relative to a group of 40 campuses in the state that are similar in type, size, and student demographics. This year, three of the four RYSS campuses earned Academic Distinction designations. Of particular note is the Brownsville Raul Yzaguirre STEM Scholars Preparatory campus, which joined an elite group of 400 schools throughout Texas that earned all possible distinctions. Raul Yzaguirre Schools for Success campuses earned distinctions in the following areas:

Brownsville RYSS STEM Scholars Preparatory: Reading, Math, Science, Student Progress, Closing the Performance Gap, Postsecondary Readiness
Houston T-STEM and Early College Middle School: Science, Social Studies
Houston STEM and Early College High School: Math, Science, Closing the Performance Gap.

Data Source: 2016-2017 Texas Academic Performance Report

System Safeguards

While we celebrate academic improvement, it is evident to all the staff that there is much more to do to address areas of deficiency. The district met 94%, or 34 of 36, of the state's System Safeguards. System Safeguards are included as part of the state accountability system in order to reveal substandard performance in one or more areas or by one or more student groups. System safeguard reporting ensures that substandard performance of any student group is not disguised by higher performance in other areas or by other student groups. In 2016-2017, RYSS missed two system safeguards in the academic performance of its special education population, specifically in the areas of reading and math.

Further analysis of data from the past three years shows that in 2015, 90%, or 28 of 31, of the System Safeguards were met. In 2016, 89%, or 33 of 37, of the System Safeguards were met. Each year's results indicate that instruction of students identified as needing special education services as well as ELL students continues to present academic challenges.

Data Source: 2016-2017 Texas Academic Performance Report

System Safeguards - Individual Campuses

On individual RYSS campuses, the Houston T-STEM Early College High School exceeded all of its performance index targets and met 93% of its System Safeguard indicators, missing the Reading/ELA standard for ELL and Special Education students. Houston STEM and Early College Middle School met 81% of the System Safeguard indicators, missing Writing for All Students, Hispanic, Economically Disadvantage and ELL categories . The school also missed the Reading/ELA standard for ELL students. The Houston Elite STEM Primary Academy met 96% of the System Safeguards, missing the Writing standard for ELL students. Brownsville Raul Yzaguirre STEM Scholars Preparatory met 100% of its System Safeguards.

Data Source: 2016-2017 Texas Academic Performance Report

Development of the District Improvement Plan

The RYSS district conducted a performance evaluation to study multiple types of data on student performance and targeted outcomes, to analyze trends and patterns within and across the data, and to identify causal factors. This annual performance evaluation in targeted areas of need is of critical importance as part of the continuous improvement cycle. The results of these analyses are used in the development of the annual performance objectives and strategies that will ensure the attainment of the RYSS goals outlined in its district improvement plan.

Data Source: 2016-2017 Texas Academic Performance Report

Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS.

These Critical Success Factors will serve as key focus areas in developing the district improvement plan.

The following are the Critical Success Factors from TEA:

1. Improve Academic Performance
By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. Increase the Use of Quality Data to Drive Instruction
This CSF emphasizes effective uses of multiple sources of disaggregated data.
3. Increase Leadership Effectiveness
Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change.

4. Increased Learning Time
Research promotes a three-pronged approached to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development.

5. Increase Family and Community Engagement
Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

6. Improve School Climate
The connection between school climate and student achievement has been well established in research.

7. Increase Teacher Quality
Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development.

Source: tea.texas.gov/Home

Demographics

Our school community is committed to excellence and our students select RYSS for its comprehensive college/career preparatory program.   An increased effort to market our schools throughout the city could enhance our enrollment and provide high-quality college and career readiness opportunities for more students.

Excellence in Academics

Although academic growth is seen in all grades and tested subjects, the district must continue to target LEP and Special Education populations in order to close the gap.   The emphasis is on these two groups in reading, math, writing, science and social studies.

School Culture and Climate

RYSS administrators, faculty and staff are committed to the district's mission of educating all students. Work must continue to improve morale and provide opportunities for people to interact and build strong working relationships with one another.

Staff Quality, Recruitment and Retention

Teacher turnover is high due to RYSS's inability to compete with larger districts that offer higher salaries. The RYSS teacher incentive pay program and added leadership opportunities have helped with retention but more must be done to remain competitive.

Curriculum, Instruction and Assessment

RYSS has a system for bench-marking but a more detailed plan must be created that aligns all campuses for efficiency purposes. There is also a need for greater teacher knowledge of data to analyze student performance and align instruction.

Family and Community Engagement

The Family and Community Engagement (FACE)department has steadily increased its value to the district and organization. There has been an increase in the number of office visits by students, staff, parents, and community to the FACE department. FACE has become a one-stop department for information, connection, and resources both in and out of the school.

School Context and Organization

Although RYSS has made progress in creating systems across the entire organization, individual departments must develop more specific procedure and protocols to ensure greater effectiveness and efficiency in daily operations.
Systems must be developed so that there is consistency and coordination among staff and departments. Additional systems must be developed to ensure data and files are captured, archived and retrievable.

Technology

RYSS is techonology driven, but more effort is needed to provide all campuses with the technological tools for optimum learning opportunities. Additional professional development can ensure that all stakeholders are familiar with the equipment and software that the district is investing in every year.

Special Populations

STAAR/EOC data indicate that Special Education and LEP students need additional academic support. Intensive remediation utilizing creative methods of instruction, settings and scheduling for RYSS are recommended help close the academic gap between special population and general education students.

College and Workforce Readiness

CCR works with students to increase awareness of college and career opportunities. The district should provide more opportunities for students to visit college campuses. The number of FAFSA/TAFSA workshops and College-Career Fairs should be increased. And efforts should be made to provide students with more meaningful and impactful support in completing college applications and acceptance to four-year universities.

Planning Committee

Member Name	Title
Alma Perez Silva	Principal 6-12
Luisa Guerra Martinez	Principal K-5
Maria Knosel	Principal K-8
Benjamin Glover	STEM
Nicholas F. Smith	Special Education Lead Teacher
Andrea Bernes	Teacher
Juan Garcia	Teacher
Brenda Lopez	Teacher
Xochitl Lopez	Teacher
Elizabeth White	Teacher
Lina Gonzalez	Teacher
Andrea Gonzalez	Teacher
Edelmina Lopez	Teacher
Christina Martinez	Teacher
Christopher Mire	Teacher
Rosio Rivera	Teacher
Amanda Sanchez	Teacher
Rosa Cruz	Administrator
Blanca Nelly Saldana	Director, Family and Community Engagement
Maria Salinas	Manager, Special Populations
Thelma Garza	District School Improvement Coordinator
Abigail Cerda	Parent

Planning Committee (continued)

Member Name	Title
Debra Carrizal	LULAC Educational Service Center
Joe Hernandez	Joe's Deli Business Owner

Comprehensive Needs Assessment

A: Demographics

Strengths

1: RYSS is staffed with skilled faculty.
2: The student population has elected to enroll in comprehensive rigorous college/career preparatory program.
3: Parents are involved in their students' education and participation in programs geared to assist them in helping their children and sharpening their own skills.
4: Community organizations and local businesses are supportive of district goals and collaborate with RYSS.

Needs

A1: More parental involvement and training in student academic success is needed to ensure coordinated effort at improved academics and college/career awareness is evident at school and at home.

Data Used to Evaluate Needs

Attendance Data
Discipline Data
Program Evaluations
Student Achievement Data

B: Excellence in Academics

Strengths

1: The district and all RYSS campuses were rated as "Met Standard" on the TEA State Accountability System.
2: The percentage of students scoring at the Meets Grade Level Performance Standard and the Masters Grade Level Performance Standard increased.
3: BRYSS, the Houston STEM (ECMS) and Houston T-STEM (ECHS) earned state academic distinctions.

Needs

B1: Houston STEM (ECMS) students under-performed in the STAAR Writing assessments.
B2: Special Education and ELL Students are consistently not performing as well as in their testing program compared to students tested in the regular testing program.
B3: Reading, Math and Writing are areas that must be addressed.

Data Used to Evaluate Needs

Attendance Data
Classroom Walkthrough Data
Curriculum-Based Assessments
Discipline Data
Expulsion Suspension Records
Formative Assessments
Graduation Records
Program Evaluations
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results
Student Achievement Data
Student Demographics
TAPR

C: School Culture and Climate

Strengths

1: The RYSS school community is dedicated to excellence. All are focused on doing what is right by students.
2: Faculty/staff display a true sense of commitment and drive to the district's mission.

Needs

C1: The Faculty/staff attendance rate needs to increase.
C2: More appreciation events for faculty and staff should be offered to enhance morale.
C3: Faculty/staff would benefit from more opportunities for team-building exercises and events to increase staff collaboration and cooperation.
C4: Professional development activities should be expanded to include techniques/training to increase morale.

Data Used to Evaluate Needs

Attendance Data
Classroom Walkthrough Data
Staff Demographics

D: Staff Quality, Recruitment and Retention

Strengths

1: Incentive pay provided to teachers.
2: A staff of strong teachers is committed to student excellence.
3: Teacher have opportunities to assume on leadership roles on their campuses.

Needs

D1: Teacher capacity should be to increased to ensure that instruction and management are up to date and effective.
D2: Teachers should have more opportunities to participate in meaningful, impactful professional development activities.
D3: The district should have more opportunities and resources to attend high-quality teacher job fairs to enhance recruitment efforts.

Data Used to Evaluate Needs

Attendance Data
Staff Demographics

E: Curriculum, Instruction and Assessment

Strengths

1: Access to TEKS to align curriculum, instruction and assessment.
2: The use of Lead4ward as a resource to align with state standards.
3: Access to align curriculum and instruction to Readiness Standards and Supporting Standards.
4: Aligned professional development to meet the needs of teachers.

Needs

E1: Formalized system for benchmarking
E3: Teacher knowledge and use of data to analyze student performance and align instruction.

Data Used to Evaluate Needs

Campus-Based Assessments
Classroom Walkthrough Data
District-Based Assessments
Inidividual Student Profiles
STAAR / EOC Results

F: Family and Community Engagement

Strengths

1: A strong and growing Family and Community Engagement (FACE) department has become a connection hub for students, parents, staff, and faculty for obtaining information about programs, services, and connection to resources.
2: RYSS has increased school strategic partnerships to help in student achievement and improve college-bound culture.

Needs

F1: A mobile application for parents should be established for them to connect to school website and student grades as most parents do not have a computer at home.
F2: Programs for parents should be increased to help engage their students in their education at school and home.
F3: High school students need to have a varied mix of pathways and opportunities to participate in externships, internships and workforce programs in the STEM and business industry fields.

Data Used to Evaluate Needs

Attendance Data
Response to Intervention tracking

G: School Context and Organization

Strengths

1: In the last two years, RYSS has been undergoing a major transformation at the organization, district and campus levels. Great progress has been made in the areas of Academics, CCR, Data Quality and Human Resources.

Needs

G1: Human Resources department must develop more specific procedure and protocols to ensure greater effectiveness and efficiency in daily operations.
G2: Data Quality Systems must be developed so that there is consistency and coordination among staff and departments. Additional systems must be developed to ensure data and files are captured, archived and retrievable.

Data Used to Evaluate Needs

Attendance Data
Discipline Data
Graduation Records
Maintenance Records
Program Evaluations
Staff Demographics
Student Achievement Data
Student Demographics

H: Technology

Strengths

1: All classrooms are equipped with Smart Boards and access to computers, lab tops, Chrome Books, iPads. In the two of years, RYSS has become a more technology driven district.

Needs

H1: Additional computers are needed at Primary Houston and Brownsville K-8
H2: Moe professional development in technology is needed for Faculty/Staff/Students/Parents.
H3: Continue updating the website for the RYSS and campuses. It should be ongoing and considered a priority.

Data Used to Evaluate Needs

Campus-Based Assessments
District-Based Assessments
Maintenance Records
Program Evaluations

I: Special Populations

Strengths

1: RYSS has a Special Populations manager to oversee the department and hold each department chair accountable for student success. There is a strong Special Education, Bilingual/ESL, RTI, 504 and GT program at each campus.

2: RYSS hired highly qualified, Special Education certified teachers for all campuses to provide specialized instruction for students with disabilities on campus according to federal, state and local guidelines.

3: RYSS hired one bilingual teacher aide per campus to provide instructional support for students with disabilities learning English as a second language and NON-LEP students.

4: RYSS hired an experienced ESL certified teacher to provide instruction for students learning English as a second language in middle and high School in Houston.

5: A language lab was established as a pilot program to provide supplementary support for English language learners to improve their reading, listening, speaking and writing skills.

6: RYSS met all State Performance Plan (SPP) Indicators pertaining to Special Education for the past two years.

7: Creating synergy with the FACE Department, parent meetings were held throughout the 2016-2017 school year presenting to the families the different programs available for students with special needs in RYSS.

8: A partnership with the Department of Assistive and Rehabilitative Services(DARS) has been established for the past two years allowing for a stronger transition plan for students graduating from high school.

Needs

I1: Additional professional development is needed to provide teachers and staff with research based strategies, instructional resources and requirements to serve special populations.

I2: Special Education and ELL students are not performing at the academic levels of general education students.

I3: Parental professional development in each of the special population programs is needed.

I4: Students learning English as a second language are remaining in the program for an extended period of time, exceeding the limit of time corresponding to the Bil/ESL model established in RYSS.

I5: Students learning English as a second language are not showing significant progress in the language acquisition from one school year to the next.

I6: School administrators need to fully understand the impact that English language learners progress has on state and federal indicators.

I7: Students recently arrived to the United States face a huge challenge to perform at the same level and are being evaluated with the same academic rigor on the state assessments as the students without a language barrier.

I8: RYSS does not have a strong Newcomers Program for the students to assimilate to the American language, culture and traditions to help them succeed in school and in society, improving their self-esteem in a reasonable period of time.

I9: Some students in the Bil/ESL Program have academic gaps from lack of consistency in the instruction received in previous school years.

I10: There is a lack of equipment and resources to provide accelerated instruction to students in need of special services.

I11: Insufficient number of Bilingual/ESL teachers on campus to provide support to English learners, considering that 50% of students still have a language barrier according to TEA criteria.

I12: Gifted and Talented students have not experienced the opportunity of presenting their research or projects at the end of the school year to

share the product of their efforts with the rest of the students, teachers, administrators and their parents.

Data Used to Evaluate Needs

Attendance Data
Classroom Walkthrough Data
Graduation Records
Program Evaluations
Promotion / Retention data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
TAPR

J: College and Workforce Readiness

Strengths

1: The College and Career Readiness Center works with students to identify areas of study and begin selection of college/university or work force program.

Needs

J1: The district should provide students more opportunities to visit colleges/universities to experience the campus environment and to research various areas of study and career opportunities.
J2: The number and quality of FAFSA/TAFSA workshops for students should be increased.
J3: College and Career Fairs should be increased.
J4: Meaningful and more impactful support with college applications should be available to students.

Data Used to Evaluate Needs

Graduation Records
Program Evaluations
STAAR / EOC Results
Student Achievement Data

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:** Review data from 2017 Index scores with campus leaders. [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Superintendent; Principals; DCSI	**Resources:** State Accountability Reports; Title I, Part A Funds $10,000.00; State Comp Ed Funds $40,000.00; 0.40 FTEs
	Evidence of Implementation: Agendas	**Ongoing Evaluation Method:** Sign-in sheets	**Final Evaluation Method:** Comparison of previous year to current year state data results
	Timeline: 8/1/2017 - 10/1/2018 (Annually)		

2	**Action:** Ensure that all campus leaders are knowledgeable of the impact of each of the four domains on the state accountability system and their instructional programs. [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Superintendent, Principals, Region 4 Consultant, DCSI	**Resources:** Detailed training materials from state and Region 4; Title I, Part A Funds
	Evidence of Implementation: Campus leadership meeting agendas	**Ongoing Evaluation Method:** Sign-in sheets	**Final Evaluation Method:** Comparison of previous year to current year state data results
	Timeline: 8/1/2017 - 8/1/2018 (Every 9 weeks)		

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:** Coach, mentor, and retain highly qualified teachers, with emphasis on first-year teachers [Critical Success Factors [Critical Success Factors 7]]	**Person(s) Responsible:** Superintendent, Principals	**Resources:** Mentors and Professional Development; Local Funds $40,000.00
	Evidence of Implementation: Agendas, sign-in sheets, teacher feedback	**Ongoing Evaluation Method:** PDAS; walkthroughs; one-on-one feedback notes	**Final Evaluation Method:** Teacher retention reports and academic performance results.
	Timeline: 8/1/2017 - 8/31/2018 (On-going)		

2	**Action:** Host monthly data conversations with campus leaders. [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Superintendent, Principals, DCSI, Trice Consultants	**Resources:** STAAR results, benchmark and common assessments; Local Funds $200.00; State Comp Ed Funds $200.00; Title III, Part A Funds $200.00
	Evidence of Implementation: Campus leadership meeting agendas, sign-in sheets	**Ongoing Evaluation Method:** The level of knowledge displayed by principals in conversations reflect a higher level of understanding data and its impact on student academic achievement.	**Final Evaluation Method:** Student data results on assessments (benchmarks, common assessments, and STAAR)
	Timeline: 8/1/2017 - 8/31/2018 (On-going)		

3	**Action:** All campus leaders develop a campus action plan addressing the academic needs of both the LEP and Special Education populations. [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Principals, Teacher Leaders, Campus Leadership Team	**Resources:** STAAR data for LEP and Special Education; TELPAS; IOWA; Title I, Part A Funds
	Evidence of Implementation: LEP and Special Education action plans	**Ongoing Evaluation Method:** Identified students in each subgroup needing assistance are targeted for support.	**Final Evaluation Method:** Student performance data results
	Timeline: 9/1/2017 - 6/1/2018 (Annually)		

4	**Action:** Require each campus to participate in Campus Leadership Team meetings recommended during TAIS intervention process [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Superintendent, Principal, DCSI, Teachers	**Resources:** Educational research; STAAR data; TAIS documents;
	Evidence of Implementation: Agendas, sign-in sheets	**Ongoing Evaluation Method:** Teacher feedback	**Final Evaluation Method:** Student data results
	Timeline: 10/1/2017 - 5/31/2018 (On-going)		

5	**Action:** Administer two district-wide benchmark tests of grades 3-11. [Critical Success Factors [Critical Success Factors 1, 2]]	**Person(s) Responsible:** Superintendent, Trice Consultants, Principals, DCSI, District Testing Coordinator	**Resources:** Released STAAR exams; Lead4ward Blueprints; TEKS, and ELPS; Title I, Part A Funds $1,200.00
	Evidence of Implementation: Results in DMAC; testing calendar	**Ongoing Evaluation Method:** Use of results to drive instruction	**Final Evaluation Method:** Student performance data
	Timeline: 12/1/2017 - 2/28/2018 (Bi-Annually)		

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:** All campuses will review STAAR data to identify students academically capable to meet higher levels of performance [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Principals	**Resources:** STAAR test data; DMAC; unit assessments; Title I, Part A Funds
	Evidence of Implementation: List of students by teacher and campus	**Ongoing Evaluation Method:** Number of data discussion meetings with principal and teachers	**Final Evaluation Method:** Student performance data results.
	Timeline: 8/1/2017 - 5/1/2018 (As Needed)		

2	**Action:** Each campus leader will set the level of student performance at the Meets and/or Masters Level by consistently conducting individual teacher discussions reviewing student data. [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Principals, DCSI	**Resources:** STAAR test data; meeting schedules; master schedules; Title I, Part A Funds
	Evidence of Implementation: Agendas, sign-in sheets	**Ongoing Evaluation Method:** Teacher accountability for student learning	**Final Evaluation Method:** Final teacher and student performance data results.
	Timeline: 9/1/2017 - 8/31/2018 (On-going)		

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:** Form a district-wide attendance committee to monitor attendance at the end of every nine-week reporting period and make recommendations to campus leaders [Critical Success Factors [Critical Success Factors 3]]	**Person(s) Responsible:** Superintendent, Principals, Registrar, Interventionist, Teachers	**Resources:** Attendance data;
	Evidence of Implementation: Agendas; sign-in sheets; meeting schedules	**Ongoing Evaluation Method:** District and campus awareness of importance of student attendance and subsequent proactive actions	**Final Evaluation Method:** Comparison of previous year to current year attendance data results
	Timeline: 8/1/2017 - 5/1/2018 (Every 9 weeks)		

2	**Action:** Require each campus leadership to develop an attendance action plan to address student attendance [Critical Success Factors [Critical Success Factors 3]]	**Person(s) Responsible:** Superintendent, Principal, Teachers, Registrar, Interventionist	**Resources:** Attendance data; Title I, Part A Funds
	Evidence of Implementation: Attendance action plans	**Ongoing Evaluation Method:** Improved student attendance based on nine-week attendance reports	**Final Evaluation Method:** Comparison of previous to current year attendance data
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		

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	**Action:** Propose revision of leave policy to allow carry-over of leave days from year to year to the TCCC/RYSS board for consideration and subsequent approval. [Critical Success Factors [Critical Success Factors 1, 6, 7]]	**Person(s) Responsible:** Superintendent, Human Resources Director, TCCC/RYSS Attorney	**Resources:** Board policies, teacher attendance data; Local Funds
	Evidence of Implementation: Revised policy; RYSS Employee Handbook	**Ongoing Evaluation Method:** Decrease in teacher absences	**Final Evaluation Method:** Comparison of 2015-2016 and 2016-2017 academic performance and attendance rates.
	Timeline: 8/1/2017 - 5/1/2018 (As Needed)		

2	**Action:** Inform teachers of district incentive pay program that limits absences to no more than 5 to qualify for performance pay. [Critical Success Factors [Critical Success Factors 1]]	**Person(s) Responsible:** Superintendent, Principals and Human Resources Director.	**Resources:** EEIP Incentive Plan; Educator Excellent Initiaitve Grant $228,000.00
	Evidence of Implementation: Notification to staff	**Ongoing Evaluation Method:** Increased teacher attendance in the incentive pay program.	**Final Evaluation Method:** Comparison of 205-2016 and 2016-2017 academic performance and teacher attendance.
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		

3	**Action:** Conduct an end-of-year celebration to recognize teacher excellence in attendance and performance [Critical Success Factors [Critical Success Factors 6]]	**Person(s) Responsible:** Cabinet	**Resources:** Donations; Local Funds
	Evidence of Implementation: Celebration event; staff calendar	**Ongoing Evaluation Method:** Increase in teacher attendance. Increase participation in teacher leadership roles and campus events.	**Final Evaluation Method:** End-of-year teacher/staff recognition event
	Timeline: 8/1/2017 - 5/1/2018 (Annually)		

4	**Action:** Principals will develop and submit a teacher retention plan for their campus by February 2018 [Critical Success Factors [Critical Success Factors 6, 7]]	**Person(s) Responsible:** Principals	**Resources:** Teacher attendance data and teacher input.;
	Evidence of Implementation: 2017-2018 teacher retention plan	**Ongoing Evaluation Method:** Teacher feedback	**Final Evaluation Method:** Comparison of 2015-2016 and 2016-2017 teacher retention data.
	Timeline: 2/1/2017 - 2/28/2018 (Annually)		

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:** Maintain the resources, licenses and staffing and monitoring system for the language labs [Critical Success Factors [Critical Success Factors 1]]	**Person(s) Responsible:** Special Populations Manager, Principals, Teachers	**Resources:** Rosetta Stone licenses, technology, and Language Live; Title III, Part A Funds $3,500.00
	Evidence of Implementation: Sign-in sheets, daily schedules, lab usage data, student activity reports	**Ongoing Evaluation Method:** Sign-in sheets, daily schedules, lab usage data, student activity reports	**Final Evaluation Method:** Student data performance results or LEP population on STAAR, TELPAS
	Timeline: 8/1/2017 - 6/30/2018 (Daily)		

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:** Administer district/campus benchmarks to English Language Learners and Special Education students in the areas of reading comprehension and vocabulary [Critical Success Factors [Critical Success Factors 1, 3]]	**Person(s) Responsible:** Special Populations Coordinator	**Resources:** DTC support; CTC support; Title I, Part A Funds $3,500.00
	Evidence of Implementation: 2016-2017 testing calendars; roster of students who are tested; student scores	**Ongoing Evaluation Method:** Reports monitoring progress	**Final Evaluation Method:** Comparison of current academic performance with previous year's performance
	Timeline: 11/30/2017 - 11/30/2018 (Annually)		
2	**Action:** Purchase supplemental materials for teachers to and train teachers to support both ELL and SPED students [Critical Success Factors [Critical Success Factors 3, 6, 7]]	**Person(s) Responsible:** Special Populations Coordinator, K-12 Principals, District Academic Services Director	**Resources:** Region 4 professional development; TCASE; Title III conference; consultants; Local Funds $5,000.00; Title I, Part A Funds $5,000.00; Texas Literacy Initiative $5,000.00; Gifted & Talented $5,000.00; Title III, Part A Funds $500.00
	Evidence of Implementation: Purchase orders for instructional materials; sign-in sheets for training sessions	**Ongoing Evaluation Method:** Report cards; STAAR scores; TELPAS scores; AMAOs	**Final Evaluation Method:** Comparison of current academic performance with previous year's performance
	Timeline: 11/1/2017 - 7/1/2018 (On-going)		
3	**Action:** Support campuses in addressing the behavioral, social, and emotional needs of students so that they are able to learn in a supportive, caring, and safe environment without fear of being bullied or harassed. [Critical Success Factors [Critical Success Factors 6]]	**Person(s) Responsible:** Special Populations Coordinator, K-12 Principals, Intervention Director, Attendance Office Manager, College and Career Readiness Counselor, Baylor College of Medicine Counselors	**Resources:** Faculty and Staff Training on addressing behavior and meeting the needs of the social and emotional learner. Continued training on identifying the signs of student-to-student bullying.; State Comp Ed Funds $800.00; Title I, Part A Funds $1,500.00
	Evidence of Implementation: Tracking the numbers of discipline reports, student referrals for counseling, therapy sessions conducted each month and the rate of absenteeism	**Ongoing Evaluation Method:** Report cards; TELPAS scores; STAAR scores; AMAOs	**Final Evaluation Method:** Comparison of the number of current-year referrals with the previous year's referrals
	Timeline: 11/1/2017 - 6/1/2018 (On-going)		

4	**Action:** Monitor lesson plans to verify that differentiated instruction is taking place in the general education classrooms where ELLs and SPED students are receiving instruction [Critical Success Factors [Critical Success Factors 1, 7]]	**Person(s) Responsible:** Special Populations Coordinator, K-12 Principals, K-12 General Education Teachers	**Resources:** TEKS RS; Special Ed Funds; Title I, Part A Funds; Title III, Part A Funds
	Evidence of Implementation: Teachers' monthly lesson plans status reports; recommendations sheet to teachers	**Ongoing Evaluation Method:** Student Report Cards; TELPAS scores; STAAR scores; AMAOs	**Final Evaluation Method:** Comparison of current-year academic performance with previous year's performance
	Timeline: 11/1/2017 - 5/1/2018 (On-going)		

5	**Action:** Implementation of the Padrino/Madrina Program to provide supplemental support to English Language Learners and Special Education students who are identified as at risk [Critical Success Factors [Critical Success Factors 1, 5, 6]]	**Person(s) Responsible:** Special Populations Coordinator, K-12 Principals, K-12 Teachers, K-12 Teachers' Assistants, K-12, Administrative Personnel	**Resources:** Title I, Part A Funds; Title III, Part A Funds
	Evidence of Implementation: Membership; tutoring sign-in Sheets; EOY assembly	**Ongoing Evaluation Method:** Report cards; TELPAS scores; STAAR scores; AMAOs	**Final Evaluation Method:** Comparison of academic performance of ELL students from the previous year's academic performance
	Timeline: 11/1/2017 - 5/1/2018 (Annually)		

6	**Action:** All administrators, faculty, and staff working with ELL/SPED/GT students will complete on-line or face-to-face training specializing in strategies for successfully addressing the unique academic needs of these special populations. [Critical Success Factors [Critical Success Factors 3, 7]]	**Person(s) Responsible:** Special Populations Program Coordinator, IT Director, FACE Director, K-12 Principals, College and Career Readiness Case Manager	**Resources:** Federal and state guidance; Local Funds $5,000.00; Title I, Part A Funds $5,000.00; Texas Literacy Initiative $5,000.00; Gifted & Talented $3,000.00
	Evidence of Implementation: Rosters of staff serving special populations; training certificates; professional development sign-in sheets; lesson plans with differentiated instruction; reports on classrooms observations	**Ongoing Evaluation Method:** Report cards; STAAR scores; AMAOs	**Final Evaluation Method:** Comparison of current-year academic performance with previous year's performance
	Timeline: 11/1/2017 - 6/1/2018 (On-going)		

7	**Action:** Establish a district-wide Special Education Parent Council that will meet quarterly with the Special Populations and FACE departments [Critical Success Factors [Critical Success Factors 5]]	**Person(s) Responsible:** Special Populations Program Coordinator, IT Director, FACE Director, K-12 Principals, College and Career Readiness Case Manager	**Resources:** Special Education parent list.; Title I, Part A Funds $250.00; Special Ed Funds
	Evidence of Implementation: Letter to parents informing them of the Special Education Parent Council and its purpose; Invitation to parents to attend the meetings; meeting agendas; meeting sign-in sheets	**Ongoing Evaluation Method:** Report cards; STAAR scores; AMAOs	**Final Evaluation Method:** Number of parents participating in the monthly meetings.
	Timeline: 11/1/2017 - 6/1/2018 (On-going)		

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	**Action:** Conduct an end-of-year leadership symposium on Gifted and Talented program [Critical Success Factors [Critical Success Factors 1, 6]]	**Person(s) Responsible:** Special Populations Coordinator, IT Director, FACE Director, K-12 Principals, Gifted and Talented Program Coordinator	**Resources:** IT support and fliers send to all stakeholders.; Gifted & Talented $1,500.00; 1.00 FTEs; Local Funds $2,500.00; 1.00 FTEs
	Evidence of Implementation: Agenda; sign-in sheets; presentations; GT website; GT gazette	**Ongoing Evaluation Method:** Student interviews; students scores; college readiness	**Final Evaluation Method:** Number of participants attending the Gifted and Talented program symposium. The number of students presenting projects/papers.
	Timeline: 5/1/2017 - 5/1/2018 (Annually)		

2	**Action:** Conduct superintendent/principal-led meetings every other month with ELL students and parents [Critical Success Factors [Critical Success Factors 1, 2, 5, 6]]	**Person(s) Responsible:** Special Populations Coordinator, Superintendent, FACE Director, K-12 Principals	**Resources:** IT support; Title III, Part A Funds $250.00
	Evidence of Implementation: Calendar; Invitation to parents to attend meetings; agenda; sign-in sheets; meeting minutes	**Ongoing Evaluation Method:** Report cards; TELPAS scores; STAAR scores	**Final Evaluation Method:** Monthly meetings, parent participation data, students' performance results
	Timeline: 11/1/2017 - 5/1/2018 (Every 9 weeks)		

3	**Action:** Principals will Develop and implement an Intervention Plan to increase the percentage of students in the Gifted and Talented Program obtaining Masters Grade Level Performance in the state assessments. [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** K-12 Principals	**Resources:** Web-based programs (SAT/ACT, Khan Academy, etc.) to support and increase academic achievement.; Gifted & Talented $2,500.00
	Evidence of Implementation: List of GT students, enrichment/intervention plans.	**Ongoing Evaluation Method:** Report cards; TELPAS scores; STAAR scores; AMAOs	**Final Evaluation Method:** Student performance data reports. Increase in number of students performing at the Masters Grade Level performance on the STAAR.
	Timeline: 11/1/2017 - 2/28/2018 (On-going)		

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:** Analyze the elements related for measuring the yearly progress of each English Language Learner in their second-language acquisition and its impact on the LEP Progress Measure indicator [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Special Populations Coordinator, K-12 Principals, Bilingual/ESL Program Coordinator	**Resources:** TEA website; English Language Learners portal (Assessment, Compliance and Accountability); Title III, Part A Funds $50.00
	Evidence of Implementation: Annual Measurable Achievement Objectives Manual; "Understanding the Texas English Language Learner (ELL) Progress Measure" issued by TEA in 2016; overview of 2016 accountability presentation interviews	**Ongoing Evaluation Method:** TELPAS; System Safeguards; AMAOs	**Final Evaluation Method:** Student performance data results
	Timeline: 6/1/2017 - 8/31/2018 (As Needed)		

2	**Action:** Attend training opportunities offered by Region 4-ESC regarding the impact of LEP progress measure and its impact on state and federal indicators [Critical Success Factors [Critical Success Factors 1, 2, 3, 7]]	**Person(s) Responsible:** Special Populations Coordinator, K-12 Principals, K-12, Bilingual/ESL Program Coordinators	**Resources:** Region 4-ESC training; Local Funds $250.00; Title I, Part A Funds $250.00; Title III, Part A Funds $250.00
	Evidence of Implementation: Training registration forms Training certificates	**Ongoing Evaluation Method:** TELPAS/System Safeguards/AMAOs	**Final Evaluation Method:** Student performance data results, especially TELPAS.
	Timeline: 6/1/2017 - 8/31/2018 (As Needed)		

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, 100% of RYSS seniors will be accepted and enrolled in a college/university or workforce course of study; and they will apply for a minimum of four scholarships and be awarded at least two scholarships to attend a college/university, career, or workforce program.

1	**Action:** Purchase Naviance software licenses to provide middle schools and high schools with: (a) college research and matching tools, (b) career assessments and personality tests, (c) integration with "The Common Application" [c1] submission of college applications, [c2] submission of transcripts [Critical Success Factors [Critical Success Factors 1, 6]]	**Person(s) Responsible:** Academic Case Manager	**Resources:** Naviance Software Services; Career & Technology Funds $5,000.00; High School Allotment Funds $5,000.00
	Evidence of Implementation: Commercial agreement between RYSS and Navience fort software licenses	**Ongoing Evaluation Method:** Naviance activity reports	**Final Evaluation Method:** College Board student profiles
	Timeline: 8/1/2017 - 6/30/2018 (As Needed)		

2	**Action:** Review data with administrative leadership and teacher representatives and require the development of an action plan to address college and career readiness [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Superintendent, principals and select teachers, CCR, DCSI	**Resources:** TAPR reports; College Board reports;
	Evidence of Implementation: Sign-in sheets, agendas, data	**Ongoing Evaluation Method:** Sign-in sheets, agendas, data	**Final Evaluation Method:** Student performance data results
	Timeline: 8/1/2017 - 8/31/2018 (On-going)		

3	**Action:** The high school campus will submit the list of mentors assigned to each junior and senior who will help those students complete college applications and scholarship essays [Critical Success Factors [Critical Success Factors 1, 5, 6]]	**Person(s) Responsible:** Principals, mentors, CCR	**Resources:** Naviance reports; university deadlines; scholarship deadlines; College Board reports;
	Evidence of Implementation: Mentor activity logs, list of assigned mentors	**Ongoing Evaluation Method:** Mentor activity logs	**Final Evaluation Method:** Comparison of previous and current year reports on student college acceptance rates and scholarship awards
	Timeline: 2/18/2017 - 8/31/2018 (On-going)		

4	**Action:** Schedule an opening event to launch the mentorship program for juniors and seniors. [Critical Success Factors [Critical Success Factors 1, 5, 6]]	**Person(s) Responsible:** CCR, Principals, Superintendent	**Resources:** Calendar, list of students, list of mentors and community presenters.; Local Funds $500.00
	Evidence of Implementation: Invitations, Fliers, sign-in sheets, website announcement, school marquee and school call-out system.	**Ongoing Evaluation Method:** Pre-event planning meetings	**Final Evaluation Method:** Photos and attendance log.
	Timeline: 2/1/2017 - 2/28/2018 (Daily)		

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: All RYSS students who are qualified to take the PSAT/SAT/ACT will be offered an introductory/practice class to participate in the exam(s) and successfully score above state average.

1	**Action:** Enroll students in Grades 8-11 in grade-appropriate PSAT assessment classes: PSAT 8/9 for Grade 8-9 students, (b) PSAT 10 for Grade 10 students, and (c) PSAT/NMSQ for Grade 11 students [Critical Success Factors [Critical Success Factors 2, 6]]	**Person(s) Responsible:** Academic Case Manager, Principal	**Resources:** College Board account;
	Evidence of Implementation: Number of students registered to take the PSAT exam.	**Ongoing Evaluation Method:** PSAT student scores.	**Final Evaluation Method:** Comparison of 2016-2017 with 2016-2017 performance on PSAT.
	Timeline: 10/1/2017 - 4/1/2018 (Annually)		
2	**Action:** Require eligible Grade 12 students to participate in the SAT/ACT exams. [Critical Success Factors [Critical Success Factors 1, 6]]	**Person(s) Responsible:** College Readiness and Study Skills Teacher; SAT/ACT Teacher; Academic Case Manager	**Resources:** College Readiness and Study Skills course; SAT/ACT resources;
	Evidence of Implementation: Student enrollment in the College Readiness and Study Skills and/or SAT class; RYSS graduation applications	**Ongoing Evaluation Method:** Students' SAT/ACT scores	**Final Evaluation Method:** Comparison of number of students that take the SAT/ACT exam.
	Timeline: 9/1/2017 - 6/1/2018 (Bi-Annually)		

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 secondary campuses will increase the percent of advanced-placement-course and dual-credit-course offerings by 10%, and there will be a 20% increase in the number of students scoring at or above a 3 on their AP exams from the previous year.

1	**Action:** Houston STEM (ECMS) and T-STEM (ECHS) will develop and submit plans to increase AP and dual-credit offerings as well as student success on AP exams, with activities that include teacher training, course offerings, scheduling, testing and mastery [Critical Success Factors [Critical Success Factors 1, 2, 7]]	**Person(s) Responsible:** Principal	**Resources:** Professional development from Institutes of Higher Education (IHE), Region 4; Career & Technology Funds $300.00; High School Allotment Funds $1,000.00; Local Funds $1,000.00
	Evidence of Implementation: Submitted plans, master schedules, assessment results	**Ongoing Evaluation Method:** Data trackers, review of master schedules	**Final Evaluation Method:** Comparison of student performance data results and comparison of data from previous year to determine the increase of course offerings and the number of students scoring 3+ on AP exams.
	Timeline: 8/1/2017 - 8/31/2018 (On-going)		

2	**Action:** Schedule campus leadership meeting to review progress of campus improvement plans focused on College and Career Readiness objectives [Critical Success Factors [Critical Success Factors 1, 2, 3, 7]]	**Person(s) Responsible:** Superintendent	**Resources:** Campus Improvement Plans, available reports on student progress;
	Evidence of Implementation: Sign-in sheets, agendas	**Ongoing Evaluation Method:** Sign-in sheets, agendas	**Final Evaluation Method:** Comparison of previous-year and current-year student performance data results
	Timeline: 2/1/2017 - 8/31/2018 (On-going)		

3	**Action:** Houston STEM (ECMS) and T-STEM (ECHS) will submit calendar with various college/university visits and scholarship application submission deadlines for reports to the Superintendent of Schools [Critical Success Factors [Critical Success Factors 1, 3]]	**Person(s) Responsible:** Principals	**Resources:** Calendar; FAFSA deadlines; college/university application deadlines; scholarship deadlines;
	Evidence of Implementation: Completed meeting logs	**Ongoing Evaluation Method:** Updated calendars	**Final Evaluation Method:** Calendar with all events and deadlines.
	Timeline: 8/1/2017 - 8/31/2018 (On-going)		

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:** Provide parents with access to their children's grades on the district website through the parent portal and easy access by parents and students to district/school information and grades via mobile application [Critical Success Factors [Critical Success Factors 5]]	**Person(s) Responsible:** IT Director, FACE Director, Principals, Teachers, PEIMS Manager	**Resources:** RYSS Blackboard Connect; Local Funds $5,000.00; Title I, Part A Funds
	Evidence of Implementation: Contract for mobile application; parents notification about the mobile application launch; sign-up/registration form; published guidelines on how to use the mobile application;	**Ongoing Evaluation Method:** Generate statistical reports on frequency of use by parents, students, and community; quarterly reports to gauge parent usage; increase in parent/student satisfaction through annual surveys; FACE Title I Parent Engagement Survey in the fall and spring	**Final Evaluation Method:** Live mobile app with parents being able to access student grades via the website and smartphone; increase in student achievement; increase in parent engagement and involvement
	Timeline: 1/1/2017 - 5/1/2018 (On-going)		

2	**Action:** Produce and present State of Schools event to promote a greater awareness of district accomplishments as well as increase community and corporate support [Critical Success Factors [Critical Success Factors 5, 6]]	**Person(s) Responsible:** Curriculum Manager; Superintendent; Accounting Manager; Facilities Director, CN Director, K-12 Principals, FACE Director, Cabinet Team, Leadership Team	**Resources:** Community and corporate resources; Local Funds $1,500.00
	Evidence of Implementation: Invitation; agenda; invitation lists; attendance list; photographs; State of Schools event survey	**Ongoing Evaluation Method:** Increase in community and corporate involvement/donations; State of Schools Event Survey results to be reviewed every year	**Final Evaluation Method:** Sign-in sheets; event photographs; participation/registration lists; sponsor/funding lists, State of the Schools Annual Report
	Timeline: 8/1/2017 - 6/1/2018 (Annually)		

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	**Action:** Increase Family and Community Engagement outreach methods that positively and efficiently meet the needs of students, parents, and community [Critical Success Factors [Critical Success Factors 5, 6]]	**Person(s) Responsible:** Superintendent; FACE Director, K-12 Principals, College and Career Case Manager, College and Career Specialist, K-8 Parent Liaison, FACE Federal Compliance Assistant	**Resources:** Community, business, and collegiate networks,; Title I, Part A Funds $250.00
	Evidence of Implementation: Registration for conferences, events, and/or meetings; agendas, programs; travel; documentations; membership documentation; training certificates; flyers; partnership database; follow-up meetings with potential partners	**Ongoing Evaluation Method:** Increase in district partnerships to support students, parents, and campuses; Annual FACE Parent Engagement Survey; lists of new partnerships	**Final Evaluation Method:** Annual FACE Parent Engagement Survey; lists of new partnerships
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		

2	**Action:** Provide student access to multiple nonprofits and companies offering internships and workforce opportunities that provide hands-on learning in STEM fields and careers outside of classroom setting [Critical Success Factors [Critical Success Factors 5, 6]]	**Person(s) Responsible:** FACE Director, K-12 Principals, College and Career Readiness Academic Case Manager, Superintendent	**Resources:** Community resources; Title I, Part A Funds $500.00
	Evidence of Implementation: Travel payments, receipts, and documents; conference agendas and materials; new business and STEM contacts	**Ongoing Evaluation Method:** Increased hands-on opportunities for students; biannual report on new internships/connections made available to students	**Final Evaluation Method:** List of students that participated in externships/internships
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		

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:** Increase staff education and development at the district level in compliance with truancy prevention measures under HB 2398: (a) purchase materials and supplies to provide ongoing training and workshops, (b) contract with consultants to provide training and workshops [Critical Success Factors [Critical Success Factors 6, 7]]	**Person(s) Responsible:** PEIMS Manager; K-12 Principals, Intervention Department	**Resources:** State and Federal Compliance;
	Evidence of Implementation: Sign-in sheets; meeting minutes; agenda; flyers	**Ongoing Evaluation Method:** Annual staff pre- and post- survey results quarterly	**Final Evaluation Method:** Certificates of participation; sign-in forms; agenda
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		

2	**Action:** As required by HB 1041, increase awareness among teachers, students, and parents of the issues and dangers of sexual abuse of children and incorporate within activities the awareness of bullying, suicide, gang activity and intervention, and cyberbullying [Critical Success Factors [Critical Success Factors 5, 7]]	**Person(s) Responsible:** Intervention Specialist; K-12 Principals, FACE Director, Campus Counselors	**Resources:** State and Federal Compliance; Title I, Part A Funds $200.00
	Evidence of Implementation: Agenda; meeting minutes; sign-in sheets; flyers	**Ongoing Evaluation Method:** Annual FACE Parent Engagement Survey; compilation of survey results from each session immediately after training	**Final Evaluation Method:** Certificates of participation
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		

3	**Action:** Manage and coordinate the RYSS wellness plan [Critical Success Factors [Critical Success Factors 5, 7]]	**Person(s) Responsible:** Principals, CN Director, FACE Director, School Nurse, PE Coaches, Cabinet Team, Leadership Team, Teaching Staff, Parents	**Resources:** Federal and State Compliance;
	Evidence of Implementation: Agenda meeting minutes; sign-in sheets; list of committee members	**Ongoing Evaluation Method:** Committee meetings, quarterly assessments, triennial progress assessments	**Final Evaluation Method:** Reports from debriefings, annual district wellness plan assessment
	Timeline: 8/1/2017 - 7/1/2018 (Daily)		

System Safeguards

1	Reading	The Reading System Safeguard was not met at the middle school level and high school level for ELL and Special Education students. Principals will create and submit a strategic plan to address specific strategies that will increase the academic performance of ELL and Special Education students in reading.
		Addresses the following Safeguards: Federal Performance - Reading (All); Federal Performance - Reading (Economically Disadvantaged); Federal Performance - Reading (ELL (Current & Monitored)); Federal Performance - Reading (Hispanic); State Performance - Reading (Special Education)
2	Mathematics	The Math System Safeguard was not met at the middle school level and high school level for ELL students. Principals will create and submit a strategic plan to address specific strategies that will increase the academic performance of ELL students in Math.
		Addresses the following Safeguards: Federal Performance - Mathematics (All); Federal Performance - Mathematics (Economically Disadvantaged); Federal Performance - Mathematics (ELL (Current & Monitored)); Federal Performance - Mathematics (Hispanic); State Performance - Mathematics (Special Education)

Funding		
Career & Technology Funds	$5,300.00	
Educator Excellent Initiaitve Grant	$228,000.00	
Gifted & Talented	$12,000.00	1.00 FTEs
High School Allotment Funds	$6,000.00	
Local Funds	$60,950.00	1.00 FTEs
Carl Perkins		
State Comp Ed Funds	$41,000.00	0.40 FTEs
Special Ed Funds		
Title I, Part A Funds	$48,506.00	
Title II, Part A Funds		
Title III, Part A Funds	$33,046.00	
Texas Literacy Initiative	$114,600.00	

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