



Raul Yzaguirre School for Success
District Improvement Plan
2016-2017

2950 Broadway Street * Houston, TX 77017

Administrators

Dr. Adriana Tamez	Superintendent
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Committee

Member Name	Role on the Committee	Title
Alma Perez Silva	Principal	Principal 6-12
Luisa Guerra Martinez	Principal	Principal K-5
Maria Knosel	Principal	Principal K-8
Nicholas F. Smith	Teacher	Special Education Lead
Brian Kastli	Teacher	HS Math Teacher & STEM Lead
Elsworth Lewis	Teacher	HS Math Teacher & Math Lead
Cristobal Martinez	Teacher	Social Studies Teacher
Amy Sasser	Teacher	Technology Teacher & Campus Editor
Jose Esparza	Teacher	Teacher
Belinda Gerez	Teacher	Teacher
Susana Hernandez	Teacher	Teacher
Diana Huerta	Teacher	Teacher
Edelmira Lopez	Teacher	Teacher
Kristina Martinez	Teacher	Teacher
Raul Sanchez	Teacher	Teacher
Laura Velasquez	Teacher	Teacher
Karla Araujo	Teacher	Special Education Teacher
Adalberto Perez	Teacher	Elementary Teacher
Diem Dinh	Teacher	Elementary Teacher
Maribel Espinoza	Teacher	Elementary Teacher
Mirian Castaneda	Teacher	Elementary Teacher
Mark Granados	District-Level Staff	Information Technology Director

Committee (continued)

Member Name	Role on the Committee	Title
Blanca Nelly Saldana	District-Level Staff	Director, Family and Community Engagement
Sagrario Salcedo	District-Level Staff	Academic Case Manager, College & Career Readiness
Maria Salinas	District-Level Staff	Manager, Special Populations
Thelma Garza	District-Level Staff	District School Improvement Coordinator
Crystal Ardoin	District-Level Staff	Director, Texas Literacy Initiative
Alma Vallejo	Parent	Parent
Jorge Hernandez	Community Member	Community Member
Allyssa Abacan	Business Representative	Baylor College of Medicine Teen Health & TSTEM Business Partner

Mission

We, the faculty, staff, family, and community of 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

At RYSS we empower all students to attain sustainable 21st century skills through participation in innovative college and career readiness programs.

Values

Responsibility – Honor – Commitment – Citizenship

Operating Standards and Behaviors

RYSS is committed to supporting the employees, faculty, staff and community to foster success in the organization that will impact every facet of the district to spur success throughout Houston and Brownsville.

Act with Honor and Integrity

RYSS must embrace honesty and integrity and define our most important values; it means we honor our word, and we attempt to do the right thing for our students and the community we serve when everyone is watching and when no one is watching.

Deliver Results

RYSS will demonstrate that accomplishing results is critical to educating our students. We are results-driven with a clear focus on individual student improvement and development. We accomplish this using data-driven, value-added, rigorous education with a sense of urgency.

Operate as a TEAM Player

RYSS will demonstrate that collaboration creates a better organization, reduces value-subtracted issues, and improves results. Teamwork and cooperation increase student and staff effectiveness. We will not operate as islands; we are all connected. We will demonstrate that we assist each other when it does not benefit us individually—ultimately, our work benefits the students.

Operate as a Good Neighbor

Since public education addresses important community resources, RYSS must have a fundamental respect for the community in which we serve. Our district touches every aspect of the community. Our behavior will demonstrate a keen sense that our students and community are our customers. We will establish partnerships between parents, the community, and the school. As a district, we must be an active and positive neighbor in our community.

District Profile

The Raul Yzaguirre School 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 at two locations: the main campus in Houston that now occupies an entire city block and an additional campus in Brownsville, Texas. RYSS operates the Houston Primary Academy (Grades K-5), the Houston College Prep 6-8, and the Houston College Prep 9-12. The RYSS Brownsville K-8 opened in 2007 and is home to a primary/middle grade academy.

District Performance

Under the State of Texas' accountability system, districts and campuses are rated as either "Met Standard" or "Improvement Required." For the second consecutive year, the Raul Yzaguirre School 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.

State Accountability Index Performance

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

2016 RYSS Accountability Index Performance

INDEX	State Target	RYSS Performance
Index 1: Student Achievement	60	76
Index 2: Student Progress	22	42
Index 3: Closing the Achievement Gap	28	45
Index 4: Postsecondary Readiness	60	77

Academic Performance

During the 2015-2016 academic school year, the Raul Yzaguirre Schools for Success charter district improved academically in four of the five tested areas from the previous year as shown in the table below. Passing rates in math, writing, science, and social studies improved, ranging from 17% to 4%. Reading scores remained at 72% passing in both 2015 and 2016. Science passing rates improved the most from 64% passing in 2015 to 81% passing in 2016.

Met Standard Performance			
Subject	2015	2016	Dif.
Reading	72%	72%	0%
Math	75%	79%	4%
Writing	69%	71%	2%
Science	64%	81%	17%
Social Studies	72%	72%	4%

The largest and most significant improvement occurred at the Final Recommended Performance Level II standard and the Advanced Academic Performance Level III standard. Academic performance standards represent the degree to which students are learning the content and skills that the state requires to be taught.

Beginning with the 2012 STAAR administration, the state implemented a phase-in period for performance standards so that school districts are given time to adjust their instruction, provide new professional development, increase teacher effectiveness, and close knowledge gaps. The phase-in period has been extended from what was originally scheduled in 2012; however, RYSS has kept its focus on reaching the final Recommended Level II performance standard each year. The final Recommended Level II standards have remained constant and represent the standards to which all students in Texas will be held to in the future.

Performance in the final Recommended Level II category indicates that students are sufficiently prepared for the next grade or course. 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.

More importantly the data show that RYSS is providing students with instructional opportunities to reach the Advanced Academic Performance Level III. 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 last year's results, the percentage of students meeting the higher standards of Recommended and Advanced increased for all subjects tested. The tables below present the improvement of RYSS students passing at the higher standards.

Final Recommended Performance			
Subject	2015	2016	Dif.
ELA	33%	37%	4%
Mathematics	29%	41%	32%
Reading	25%	31%	6%
Science	30%	46%	16%
Social Studies	28%	41%	33%
Writing	25%	29%	4%

Advanced Level III Performance			
Subject	2015	2016	Dif.
ELA	0%	1%	1%
Mathematics	7%	14%	7%
Reading	10%	12%	2%
Science	8%	14%	6%
Social Studies	9%	18%	9%
Writing	4%	8%	4%

5 Year Academic District Performance

Final Recommended Performance					
Subject	2012	2013	2014	2015	2016
Reading	64%	69%	69%	72%	72%
Mathematics	67%	68%	71%	75%	79%
Writing	52%	52%	*57%	69%	71%
Science	63%	75%	73%	64%	81%
Social Studies	59%	64%	72%	68%	72%

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 K-8 campus that joined an elite group of 400 schools throughout Texas that earned all possible distinctions. RYSS campuses earned distinctions in the following areas:

Brownsville K-8:	<ul style="list-style-type: none"> * Reading * Math * Science * Student Progress * Closing the Achievement Gap * Postsecondary Readiness
Houston Primary K-5	<ul style="list-style-type: none"> * Reading/ELA
Houston College Prep 6-8	<ul style="list-style-type: none"> * Science

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 89%, or 34 of 37, 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, RYSS missed three system safeguards in the academic performance of our special education population, specifically in the areas of reading, math, and science. The fourth system safeguard that was missed was in our English Language Learner (ELL) students’ performance in social studies.

Further analysis of data from the past three years shows that in 2014 the district met 94%, or 34 of 36, of the System Safeguards; in 2015, 90%, or 28 of 31, 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.

Individual Campuses

On individual RYSS campuses, the Houston College Prep 9-12 exceeded all of its performance index targets and met 96% of it's the System Safeguards indicators, missing the Reading/ELA standard for ELL students. Houston College Prep 6-8 exceeded performance in three of the four performance index targets, missing the mark of 30 by one point in Index 2: Student Progress. However the Houston middle school campus did meet 100% of the System Safeguards and earned an Academic Distinction in science.

The Houston Primary Academy exceeded all of its performance index targets and earned an academic distinction in the area of ELA/Reading. Houston Primary missed 3 of its 24 System Safeguards, all in the area of science performance. Performance in science for All Students, Economically Disadvantaged, and ELL groups failed to meet state standards in science.

The Brownsville K-8 campus earned exceptionally high marks in 2016 and demonstrated the greatest level of improvement among the RYSS campuses. The Brownsville campus exceeded its 2016 performance index targets and met 100% of the system safeguards, a 53% improvement over last year when it met only 47% of the System Safeguards. The 2016 high academic performance of the Brownsville campus earned 6 of six state distinctions designations. The change in leadership last year resulted in remarkable progress toward achieving high standards of performance by staff and students.

Development of the District Improvement Plan

As previously stated, the staff 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 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.

Needs Assessment

Demographics

Our school community is committed to excellence. We need to work together to create increased opportunities for community and parental involvement at the district/campus level.

Excellence in Academics

Although we see growth across the board in all grades and tested subjects and for all subgroups, we continue to target our LEP and Special Education populations in order to close the gap. An emphasis this year is with the two groups and across the board in reading, math, writing, science and social studies.

School Culture and Climate

RYSS has great administrators, faculty and staff committed to the district's mission of educating all students. We must continue to work to build 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 inability to compete with larger districts with higher salaries. The teacher incentive pay and added opportunities has helped but we must continue 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 confusion among faculty about the difference between test prep, what that looks like so PD is needed.

Family and Community Engagement

The creation of Family and Community Engagement has made a huge difference in the quality of programs and services provided to students, parents, staff, and community. However, there is still so much to learn and accomplish in the FACE department to support parents and their students to reach academic excellence. However, additional two-way communication methods must be developed to make major changes and improvements on student achievements. Technology classes and programs basics are much needed to educate parents how to use technology to help with increasing student achievement. An updated and more user friendly website will provide valuable district and campus resources and information. Based on information from front desk, many parents routinely call the main office for questions on their students academic progress as well as inquiring on programs and services for themselves. The District and campuses send out phone blasts regularly, however, parents still say they do not receive messages. Based on the Annual FACE Parent Engagement Survey, many parents have cell phones, but no personal computer at home. Survey also showed the need for parents to take computer class instruction to learn how to use a computer to access the internet as well as educational resources for their students. Informal survey of staff conducted during the Title I Staff Meeting, showed that knowledge of federal and state compliance mandates varied between teachers. And finally, district and campus visibility must become more prominent locally and nationally to attract community and corporate stakeholders to help increase student achievement.

School Context and Organization

Although RYSS has been great gains in creating systems across the entire organization, there is still much need across the board to create systems in each department and to make sure we go back several years to capture lost data and files.

Technology

Although RYSS is technology driven, we still have to work hard to provide all campuses with the technology needed to provide optimum learning opportunities for our students/parents. PD is very important since we must makes sure all stakeholders can use the equipment the district in investing in very year.

Special Populations

STAAR/EOC data indicates that our SE and LEP students need additional academic support to provide intensive remediation utilizing creative methods of instruction, settings and scheduling for RYSS to close the academic gap between these special population groups and general education students.

College and Workforce Readiness

Students are being provided the opportunities listed as deficiencies but we need to provide much more and involvement more parents in the process.

A: Demographics

Strengths

- 1: Skilled faculty
- 2: Hard-working student population
- 3: Dedicated parents
- 4: Friendly and supportive community

Needs

A1: More Parental Involvement in student academic success

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 "Met Standard" on the TEA State Accountability System.
- 2: An increase in the percentage of student's scoring at level II and level III
- 3: All TEA distinctions earned at BRYSS, Houston Primary and Middle School.

Needs

- B1: Student did not perform well at Houston 6-8 in writing on STAAR.
B2: SE and LEP Students continue to perform below students in regular education.
B3: Reading, Math and Science 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: 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: Faculty/Staff Attendance rate needs to increase
- C2: Not enough Appreciation Events being held
- C3: Faculty/Staff need more opportunities for team-building
- C4: 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: We have strong teachers committed to student excellence.
- 3: Teacher have opportunities to take on leadership roles.

Needs

- D1: Teacher capacity needs to increase
- D2: Additional support for teacher professional growth
- D3: Need to attend quality teacher job fairs.

Data Used to Evaluate Needs

- Attendance Data
- Staff Demographics

E: Curriculum, Instruction and Assessment

Strengths

- 1: TEKS rs
- 2: LEED Forward
- 3: Readiness Standards and Supporting Standards
- 4: Aligned PD

Needs

- E1: Formalized system for benchmarking
E2: PD in test prep strategies versus instruction - knowing the difference and that both are important to student success.

Data Used to Evaluate Needs

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

F: Family and Community Engagement

Strengths

- 1: A strong and growing Family and Community Engagement department.
- 2: New Parent Resource Centers
- 3: Title I Training improvements for staff and parents.
- 4: Collaborations between different school content areas as well as community.
- 5: Monthly parent meetings that provide academic information from different content areas and non-profit organizations were invited to share city and county community resources.
- 6: Increase in parent visits to Family and Community Engagement department for help and guidance of school systems.
- 7: Increase of parents and students visits to Family and Community Engagement for help in completing FAFSA and college and career readiness for their students.
- 8: Provide valuable resources to parents such as immigration & citizenship services as well as community resources and connections.
- 9: Provide all information and materials to parents in English and Spanish as well as face to face meetings and conversations.
- 10: Creation of RYSS PTO in Houston and Brownsville
- 11: Family and Community Engagement has provided ECHS with valuable internships and scholarships for HS seniors.
- 12: Increase in school strategic partnerships to help in student achievement and improve college-bound culture.
- 13: Open Houses and parent conferences are scheduled twice a year to address student achievement and needs.
- 14: Weekly school/ home communication folder with information provided in English and Spanish will be sent out every Wednesday.

Needs

- F1: No mobile application for parents to use to connect to school website and student grades as most parents do not have a computer at home.
- F2: User friendly Website for students, parents, and community.
- F3: District Wellness Policy needs to be updated with new federal mandates.
- F4: Increase programs for parents to help engage their students in their education at school and home.
- F5: Although monthly parent meetings were conducted during both the morning and evening to accommodate parent schedules, attendance was still low based on total enrollment across the district.
- F6: Updated policy and procedure for transitional services between Head Start and Primary school.
- F7: Comprehensive Federal and State Compliance Policy and Procedure's Binder that helps all campuses effective and efficient.
- F8: Technology classes and support for Parents to learn how to best support student achievement.
- F9: Family and Community Engagement Student Interest Survey to assist department on which industries to pursue prospective partnerships with non-profits, corporations, and universities for internships, externships, and career opportunities.
- F10: District-wide event to showcase the district's accomplishments, promote its campuses, and increase visibility within the business and community stakeholders.
- F11: Family and Community Engagement would benefit from learning and gaining resources from other districts as well as national initiatives on increasing parent engagement and involvement to increase student achievement.
- F12: High school students need to have a varied mix of opportunities to participate in externships, internships and workforce programs in

the STEM and business industry fields.

F13: Continue to create a safe, healthy, and secure environment on campus for students, staff, and parents.

F14: Develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded.

Data Used to Evaluate Needs

Attendance Data

Program Evaluations

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. We have made great process in the areas of Academics, CCR, Data Quality and Human Resources.

Needs

G1: Human Resources - Systems Needed for further strengthen dept.

G2: Data Quality - Years of backup. Need to update.

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 last couple of years, RYSS has become a technology driven district.

Needs

H1: Additional computers for Primary Houston and Brownsville K-8

H2: Professional Development for Faculty/Staff/Students/Parents

H3: Create a new interactive website for the district and campuses

H4: Purchase a Marquee for Houston

Data Used to Evaluate Needs

Campus-Based Assessments

District-Based Assessments

Maintenance Records

Program Evaluations

I: Special Populations**Strengths**

- 1: RYSS hired a very strong highly qualified Special Populations Manager to oversee the department and hold each department chair accountable for student success. We have 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 Special Education for the past two consecutive years.
- 7: Creating synergy with the FACE Department, Parent Meetings were held throughout the 2015-2016 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 us to offer a stronger transition plan for students graduating from High School.

Needs

- 11: Additional Professional Development is needed to provide teachers and staff with research based strategies, instructional resources and requirements to serve our special populations.
- 12: Special Ed. and LEP students not performing at the academic levels of General Ed. students.
- 13: Parental Professional Development in each of the special population programs is needed.
- 14: 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.
- 15: Students learning English as a second language are not showing significant progress in the language acquisition from one school year to the next one.
- 16: School administrators need to fully understand the impact that English language learners progress has on State and Federal indicators.
- 17: 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.
- 18: RYSS has not a strong Newcomers Program for the students to assimilate 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.
- 19: Some students in the Bil/ESL Program show academic gaps from lack of consistency in the instruction received in previous school years.
- 110: Lack of equipment and resources to provide accelerated instruction to students in need of special services.
- 111: Insufficient Special Education certified teachers to meet the needs of all the students with disabilities in the Program which academic progress is measured through accommodated State assessments without modifications.

I12: Insufficient Bilingual/ESL teachers on campus to provide support to English learners considering that 51% of our students still have a language barrier according to TEA criteria.

I13: GT 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 effort with the rest of the students, teachers, administrators and their parents.

I14: At this moment students with academic excellence in RYSS can not be part of the Honor Society regardless of their scholastic rank or general point average.

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: 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: Provide students more opportunities to visit colleges and research area of study.

J2: FAFSA/TAFSA workshops

J3: College and Career Fairs

J4: Support with College Applications

Data Used to Evaluate Needs

Graduation Records

Program Evaluations

STAAR / EOC Results

Student Achievement Data

SUMMARY OF PRIORITIZED NEEDS**B: Excellence in Academics**

- B1: Student did not perform well at Houston 6-8 in writing on STAAR.
- B2: SE and LEP Students continue to perform below students in regular education.
- B3: Reading, Math and Science are areas that must be addressed.

D: Staff Quality, Recruitment and Retention

- D3: Need to attend quality teacher job fairs.

E: Curriculum, Instruction and Assessment

- E1: Formalized system for benchmarking

F: Family and Community Engagement

- F1: No mobile application for parents to use to connect to school website and student grades as most parents do not have a computer at home.
- F2: User friendly Website for students, parents, and community.
- F3: District Wellness Policy needs to be updated with new federal mandates.
- F4: Increase programs for parents to help engage their students in their education at school and home.
- F5: Although monthly parent meetings were conducted during both the morning and evening to accommodate parent schedules, attendance was still low based on total enrollment across the district.
- F6: Updated policy and procedure for transitional services between Head Start and Primary school.
- F8: Technology classes and support for Parents to learn how to best support student achievement.
- F9: Family and Community Engagement Student Interest Survey to assist department on which industries to pursue prospective partnerships with non-profits, corporations, and universities for internships, externships, and career opportunities.
- F10: District-wide event to showcase the district's accomplishments, promote its campuses, and increase visibility within the business and community stakeholders.

- F11: Family and Community Engagement would benefit from learning and gaining resources from other districts as well as national initiatives on increasing parent engagement and involvement to increase student achievement.
- F12: High school students need to have a varied mix of opportunities to participate in externships, internships and workforce programs in the STEM and business industry fields.
- F13: Continue to create a safe, healthy, and secure environment on campus for students, staff, and parents.
- F14: Develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded.

G: School Context and Organization

- G1: Human Resources - Systems Needed for further strengthen dept.

I: Special Populations

- I1: Additional Professional Development is needed to provide teachers and staff with research based strategies, instructional resources and requirements to serve our special populations.
- I3: Parental Professional Development in each of the special population programs is needed.
- I2: Special Ed. and LEP students not performing at the academic levels of General Ed. students.
- 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 one.
- 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 has not a strong Newcomers Program for the students to assimilate 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 show academic gaps from lack of consistency in the instruction received in previous school years.
- I10: Lack of equipment and resources to provide accelerated instruction to students in need of special services.

- I11: Insufficient Special Education certified teachers to meet the needs of all the students with disabilities in the Program which academic progress is measured through accommodated State assessments without modifications.
- I12: Insufficient Bilingual/ESL teachers on campus to provide support to English learners considering that 51% of our students still have a language barrier according to TEA criteria.
- I13: GT 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 effort with the rest of the students, teachers, administrators and their parents.
- I14: At this moment students with academic excellence in RYSS can not be part of the Honor Society regardless of their scholastic rank or general point average.

J: College and Workforce Readiness

- J1: Provide students more opportunities to visit colleges and research area of study.

Academic Goals and Objectives

Academic Goals and Objectives

- 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 indexes in the state accountability system.
- Objective #2** In Index 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 85%, Social Studies 80%
- Objective #3** In 2016-2017, the District and all campuses will increase the percent of students reaching the final recommended passing standard by 10% over the percent achieved in 2015-2016 in all tested subjects.
- Objective #4** In 2016-2017, the District and all campuses will increase the percent of students passing at Advanced Level III by 5% in each subject tested.
- Objective #5** In 2016-2017, the RYSS Charter District and all campuses will meet 100% of their system safeguards.
- Objective #6** All campuses will reach and maintain a 98% student attendance rate by the end of school year 2016-2017.
- Objective #7** The number of teacher absences for the 2016-2017 school year at each campus will decrease by 5% from the previous year.
- Goal #2** Special Populations - All RYSS Special Populations Students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.
- Objective #1** By November 2016, RYSS Language Labs will serve all ELL students across the district.

Objective #2 By November 2016, in a case by case basis, 6-12 grade English learners will be assigned a Chromebook with Rosetta Stone, Language! Live, Think Through Math or any other relevant instructional software installed.

Objective #3 By June 2017, the achievement gap between student groups at the same grade level will be narrowed by 10% in each subject tested as compared to the 2016 STAAR performance.

Objective #4 Improve the performance rate on AMAO 3 so that it meets or exceeds standard.

Objective #5 Increase understanding of the LEP Progress Measure and how it relates to state and federal accountability.

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

Objective #1 Upon graduation 100% of RYSS seniors will be accepted and enrolled in a college/university or workforce course of study.

Objective #2 100% of RYSS students in 11th & 12th grades will apply for a minimum of four scholarships and be awarded at least two scholarships to attend a college/university or workforce program.

Objective #3 All RYSS MS/HS campuses will participate in the PSAT/SAT/ACT assessments.

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).

Objective #5 All MS/HS campuses will increase the percent of advanced placement course and dual credit course offerings by 10% or more in 2016-2017.

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

Objective #7 There will be a 20% increase in the number of students scoring at or above a 3 on their AP exam from the previous year.

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

- 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 student success.
- Objective #1** The District and campuses will implement a two-way dialogue model to provide opportunities to share information and gather input from parents and community members which will promote greater external and internal engagement to increase and support student achievement.
- Objective #2** The District and campuses will implement comprehensive and coordinated parent engagement initiatives that emphasize the importance of parents as active partners in their student's academic achievements.
- Objective #3** The District and campuses will provide opportunities for students to be actively engaged in their educational lives and empower students to believe in their potential for postsecondary education or career certification.
- Objective #4** The District and campuses will increase outreach strategies to create strategic partnerships that will combine core academics with career-based knowledge and skills in collaborative and research-intensive learning environments.
- Objective #5** The District and campuses will provide a safe, disciplined, and healthy environment conducive to student learning.

Strategies

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 indexes in the state accountability system.

Summative Evaluation: The 2017 Academic Performance rating report received from TEA in August, 2017 will reflect a "Met Standard" rating for the District and campuses

1	Action: Review data from 2016 Index scores with campus leaders.	Responsible Person(s): Superintendent; Principals; DCSI	Resources: State Accountability Reports Title I, Part A Funds
	Evidence of Implementation: Agendas	Evidence of Impact (Formative): Sign-in sheets	
	Timeline: Annually from August, 2016 thru October, 2016 Needs: B3;		

2	Action: Ensure all campus leaders are knowledgeable of the impact of each of the four indexes on the state accountability system and their instructional programs.	Responsible Person(s): Superintendent; Principals; Region 4 Consultant; DCSI	Resources: Detailed reports from state Title I, Part A Funds
	Evidence of Implementation: Campus Leadership meeting agendas	Evidence of Impact (Formative): Sign-in sheets	
	Timeline: Every 9 weeks from August, 2016 thru August, 2017 Needs: B1; B2; B3;		

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

Objective #2: In Index 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 85%, Social Studies 80%

Summative Evaluation: The 2017 accountability reports will show the achievement of the district stated goals in all content areas.

1	Action: Hire highly qualified teachers.	Responsible Person(s): Superintendent; Principals	Resources: Recruitment materials Title I, Part A Funds \$382,726; Local Funds; State Comp Ed Funds
	Evidence of Implementation: Teaching positions filled with highly qualified teachers.	Evidence of Impact (Formative): PDAS; Walkthroughs; One one one feedback notes	
Timeline: Annually from August, 2016 thru May, 2017			
Needs: B1; B2; B3;			

2	Action: Host monthly data conversations with campus leaders.	Responsible Person(s): Superintendent Principals DCSI Trice Consultants	Resources: STAAR results, benchmark and common assessments Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Agendas, sign-in sheets	Evidence of Impact (Formative): The level of knowledge displayed by principal's in conversations reflect a higher level of understanding data and its impact on student academic achievement.	
Timeline: Monthly from August, 2016 thru June, 2017			
Needs: B1; B2; B3;			

3	Action: All campus leaders develop a campus action plan addressing the academic needs of both the LEP and Special Education population.	Responsible Person(s): Principals; Teacher Leaders; Campus Leaders Team	Resources: STAAR Test data for LEP and Special Education; TELPAS; IOWATitle I, Part A Funds
	Evidence of Implementation: LEP and Special Education Action Plans	Evidence of Impact (Formative): Identified students in each subgroup needing assistance is targeted for support	
	Timeline: Annually from September, 2016 thru June, 2017 Needs: B2;		
4	Action: Require each campus to participate in Campus Leadership Team meetings recommended during TAIS intervention process	Responsible Person(s): Superintendent; Principals; DCSI; Teachers	Resources: Educational Research; STAAR Data; TAIS DocumentsTitle I, Part A Funds
	Evidence of Implementation: Agendas, Sign-in sheets	Evidence of Impact (Formative): Teacher feedback	
	Timeline: On-going from October, 2016 thru May, 2017 Needs: B1; B2; B3;		
5	Action: Administer two district-wide benchmark tests of grades 3-11.	Responsible Person(s): Superintendent; Trice Consultants; Principals; DCSI; District Testing Coordinator	Resources: Released STAAR exams; Test Blueprints; TEKSTitle I, Part A Funds; Title II, Part A Funds
	Evidence of Implementation: Results in DMAC; Testing Calendar	Evidence of Impact (Formative): Use of results to drive instruction	
	Timeline: Bi-Annually from December, 2016 thru February, 2017 Needs: B1; B2; B3;		

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

Objective #3: In 2016-2017, the District and all campuses will increase the percent of students reaching the final recommended passing standard by 10% over the percent achieved in 2015-2016 in all tested subjects.

Summative Evaluation: End of year results received after testing will be used to assess attainment of stated goal.

1	<p>Action: All campuses will review STAAR data to identify students academically capable to meet higher levels of performance</p>	<p>Responsible Person(s): Principals; Teachers; Students</p>	<p>Resources: STAAR test data; DMAC; unit assessments Title I, Part A Funds</p>
	<p>Evidence of Implementation: List of students by teacher and campus</p>	<p>Evidence of Impact (Formative): Individual data talks with principal and teachers</p>	
	<p>Timeline: As Needed from August, 2016 thru May, 2017 Needs: B1; B2; B3;</p>		
2	<p>Action: Require each campus leader to conduct individual teacher data talks.</p>	<p>Responsible Person(s): Principals; DCSI</p>	<p>Resources: STAAR test data; meeting schedule; master schedule Title I, Part A Funds</p>
	<p>Evidence of Implementation: Agendas, sign-in sheets</p>	<p>Evidence of Impact (Formative): Teacher accountability for student learning</p>	
	<p>Timeline: Bi-Annually from September, 2016 thru March, 2017 Needs: B1; B2; B3;</p>		

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

Objective #4: In 2016-2017, the District and all campuses will increase the percent of students passing at Advanced Level III by 5% in each subject tested.

Summative Evaluation: 2017 end of year testing reports will indicate achievement of goal.

1	<p>Action: Require each campus leader to review previous STAAR data and project the increase in the percent of students passing at Advanced Level III, not to fall below 5% from previous year.</p>	<p>Responsible Person(s): Superintendent; Principals</p>	<p>Resources: STAAR test data; DMACTitle I, Part A Funds</p>
	<p>Evidence of Implementation: Accountability Charts</p>	<p>Evidence of Impact (Formative): Progress monitoring by campus leader</p>	
<p>Timeline: Annually from November 16, 2016 thru May 30, 2016</p> <p>Needs: E1;</p>			

2	<p>Action: Provide resources and materials for advanced instruction to address needs of higher level performing students.</p>	<p>Responsible Person(s): Principals; Teachers</p>	<p>Resources: A list of identified resources and materials generated by teachers and principals Title I, Part A Funds; Gifted & Talented</p>
	<p>Evidence of Implementation: List submitted and purchased</p>	<p>Evidence of Impact (Formative): Students engaged in rigorous instruction</p>	
<p>Timeline: On-going from August, 2016 thru June, 2017</p> <p>Needs: E1; I1;</p>			

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

Objective #5: In 2016-2017, the RYSS Charter District and all campuses will meet 100% of their system safeguards.

Summative Evaluation: A review of the 2017 system safeguard performance reports will reveal attainment of goal.

1	<p>Action: Provide training to campus leaders on impact system safeguards have on accountability ratings of schools and instructional programs</p>	<p>Responsible Person(s): Superintendent; Principals; Region 4; DCSI</p>	<p>Resources: System safeguards historical data for district/campuses Title I, Part A Funds; Title II, Part A Funds</p>
	<p>Evidence of Implementation: Agendas and sign-in sheets</p>	<p>Evidence of Impact (Formative): Awareness and knowledge of Safeguards</p>	
	<p>Timeline: As Needed from September, 2016 thru June, 2017</p> <p>Needs: B1; B2; B3; D3; E1;</p>		

2	<p>Action: Develop a campus and district plan to target area(s) of deficiency on Safeguards with SDMC</p>	<p>Responsible Person(s): Superintendent; Principals</p>	<p>Resources: Accountability data Title I, Part A Funds</p>
	<p>Evidence of Implementation: Targeted Action Plans</p>	<p>Evidence of Impact (Formative): Strong instructional emphasis on targeted area(s)</p>	
	<p>Timeline: Annually from September 1, 2016 thru August 1, 2017</p> <p>Needs: B1; B2; B3; E1;</p>		

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

Objective #6: All campuses will reach and maintain a 98% student attendance rate by the end of school year 2016-2017.

Summative Evaluation: A review of campus attendance data from the PEIMS system will be conducted to determine achievement of attendance goal.

1	<p>Action: Form a district-wide attendance committee to monitor attendance at the end of every nine weeks reporting period and make recommendations to campus leaders</p>	<p>Responsible Person(s): Superintendent; Principals; Registrar; Interventionist ; Teachers</p>	<p>Resources: Attendance data Title I, Part A Funds</p>
	<p>Evidence of Implementation: Agendas; sign-in sheets; meeting schedule</p>	<p>Evidence of Impact (Formative): Awareness of importance of student attendance and subsequent proactive actions</p>	
<p>Timeline: Every 9 weeks from August, 2016 thru May, 2017</p> <p>Needs: B1; B2; B3; I1;</p>			

2	<p>Action: Require each campus to develop an attendance action plan to address student attendance</p>	<p>Responsible Person(s): Superintendent; Principal; Teachers; Registrar; Interventionist</p>	<p>Resources: Attendance data Title I, Part A Funds</p>
	<p>Evidence of Implementation: Attendance Action Plans submitted</p>	<p>Evidence of Impact (Formative): Improved student attendance based on 9 weeks attendance reports</p>	
<p>Timeline: On-going from August, 2016 thru June, 2017</p> <p>Needs: B1; B2; B3; I1;</p>			

3	<p>Action: Sponsor a pep rally and raffle at end of each semester at each campus for every student with perfect attendance.</p>	<p>Responsible Person(s): Superintendent; Principals; Attendance Committee; Registrar</p>	<p>Resources: Prizes donated by community partners Local Funds</p>
	<p>Evidence of Implementation: Pep Rally schedule; Raffle</p>	<p>Evidence of Impact (Formative): Students are engaged in learning and coming to school</p>	
	<p>Timeline: Bi-Annually from January, 2017 thru June, 2017</p> <p>Needs: B1; B2; B3;</p>		

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

Objective #7: The number of teacher absences for the 2016-2017 school year at each campus will decrease by 5% from the previous year.

Summative Evaluation: PEIMS data from 2015-2016 and 2016-2017 will be compared to determine status of teacher absences.

1	Action: Propose revision of leave policy to allow carry-over of leave days from year to year to the TCCC/RYS board for consideration and subsequent approval.	Responsible Person(s): Superintendent; Human Resources; TCCC/RYS Attorney	Resources: Board Policies; Teacher Attendance Data Local Funds
	Evidence of Implementation: Revised Policy; Employee Handbook	Evidence of Impact (Formative): Decrease in teacher absences	
	Timeline: As Needed from August 18, 2016 thru May 30, 2017 Needs: D3;		
2	Action: Inform teachers of incentive pay that requires no more than 5 absences	Responsible Person(s): Superintendent; Principals	Resources: EEIP Incentive Plan Educator Excellent Initiative Grant
	Evidence of Implementation: Notification to staff	Evidence of Impact (Formative): Increased teacher attendance	
	Timeline: On-going from August, 2016 thru June, 2017 Needs: D3;		
3	Action: Conduct an end of year celebration to recognize teacher excellence in attendance and performance.	Responsible Person(s): Cabinet	Resources: Donations Local Funds
	Evidence of Implementation: Celebration Event; Staff Calendar	Evidence of Impact (Formative): Improved Teacher Morale	
	Timeline: Annually from August 18, 2016 thru May 30, 2017 Needs: D3;		

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

Objective #1: By November 2016, RYSS Language Labs will serve all ELL students across the district.

Summative Evaluation: Sign-in schedules for Language Labs are reviewed to determine fulfillment of objective.

1	<p>Action: Purchase Rosetta Stone Software Licenses for Brownsville and Houston.</p>	<p>Responsible Person(s): Special Populations District Coordinator; K-12 Principal; Accounting Manager</p>	<p>Resources: Title I, Part A Funds \$20,856; Title III, Part A Funds \$28,296</p>
	<p>Evidence of Implementation: Service agreement between Rosetta Stone Ltd. and Raul Yzaguirre School for Success.</p>	<p>Evidence of Impact (Formative): Student Weekly Performance Report.</p>	
<p>Timeline: As Needed from November 22, 2016 thru November 30, 2016</p> <p>Needs: B2; I1;</p>			

2	<p>Action: Hire Instructors for Language Labs: Two instructors, one for Houston and one for Brownsville</p>	<p>Responsible Person(s): Special Populations, District Coordinator; Principals, K-12; Human Resources, Director</p>	<p>Resources: Texas Literacy Initiative \$57,600</p>
	<p>Evidence of Implementation: Instructors Hire Form; Instructors Job Contract</p>	<p>Evidence of Impact (Formative): Language Labs schedules; Sign In Sheets; Students Weekly Progress</p>	
<p>Timeline: As Needed from November 30, 2016 thru June 30, 2017</p> <p>Needs: B2; I1;</p>			

3	<p>Action: Purchase equipment, supplies, and resources to support English learners in the Language Labs: (a) Computers, (b) Headsets, (c) Office supplies, (d) Printers</p>	<p>Responsible Person(s): Special Pops, District Coordinator; Principals, K-12; Accounting Manager</p>	<p>Resources: Rooms for Labs, one per Academy (Primary Houston/College Prep/BRYSS) three labs in total. Texas Literacy Initiative \$20,000</p>
	<p>Evidence of Implementation: Purchase Orders; Floor Maps</p>	<p>Evidence of Impact (Formative): Schedules for Language Labs are reviewed to determine fulfillment of objective; Sign In Sheets</p>	
	<p>Timeline: As Needed from November 30, 2016 thru June 30, 2017</p> <p>Needs: B2; I1;</p>		

4	<p>Action: Implement Rosetta Stone for use in labs on campus and at home for English Language Learners.</p>	<p>Responsible Person(s): Special Populations; Program Coordinator; IT Director; FACE Director; K-12 Principals</p>	<p>Resources: Rosetta Stone Software</p>
	<p>Evidence of Implementation: Commercial agreement between RYSS and Rosetta Stone Ltd; Language Labs Sign In sheets</p>	<p>Evidence of Impact (Formative): Weekly Rosetta Stone activity reports.</p>	
	<p>Timeline: On-going from November 30, 2016 thru June 30, 2017</p> <p>Needs: B2; I1;</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 #2: By November 2016, in a case by case basis, 6-12 grade English learners will be assigned a Chromebook with Rosetta Stone, Language! Live, Think Through Math or any other relevant instructional software installed.

Summative Evaluation: Records maintained for check-out of laptops will be reviewed.

1	Action: Establish a procedure to identify ELLs performing at the beginning or intermediate level of English language acquisition, in grades 6th through 12th district wide.	Responsible Person(s): Special Populations District Coordinator; K-12 Principals	Resources: TELPAS latest scores; TxEIS Special Programs Report Title III, Part A Funds
	Evidence of Implementation: 6th-12th ELL level of Performance Matrix.	Evidence of Impact (Formative): Weekly Program Activity Report to monitor student's progress.	
	Timeline: Annually from November 30, 2016 thru December 2, 2016 Needs: B2; I1;		

2	Action: Purchase of Chromebooks for English learners that qualify according to the criteria defined by the District.	Responsible Person(s): District Special Populations Coordinator; IT Director; K-12 Principals; Accounting Manager	Resources: IT support; FACE support Texas Literacy Initiative \$27,000; Title III, Part A Funds
	Evidence of Implementation: Purchase order for Chromebooks	Evidence of Impact (Formative): Progress reports on software recommended for the student as part of their Intensive Plan of Instruction.	
	Timeline: As Needed from December 5, 2016 thru December 13, 2017 Needs: B2; I1;		

3	<p>Action: Assign each 6th-12th ELL meeting the District criteria, a Chromebook with Rosetta Stone, Language! Live, Think Through Math or any other relevant instructional software installed so the students follow an online program of instruction at home.</p>	<p>Responsible Person(s): District Special Populations Coordinator; IT Director; 6-12 Principals</p>	<p>Resources: Headsets; Instructional materials and software; IT support; FACE support</p>
	<p>Evidence of Implementation: Equipment Check Out Form completed by parents and students.</p>	<p>Evidence of Impact (Formative): Student weekly performance report on the program assigned.</p>	
	<p>Timeline: As Needed from December 14, 2016 thru December 15, 2017</p> <p>Needs: B2; I1;</p>		<p>(Title I Component 8)</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 #3: By June 2017, the achievement gap between student groups at the same grade level will be narrowed by 10% in each subject tested as compared to the 2016 STAAR performance.

Summative Evaluation: End of year STAAR reports will be analyzed to determine accomplishment of objective.

1	<p>Action: Hire highly qualified and certified Special Education teachers to meet the needs of this targeted sub-group.</p>	<p>Responsible Person(s): Superintendent; Principals; Special Populations Coordinator; HR Director</p>	<p>Resources: Recruitment Materials Special Ed Funds \$168,491; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Positions filled with highly qualified certified Special Education teachers for Brownsville and Houston.</p>	<p>Evidence of Impact (Formative): PDAS; Walkthroughs; One on one feedback</p>	
	<p>Timeline: Annually from May 1, 2016 thru August 15, 2016 Needs: B2; D3; I1;</p>		

2	<p>Action: Hire highly qualified, Bilingual/ESL Certified teachers to work with LEP students (1.5 FTE)</p>	<p>Responsible Person(s): Superintendent; Principals; Special Populations Coordinator; HR Director</p>	<p>Resources: Recruitment Materials Title III, Part A Funds \$25,425; Title I, Part A Funds</p>
	<p>Evidence of Implementation: PDAS; Walkthroughs; One on one feedback</p>	<p>Evidence of Impact (Formative): PDAS</p>	
	<p>Timeline: Annually from May 1, 2016 thru August 15, 2016 Needs: B2; D3; I1;</p>		

3	<p>Action: Administer District/Campus benchmarks to ELL and SPED students in the area of reading comprehension and vocabulary.</p>	<p>Responsible Person(s): District Special Populations Coordinator</p>	<p>Resources: DTC support; CTC support</p>
	<p>Evidence of Implementation: 2016-2017 Testing Calendars; Roster of students testing; Students scores</p>	<p>Evidence of Impact (Formative): Progress monitoring reports.</p>	
	<p>Timeline: Annually from November 30, 2016 thru November 30, 2016 Needs: B2; E1;</p>		

4	<p>Action: Purchase and train teachers on supplemental materials to support both ELL and SPED students.</p>	<p>Responsible Person(s): Coordinator, Special Populations; K-12 Principals; District Academic Services Director</p>	<p>Resources: Region 4 Professional Development; TCASE; Title III Conference; Consultants Local Funds \$5,000; Title I, Part A Funds \$5,000; Texas Literacy Initiative \$5,000; Gifted & Talented \$5,000</p>
	<p>Evidence of Implementation: Purchase orders for instructional materials.; Implementation trainings Sign In Sheets for resources acquired.</p>	<p>Evidence of Impact (Formative): Report Cards; STAAR scores; TELPAS scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru July 31, 2017 Needs: B2; D3; E1; I1;</p>		

5	<p>Action: Provide targeted reading and math support for ELLs and SPED students, through analysis of available data and professional development.</p>	<p>Responsible Person(s): Coordinator, Special Populations ; Principals, K-12 Lead Teachers; General Ed. Teachers; Director, Curriculum</p>	<p>Resources: Special Ed Funds; Title I, Part A Funds; Title III, Part A Funds; Texas Literacy Initiative</p>
	<p>Evidence of Implementation: Tutoring Sign-In Sheets; Teachers usage of DMAC; Instructional resources activity reports</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru June 30, 2017</p> <p>Needs: B2; I1;</p>		

6	<p>Action: Support campuses in addressing the behavioral, social and emotional well needs of students so that they are able to learn in a supportive, caring and safe environment without fear of being bullied or harassed.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Principals, K-12; Director, Intervention ; Manager, Attendance Office; Counselor, College and Career Readiness; Baylor College of Medicine's Counselors</p>	<p>Resources: State Comp Ed Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Number of Discipline Reports; Number of students referrals for counseling; Number of therapy sessions per month; Absenteeism rate</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru June 30, 2017</p> <p>Needs: F13;</p>		

7	<p>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.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Principals, K-12; General Ed. Teachers, K-12</p>	<p>Resources: TEKS RSSpecial Ed Funds; Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: Monthly Lesson Plans Status Report by teacher; Recommendations Sheet to teachers</p>	<p>Evidence of Impact (Formative): Student Report Card; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru May 25, 2017</p> <p>Needs: B2;</p>		

8	<p>Action: Implementation of the Padrino/Madrina Program to provide supplemental support to English learners and Special Education students at risk.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Principals, K-12; Teachers, K-12; Teacher Assistants, K-12; administrative personnel.</p>	<p>Resources: Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: Membership; Tutoring Sign In Sheets; EOY Assembly</p>	<p>Evidence of Impact (Formative): Report Card; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: Annually from November 1, 2016 thru May 25, 2017</p> <p>Needs: B2; I1;</p>		

9	<p>Action: Design and implementing Newcomers Program providing supplementary support to English learners who have just arrived to the country, with very limited English proficiency.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Principals, K-12; Director, FACE ; Bilingual/ESL Head of Department; Counselor; Teachers, K-12; Students</p>	<p>Resources: Parents; Computers; Software Title III, Part A Funds \$5,000</p>
	<p>Evidence of Implementation: Newcomers Program; Calendar; Rosters; Sign In Sheets; Equipment Check-Out Forms</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs; Number of Newcomers Referrals for Counseling</p>	
	<p>Timeline: On-going from November 1, 2016 thru May 25, 2017 Needs: B2; I1;</p>		

10	<p>Action: Computer labs will be available to the students and parents before and after school hours and on Saturdays, according to a schedule that will be distributed to the students and parents and also posted on the website.</p>	<p>Responsible Person(s): Coordinator, Special Populations ; Principals, K-12; Lab Facilitators; Manager, Library; Director, FACE</p>	<p>Resources: Library; Parent Resource Centers; Computer Labs; Language Labs; Library Title I, Part A Funds</p>
	<p>Evidence of Implementation: Sign In Sheets; Calendars; Website</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru June 30, 2017 Needs: B2; F1; I1;</p>		

11	<p>Action: A reward system will be offered to the students in special programs to promote attendance to tutorials, before/after school classes and Language club.</p>	<p>Responsible Person(s): District Special Populations Coordinator; Principals K-12, Bil/ESL Program Coordinator; General ed. Teachers</p>	<p>Resources: Principals; Teachers; Teacher Assistants; Incentives Local Funds; Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: Incentive Plan; Tutorials Attendance Report; Sign In Sheets</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru May 25, 2017 Needs: B2; F13; I1;</p>		

12	<p>Action: Review of Tutorials program offered by general education teachers of STAAR testing subjects to assure extra support is available for ELLs and SPED students.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Principals, K-12; Teachers, K-12; Chairperson, SPED; Coordinator, Bil/ESL Program.</p>	<p>Resources: Career & Technology Funds; High School Allotment Funds; Title I, Part A Funds; Texas Literacy Initiative</p>
	<p>Evidence of Implementation: Calendar of Tutorials by testing subject and grade level.</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: As Needed from November 1, 2016 thru November 30, 2017 Needs: B2;</p>		

13	<p>Action: An online Learning Center will be available for our students in special programs, containing instructional resources, software, videos and an interface to communicate with parents and students via the website to continuing the learning process at home.</p>	<p>Responsible Person(s): District Special Populations Coordinator; K-12 Principals; GT Program Coordinators, Bil/ESL Coordinators, SPED Chairperson, IT Director</p>	<p>Resources: Website; Software; Instructional Resources; ComputersCareer & Technology Funds; Title I, Part A Funds; Texas Literacy Initiative</p>
	<p>Evidence of Implementation: Website; Number of visits to the Online Learning Center section on the RYSS's website</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru June 30, 2017 Needs: B2; E1; I1;</p>		

14	<p>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 the special populations.</p>	<p>Responsible Person(s): Special Populations, Program Coordinator; Director, IT; Director, FACE; Principals, K-12; Case Manager, College and Career</p>	<p>Resources: Federal and State Guidance Local Funds \$5,000; Title I, Part A Funds \$5,000; Texas Literacy Initiative \$5,000; Gifted & Talented \$3,000</p>
	<p>Evidence of Implementation: Rosters of staff serving special populations.; Training Certificates; Professional Development Sign-In Sheets; Lesson Plans with differentiated instruction; Classrooms observations</p>	<p>Evidence of Impact (Formative): Report Cards; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru June 30, 2017 Needs: B2; D3; E1; I1;</p>		

15	<p>Action: Establish a district-wide Special Education Parent Council that will meet quarterly with Special Pops and FACE.</p>	<p>Responsible Person(s): Special Populations, Program Coordinator; Director, IT; Director, FACE; Principals, K-12; Case Manager, College and Career</p>	<p>Resources: Room for meetings Title I, Part A Funds \$250; Special Ed Funds</p>
	<p>Evidence of Implementation: Letter to parents participating them about the Council; Parents Invitation to the meetings; Agenda; Meeting Sign-In sheet</p>	<p>Evidence of Impact (Formative): Report Cards; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru June 30, 2017 Needs: B2; F11; F13; I1;</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: Improve the performance rate on AMAO 3 so that it meets or exceeds standard.

Summative Evaluation: End of year STAAR reports will be analyzed to determine accomplishment of objective.

1	Action: Conduct an end of year GT leadership symposium.	Responsible Person(s): Special Populations, Coordinator; Director, IT; Director, FACE; Principals, K-12; GT Program Coordinator	Resources: IT support; Board Room Gifted & Talented \$500
	Evidence of Implementation: Agenda; Sign In Sheets; Presentation; Website; Gazette	Evidence of Impact (Formative): Students interviews; Students scores; College readiness	
	Timeline: Annually from May 15, 2017 thru May 25, 2017 Needs: I13;		

2	Action: Enroll and rollout RYSS Honor Society across the district.	Responsible Person(s): Special Populations, Coordinator; Director, IT; Director, FACE; Principals, K-12; Case Manager, College and Career; Superintendent	Resources: Title I, Part A Funds; Gifted & Talented
	Evidence of Implementation: Membership	Evidence of Impact (Formative): Students scores; College Readiness	
	Timeline: On-going from November 1, 2016 thru June 30, 2017 Needs: I14;		

3	<p>Action: Perform a LEP folder audit to determine best placement in preparation for TELPAS.</p>	<p>Responsible Person(s): Special Populations, Coordinator; Principals, K-12; Auditor</p>	<p>Resources: Local Funds</p>
	<p>Evidence of Implementation: Audit Report; Recommendations to Principals</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores</p>	
	<p>Timeline: Annually from January 15, 2017 thru January 16, 2017</p> <p>Needs: I2;</p>		

4	<p>Action: Schedule Superintendent/Principal led meetings every other month with ELL students and parents.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Superintendent; Director, FACE; Principals, K-12</p>	<p>Resources: Administrative Assistants Blackboard Board Room Equipment and Materials for Presentation IT support Title I, Part A Funds</p>
	<p>Evidence of Implementation: Calendar; Invitation to the meetings; Agenda; Sign-In Sheets; Minutes</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores</p>	
	<p>Timeline: Every 9 weeks from November 1, 2016 thru May 25, 2017</p> <p>Needs: I8;</p>		

5	<p>Action: Require staff to develop personalized plans for each English learner to track reading comprehension and vocabulary progression.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Principals, K-12; Bilingual/ESL teachers; Lead Teachers; General Ed. Teachers</p>	<p>Resources: Special Ed Funds; Title III, Part A Funds; Texas Literacy Initiative</p>
	<p>Evidence of Implementation: Meetings with Principals; Meetings with Teachers; Sign-In Sheets; Individual Student Plan documentation</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru May 25, 2017 Needs: I1;</p>		

6	<p>Action: Promote parent involvement providing learning opportunities to support learning at home through parent conferences, district meetings, book studies, computers and language classes for parents of ELLs and Immigrants.</p>	<p>Responsible Person(s): Coordinator, Special Populations ; Director, FACE; Director, IT; Principals, K-12</p>	<p>Resources: Parent Resource Center; Rosetta Stone Language Program; Think Through Math (TTM) Program Title I, Part A Funds</p>
	<p>Evidence of Implementation: Evidence of Implementation: Invitations to meetings; Invitations to workshops; Sign-In Sheets; Surveys</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru June 30, 2017 Needs: I5; I10;</p>		

7	<p>Action: Conduct classroom observations to assure ELPS, accommodations and modifications are being implemented correctly and consistently within the lesson plans and in the classroom.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Principals, K-12; Head of Department, Special Education Program; Head of Department, Bilingual/ESL Program</p>	<p>Resources: Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: Observation Checklists; Recommendations</p>	<p>Evidence of Impact (Formative): Progress monitoring; Students scores</p>	
	<p>Timeline: Monthly from November 1, 2016 thru May 25, 2017</p> <p>Needs: I2;</p>		

8	<p>Action: Create synergy among GT students and English learners through the Language Club.</p>	<p>Responsible Person(s): Coordinator, Special Populations; Principals, K-12.</p>	<p>Resources: FACE Department; Parents; GT Coordinators; BIL/ESL Coordinators; SPED ChairpersonSpecial Ed Funds; Title III, Part A Funds; Gifted & Talented</p>
	<p>Evidence of Implementation: Language Club Sign In Sheets; Service Hours Report for GT students</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru May 25, 2017</p> <p>Needs: I8;</p>		

9	<p>Action: An Intervention Plan will be developed and implemented to grow the percentage of students in the GT Program obtaining LIII-Advanced Level of Performance in the State assessments.</p>	<p>Responsible Person(s): District Coordinator, Special Populations; Principals, K-12; GT Program Coordinator</p>	<p>Resources: Principals; Teacher Assistants; Computers; Software Title I, Part A Funds</p>
	<p>Evidence of Implementation: Enrichment Sessions Time Sheets</p>	<p>Evidence of Impact (Formative): Report Cards; TELPAS scores; STAAR scores; AMAOs</p>	
	<p>Timeline: On-going from November 1, 2016 thru February 28, 2017</p> <p>Needs: I1;</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 #5: Increase understanding of the LEP Progress Measure and how it relates to state and federal accountability.

Summative Evaluation: Results of a pre and post test administered after training on calculation of LEP progress measure will be evaluated.

1	<p>Action: Analyze the elements related for measuring the yearly progress of each English learner in their second language acquisition and its impact on the LEP Progress Measure indicator.</p>	<p>Responsible Person(s): District Coordinator, Special Populations; Principals, K-12; Coordinator, Bil/ESL Program</p>	<p>Resources: TEA website; English Language Learners Portal (Assessment, Compliance and Accountability) Title III, Part A Funds</p>
	<p>Evidence of Implementation: Annual Measurable Achievement Objectives Manual; "Understanding the Texas English Language Learner(ELL) Progress Measure" Document issued by TEA in 2016; Overview 2016 Accountability Presentation Interviews</p>	<p>Evidence of Impact (Formative): TELPAS; System Safeguards/AMAOs</p>	
	<p>Timeline: As Needed from December 1, 2016 thru December 2, 2016</p> <p>Needs: I5;</p>		

2	<p>Action: Attend training opportunities offered by Region 4-ESC regarding the impact of LEP Progress Measure and its impact on State and Federal indicators.</p>	<p>Responsible Person(s): District Coordinator, Special Populations; Principals, K-12, Coordinators, Bil/ESL Program.</p>	<p>Resources: Local Funds \$250; Title I, Part A Funds \$250; Title III, Part A Funds \$250</p>
	<p>Evidence of Implementation: Training Registration forms Training Certificates</p>	<p>Evidence of Impact (Formative): TELPAS/System Safeguards/AMAOs</p>	
	<p>Timeline: As Needed from December 1, 2016 thru February 28, 2017</p> <p>Needs: I6;</p>		

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

Objective #1: Upon graduation 100% of RYSS seniors will be accepted and enrolled in a college/university or workforce course of study.

Summative Evaluation: College acceptance letters received by students.

1	<p>Action: Administer career interest survey to Middle and High School students for proper post-secondary career path choice.</p>	<p>Responsible Person(s): Secondary Teachers; Secondary Principal; Academic Case Manager</p>	<p>Resources: Career Interest Survey; ACT Survey Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Agendas; Sign-in</p>	<p>Evidence of Impact (Formative): Student Survey Results</p>	
<p>Timeline: On-going from August, 2016 thru June, 2017 Needs: B3; J1;</p>			

2	<p>Action: Establish individual student conferences to ensure college or workforce track.</p>	<p>Responsible Person(s): College Readiness & Study Skills Teacher; Academic Case Manager</p>	<p>Resources: College Readiness & Study Skills Class; Student's Career Interest Survey Results; Student's Grad Plan Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Student's Grad Plan; CCR Sign -in sheets</p>	<p>Evidence of Impact (Formative): College Admission Letter; Admission to a workforce course of study</p>	
<p>Timeline: On-going from September, 2016 thru June, 2017 Needs: J1;</p>			

3	Action: Promote College options through college informative sessions, college fair, and college visits.	Responsible Person(s): Academic Case Manager	Resources: College and Career Department; College partnership Career & Technology Funds; High School Allotment Funds
	Evidence of Implementation: Promotion of college readiness events such as flyers, CCR website, and/or RYSS weekly communication venue.	Evidence of Impact (Formative): Sign in rosters of student participation	
	Timeline: On-going from May, 2016 thru June, 2017 Needs: J1;		
4	Action: Hire personnel to help oversee the College and Career Readiness.	Responsible Person(s): Superintendent; Secondary Principal; Academic Case Manager	Resources: Recruitment Materials Carl Perkins \$35,000
	Evidence of Implementation: CCR Reports showing students accepted to colleges/universities and/or workforce	Evidence of Impact (Formative): Sign-in sheets	
	Timeline: As Needed from August, 2016 thru May, 2017 Needs: D3; J1;		
5	Action: Purchase of Naviance software licenses for MS/HS: (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	Responsible Person(s): Academic Case Manager	Resources: Navience Software Services Career & Technology Funds; High School Allotment Funds
	Evidence of Implementation: Commercial agreement between RYSS and Navience	Evidence of Impact (Formative): Navience activity reports	
	Timeline: As Needed from August, 2016 thru June, 2017 Needs: J1;		

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

Objective #2: 100% of RYSS students in 11th & 12th grades will apply for a minimum of four scholarships and be awarded at least two scholarships to attend a college/university or workforce program.

Summative Evaluation: Records maintained in the CCR office of students' applications.

1	<p>Action: Enroll students in their senior year into a College Readiness & Study Skills Class.</p>	<p>Responsible Person(s): Academic Case Manager</p>	<p>Resources: College Readiness & Study Skills Curriculum Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Student Attendance; Student Progress Report</p>	<p>Evidence of Impact (Formative): Completion of half semester College Readiness & Study Skills course</p>	
<p>Timeline: Daily from August, 2016 thru June, 2017</p> <p>Needs: J1;</p>			

2	<p>Action: Develop a Financial Aid committee to facilitated scholarships and other financial aid advising to 11th & 12th grade students.</p>	<p>Responsible Person(s): Secondary Teachers; Financial Aid Mentors; Academic Case Manager; Principals</p>	<p>Resources: Financial Aid resources; Scholarships Webpage ; Project GRAD resources Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Financial advising sign in sheets</p>	<p>Evidence of Impact (Formative): Scholarship Award Letter</p>	
<p>Timeline: On-going from August, 2016 thru June, 2017</p> <p>Needs: E1; F11; F13; J1;</p>			

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

Objective #3: All RYSS MS/HS campuses will participate in the PSAT/SAT/ACT assessments.

Summative Evaluation: Student test registration records and results of administered assessments

1	<p>Action: Enroll 8th-11th grade students to participate in the correspondent PSAT assessment: (a) PSAT 8/9 for 8th and 9th grade students, (b) PSAT 10 for 10th grade students, (c) PSAT/NMSQ for 11th grade students</p>	<p>Responsible Person(s): Academic Case Manager</p>	<p>Resources: College Board AccountCareer & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Student Assessment Enrollment</p>	<p>Evidence of Impact (Formative): Student Assessment Scores</p>	
	<p>Timeline: Annually from October, 2016 thru April, 2017</p> <p>Needs: J1;</p>		
2	<p>Action: Require qualify 12th grade students to participate in the SAT/ACT assessments.</p>	<p>Responsible Person(s): College Readiness & Study Skills Teacher; SAT/ACT Teacher; Academic Case Manager</p>	<p>Resources: College Readiness & Study Skills course; SAT/ACT resourcesCareer & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Student enrollment in the College Readiness & Study Skills and/or SAT class; RYSS Graduation Application</p>	<p>Evidence of Impact (Formative): Students SAT/ACT scores</p>	
	<p>Timeline: Bi-Annually from September, 2016 thru June, 2017</p> <p>Needs: J1;</p>		

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

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).

Summative Evaluation: Enrollment and attendance records of test preparation classes will be reviewed and compared to test administration records.

1	<p>Action: Train qualify teachers to provide PSAT/SAT/ACT training to qualified students.</p>	<p>Responsible Person(s): Secondary Principal; Academic Service Director; Academic Case Manager</p>	<p>Resources: Princeton Review Resources; PSAT/SAT/ACT resources Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Agenda; Roster of participating teachers</p>	<p>Evidence of Impact (Formative): Completion of Training; Sign-in Sheet; Students PSAT/SAT/ACT scores</p>	
<p>Timeline: As Needed from August, 2016 thru June, 2017</p> <p>Needs: D3; E1;</p>			

2	<p>Action: Review appropriate data to identify qualified students to take the PSAT/SAT/ACT.</p>	<p>Responsible Person(s): Secondary Principal; Academic Case Manager; Secondary Teachers</p>	<p>Resources: Previous PSAT/SAT/ACT student scores; Princeton Review Resources Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: PSAT/SAT/ACT student roster</p>	<p>Evidence of Impact (Formative): Student sign-in sheet; Student's PSAT/SAT/ACT scores</p>	
<p>Timeline: Bi-Annually from August, 2016 thru June, 2017</p> <p>Needs: J1;</p>			

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

Objective #5: All MS/HS campuses will increase the percent of advanced placement course and dual credit course offerings by 10% or more in 2016-2017.

Summative Evaluation: Master schedule offerings of classes and enrollment will be reviewed.

1	<p>Action: Utilizes data to drive curriculum decision on new AP/DC courses</p>	<p>Responsible Person(s): AP Teachers; DC Teachers; Principal</p>	<p>Resources: AP scores; DC grade information; Report Card/Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Teacher conferences, sign-in sheets</p>	<p>Evidence of Impact (Formative): The use of formative assessments to guide both daily and long-term curriculum planning; Student completion of college credit award of AP/DC</p>	
	<p>Timeline: Daily from August 18, 2016 thru May 30, 2017</p> <p>Needs: E1; J1;</p>		
2	<p>Action: Provide professional development for AP/DC teachers</p>	<p>Responsible Person(s): AP Teachers; DC Teachers; Principal</p>	<p>Resources: Professional Development from Rice and Region IV/Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Sign in sheets</p>	<p>Evidence of Impact (Formative): Implementation of learn teaching skills documented on Lesson Plans</p>	
	<p>Timeline: Daily from August 18, 2016 thru May 30, 2017</p> <p>Needs: D3; E1; J1;</p>		

3	<p>Action: Promote the AP/DC Program to parents, students, and community members</p>	<p>Responsible Person(s): Principal; Academic Case Advisors; Parent Coordinator</p>	<p>Resources: Events; Brochures; Website; Marquee; Other marketing tools Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Sign in sheets</p>	<p>Evidence of Impact (Formative): Copies of promotional material</p>	
	<p>Timeline: Daily from August 18, 2016 thru May 30, 2017</p> <p>Needs: F4; F11;</p>		

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

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

Summative Evaluation: Registration in advanced placement examinations administrations will be compared to enrollment in campus AP classes.

1	<p>Action: Register through College Board all students taking AP Courses.</p>	<p>Responsible Person(s): Academic Case Manager; AP Coordinator; AP Teachers</p>	<p>Resources: College Board AP Account; AP Courses Rosters High School Allotment Funds</p>
	<p>Evidence of Implementation: AP exam registration</p>	<p>Evidence of Impact (Formative): Students AP scores</p>	
<p>Timeline: Annually from May, 2017 thru May, 2017</p>			
<p>Needs: E1;</p>			

2	<p>Action: Promote AP exams calendar to parents, students, and community members.</p>	<p>Responsible Person(s): Academic Case Advisors; Secondary Principal; FACE Director</p>	<p>Resources: Flyers of AP Exams Calendars; CCR Website; Marquee High School Allotment Funds</p>
	<p>Evidence of Implementation: Copies of AP Exams Calendars</p>	<p>Evidence of Impact (Formative): Copies of promotional material</p>	
<p>Timeline: As Needed from August, 2017 thru June, 2017</p>			
<p>Needs: F4; F11;</p>			

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

Objective #7: There will be a 20% increase in the number of students scoring at or above a 3 on their AP exam from the previous year.

Summative Evaluation: Results received from the College Board will be reviewed.

1	<p>Action: Use student performance data from previous AP exams to identify and provide students with appropriate interventions and/or opportunities for accelerated instruction.</p>	<p>Responsible Person(s): AP Teachers; Academic Case Manager; Principal</p>	<p>Resources: AP Student data reports; Intervention lesson plans; Accelerated instruction plans; Differentiated Instruction Special Ed Funds; Career & Technology Funds</p>
	<p>Evidence of Implementation: Lesson plans; student work</p>	<p>Evidence of Impact (Formative): AP Results</p>	
	<p>Timeline: Daily from August, 2016 thru May, 2017</p>		
	<p>Needs: E1; J1;</p>		

2	<p>Action: Train qualify teachers to provide AP course work to students taking AP courses.</p>	<p>Responsible Person(s): Secondary Principal; Academic Service Director; Academic Case Manager</p>	<p>Resources: Princeton Review Resources; Rice University Summer AP Training Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Agenda; Roster of participating teachers</p>	<p>Evidence of Impact (Formative): Completion of Training; Sign-in Sheet; Students AP Scores</p>	
	<p>Timeline: As Needed from August, 2016 thru June, 2017</p>		
	<p>Needs: D3; E1;</p>		

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

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

Summative Evaluation: Record of 11th and 12th grade students with assigned mentor will be maintained and reviewed.

1	<p>Action: Develop and maintain a CCR Mentorship program: (a) Create CCR Mentorship policies and procedures.</p>	<p>Responsible Person(s): Academic Case Manager; FACE Director</p>	<p>Resources: CCR Resources; Project Grad Resources Carl Perkins</p>
	<p>Evidence of Implementation: CCR Mentorship policies and procedures timeline; CCR Mentorship Committee meetings agendas, minutes and sign-in sheets</p>	<p>Evidence of Impact (Formative): CCR Mentorship policies and procedures documentation; Students roster; Mentors roster</p>	
	<p>Timeline: On-going from August, 2016 thru June, 2017 Needs: J1;</p>		

2	<p>Action: Develop a plan to identify and pair appropriate college/workforce mentors to RYSS students.</p>	<p>Responsible Person(s): Academic Case Manager; Secondary Principal; FACE Director</p>	<p>Resources: CCR Mentorship Policies and Procedures; Project Grad Resources Career & Technology Funds; High School Allotment Funds</p>
	<p>Evidence of Implementation: Meetings/conferences agendas</p>	<p>Evidence of Impact (Formative): Mentors and Student List Sign-In sheets</p>	
	<p>Timeline: On-going from August, 2016 thru June, 2017 Needs: F9; F12;</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 student success.

Objective #1: The District and campuses will implement a two-way dialogue model to provide opportunities to share information and gather input from parents and community members which will promote greater external and internal engagement to increase and support student achievement.

Summative Evaluation: An Annual FACE Parent Engagement Survey will be used to evaluate effectiveness of two-way communications methods implemented during the 2016-2017 School Year and to determine level of increased participation and engagement by parents and community in the district.

1	<p>Action: District launch of mobile application for parents and students to provide easy access to district/school information and grades: (a) contract with website for mobile application option, (b) create and distribute mobile application flyer, (c) create sign-up form for parents and students, (d) provide parents with training on how to use mobile application, (e) contract providers to train parents on various technology software programs, (f) purchase materials and supplies that aid parents on how to use technology resources, (g) purchase Mobile charging table to store technology while not being used.</p>	<p>Responsible Person(s): Director, IT; Director, FACE; Manager, PEIMS; Principals, K-12; Teachers, K-12</p>	<p>Resources: RYSS Blackboard ConnectLocal Funds \$5,000; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Contract with website for mobile application; Parents notified of Mobile Application Launch; Sign-Up/Registration Form; Publish Guidelines on How to use mobile application; Increase in student achievement; Increase in parent engagement and involvement</p>	<p>Evidence of Impact (Formative): Generate statistical reports on frequency of use by parents, students, and community; Quarterly Reports to gage parent usage; Increase in satisfaction through annual surveys; FACE Title I Parent Engagement Survey in the Fall and Spring</p>	
	<p>Timeline: On-going from January 3, 2017 thru May 26, 2017</p> <p>Needs: F1;</p>		

<p>2</p>	<p>Action: District launch of new website that incorporates improved navigation, is consistently current, and contains relevant content for parents, students, and community: (a) Establish a website committee under IT Department, (b) Develop a timeline for updating materials on the website, with assigned responsibility, (c) Establish user meeting groups to measure the effectiveness of the website and campus sites, as well as to provide ongoing training, (d) Maintain contract with Website for services, (e) Contract with Web company, (f) Hire a District webmaster to keep site current</p>	<p>Responsible Person(s): Director, IT; Director, FACE; Principals, K-12; Superintendent; Leadership Team; Cabinet Team</p>	<p>Resources: Website Resources Local Funds</p>
<p>Evidence of Implementation: Website Contract; Parent Notification Letter of Website Launch; Active Website; Provide Website Usage Report Quarterly</p>		<p>Evidence of Impact (Formative): An increase in district and campus website by students, parents, and community; Increase in satisfaction of district and campus website users through surveys; Statistical data reports quarterly on website usage</p>	
<p>Timeline: On-going from August 22, 2016 thru June 30, 2017 Needs: F2;</p>			
<p>3</p>	<p>Action: Develop and maintain a plan for implementation to manage and coordinate the execution of the district wellness plan: (a) Update current District Wellness Policy to new federal standards, (b) Submit updated District Wellness Policy for School Board Approval, (c) Upload District Wellness Policy onto RYSS Website for parents and community accessibility, (d) Form a new District Wellness Committee (DWC), (e) DWC will meet four times a year</p>	<p>Responsible Person(s): Director, CN; Principals, K-12; Director, FACE; Superintendent; School Nurse; Physical Education/Coaches</p>	<p>Resources: Federal and State Compliance Local Funds; State Comp Ed Funds</p>
<p>Evidence of Implementation: Agenda; Meeting Minutes; Sign in Sheets; List of Committee Members</p>		<p>Evidence of Impact (Formative): Quarterly District Wellness Committee Meetings and Debriefings; Annual District Wellness Plan Assessment; Triennial Progress Assessments</p>	
<p>Timeline: On-going from August 22, 2016 thru June 30, 2017 Needs: F3;</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 student success.

Objective #2: The District and campuses will implement comprehensive and coordinated parent engagement initiatives that emphasize the importance of parents as active partners in their student's academic achievements.

Summative Evaluation: An Annual FACE Parent Engagement Survey will be used to evaluate effectiveness of parent engagement initiatives implemented during the 2016-2017 School Year and to determine level of increased participation and engagement by parents and community in the district.

1	<p>Action: Implement the NCLR Padres Comprometidos and/or the Padres Comprometidos con CHISPA Program in Primary K-5 to increase parent engagement and involvement in the school and their child's education.</p>	<p>Responsible Person(s): Director,FACE; Principal, Primary; Teachers, Primary</p>	<p>Resources: National Council of the RAZA (NCLR) Padres Comprometidos Program Curriculum; No Child Left Behind; Every Student Success Act Title I, Part A Funds \$1,000</p>
	<p>Evidence of Implementation: Registration Form; Agenda; Sign in Sheets; Meeting Minutes; Pictures of Group ; NCLR Padres Comprometidos Curriculum</p>	<p>Evidence of Impact (Formative): Sign-In Sheets/Attendance; Parent Survey at End of Session</p>	
	<p>Timeline: Bi-Annually from October 26, 2016 thru May 24, 2017</p> <p>Needs: F4;</p>		

2	<p>Action: Coordinate the Federal, State and local programs, mandates, and initiatives with departments and campuses to increase family, student and community engagement, program effectiveness, and student performance: (a) Conduct District Parent Advisory Committees, (b) Establish advisory committees to share information and receive input on programs and services, (c) Attend Title I, NCLB, ESSA, Compliance, and FACE Trainings locally & statewide</p>	<p>Responsible Person(s): Director, FACE; Principals, K-12; Title I Campus Coordinators, K-12; Superintendent; Accounting; College and Career Readiness; Special Populations; Cabinet Team; Leadership Team</p>	<p>Resources: State & Federal Guidance State Comp Ed Funds; Title I, Part A Funds; Title III, Part A Funds; Local Funds</p>
	<p>Evidence of Implementation: Registration for Parent Advisory Committee/Sign Up Form; Agendas/Meeting; Minutes/Photos; Sign-in sheets; Flyers; Training Certificates of accomplishments</p>	<p>Evidence of Impact (Formative): Increase in student achievement; increase in satisfaction on parent and community surveys</p>	
	<p>Timeline: On-going from July, 2016 thru June, 2017</p> <p>Needs: F4; F5;</p>		

3	<p>Action: Ensure transitional services are provided in a timely manner for all children and their parents who are transitioning from Head Start (HS) prior to entering RYSS Primary Academy: (a) Provide procedures to facilitate a smooth and effective transition from HS to RYSS Primary, (b) Implement an annual "Welcome to RYSS" Parent transitional meeting in collaboration between RYSS, Head Start, and FACE Dept, (c) Provide training and technical assistance to new faculty and staff on transition services.</p>	<p>Responsible Person(s): Principals, K-5; Director, FACE; Center Director, Head Start; Manager, Special Populations</p>	<p>Resources: RYSS Transition Team Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: Policy and Procedures for Transitional Plan; Agendas; Minutes; Sign-In sheets; Handouts; Pictures</p>	<p>Evidence of Impact (Formative): Increase in student achievement; increase in satisfaction on parent and community surveys</p>	
	<p>Timeline: Annually from August 22, 2016 thru June 30, 2017</p> <p>Needs: F6;</p>		

4	<p>Action: Provide parent engagement and learning opportunities that support learning in the home, such as parent meetings, parent conferences, district meetings, book studies, computer and language classes for parents of ELLs,immigrants, etc: (a) Provide a fully functional resourced Parent Center, (b) Hire Parent Liaison for FACE Houston, (c) Purchase Tools, Supplies, Technology, Books, Magazines as parent resources, (d) Partner with local non-profits to provide classes, resources and connections to services, (e) Contract with Evidence-Based Organizations to provide parents classes during the year.</p>	<p>Responsible Person(s): Manager, Special Populations; Director, FACE; Principals, K – 12; Director, IT;; Manager, Library; Director, Special Populations; Principals, K-12</p>	<p>Resources: Parent Center; Technology; Parent ClassesLocal Funds; Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: Agendas/Sign In; Parent involvement plan; Purchase order documentation; Certificate of accomplishment; Rosetta Stone Log in Registration Forms; Certificate of accomplishment for mastering software programs</p>	<p>Evidence of Impact (Formative): An increase in software access as shown through logs; increase in satisfaction through surveys</p>	
	<p>Timeline: On-going from August, 2016 thru June, 2017</p> <p>Needs: F1; F4; F5; F8; F11;</p>		

5	<p>Action: Research and implement new Family and Community Engagement outreach methods that positively and efficiently meet the needs of parents: (a) Identify best practices through a thorough review of other districts' practices as well as from the US Department of Education's FACE Website, (b) Attend Conferences and/or Trainings that provide best practices and evidenced-based methods to promote family engagement to increase student achievement, (c) Research best practices and/or evidenced-based trainings and strategies on serving parents of ELL, Migrant, Homeless, and Special Populations.</p>	<p>Responsible Person(s): Director, FACE; Parent Liaison, FACE; Federal Compliance Assistant, FACE; Director, Special Populations</p>	<p>Resources: Local Funds; Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: Research Summary; New programs and services provided; Flyers; Agenda/Sign-in sheets; Conference Information; Registration and Costs; Agendas; Curriculum or Program Used</p>	<p>Evidence of Impact (Formative): Annual FACE Parent Engagement Survey</p>	
	<p>Timeline: On-going from August 22, 2016 thru June 30, 2017</p> <p>Needs: F11;</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 student success.

Objective #3: The District and campuses will provide opportunities for students to be actively engaged in their educational lives and empower students to believe in their potential for postsecondary education or career certification.

Summative Evaluation: Report of Number of programs initiated during the year to increase student achievement.

1	<p>Action: Create and conduct RYSS Student Interest Survey to measure student interests as well as, internships, service learning projects, and volunteer opportunities: (a) Distribute surveys, (b) Compile Report by Grade Levels, (c) Provide staff, students, and parents with results</p>	<p>Responsible Person(s): Superintendent; Principals, K-12; Teachers, K-12; Director, FACE; Case Manager, College & Career Readiness</p>	<p>Resources: Student Rosters; Student Survey Local Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Create Student Interest Survey; Student Survey Results; Distribution list; Increase in Strategic Partnerships initiatives</p>	<p>Evidence of Impact (Formative): Student Interest Survey Results; Survey distributed and analyzed bi-annually</p>	
	<p>Timeline: Bi-Annually from August 22, 2016 thru June 30, 2017</p> <p>Needs: F9; F12;</p>		
2	<p>Action: Students will have access to multiple non-profits and companies offering internships and workforce opportunities that provide hands-on learning in STEM fields and careers outside of classroom setting: (a) Travel and attend CTE network events, (b) Purchase Business and STEM magazines, (c) Attend STEM Conferences both locally and nationally, (d) Join STEM and Business Organizations, (e) Attend NCLR STEM and Business Conference and Network Meetings, (f) Attend college and business fairs</p>	<p>Responsible Person(s): Director, FACE; Principals, K-12; Academic Case Manager, College and Career Readiness; Superintendent</p>	<p>Resources: Community Resources Local Funds; State Comp Ed Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Travel payments, receipts, and documents; Conference Agendas and materials; New Business and STEM contacts</p>	<p>Evidence of Impact (Formative): Increase hands-on opportunities for students; Bi-annual report on new internships/connections made available to students</p>	
	<p>Timeline: On-going from August 22, 2016 thru June 30, 2017</p> <p>Needs: F9; F12;</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 student success.

Objective #4: The District and campuses will increase outreach strategies to create strategic partnerships that will combine core academics with career-based knowledge and skills in collaborative and research-intensive learning environments.

Summative Evaluation: Provide list of Partnership Initiatives/Agreements and Internships/Externships

1	<p>Action: Increase Family and Community Engagement outreach methods that positively and efficiently meet the needs of the students, parents, and community: (a) Create and implement FACE Outreach Plan, (b) Hire Parent Liaison for FACE Department in Houston, (c) Review student interest survey results and District's Needs Assessment, (d) Visit local businesses and organizations, (e) Purchase memberships to Business, Education, and Professional Organizations, Rotary, Chambers of Commerce, HOSA, NAEYC, TAEYC, etc., (f) Register and Attend EECOC, HHCOC, US Dept. of Education, NCLR, City of Houston, Greater Houston Partnership meetings and trainings locally & statewide, (g) Travel and Visits to local, state, and national universities to encourage partnerships with district in order to provide students with academic initiatives and programs on their campus.</p>	<p>Responsible Person(s): Superintendent; Director, FACE; Principals, K-12; Case Manager, College & Career Specialist; Parent Liaison, K-8; Federal Compliance Assistant, FACE</p>	<p>Resources: Community, Business, and Collegiate Networks, Local Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Registration for Conferences, Events, and/or Meetings; Agendas, Programs; Travel; Documentations; Membership Documentation; Training Certificates; Flyers; Create and Build Partnership Database; Follow-up meetings with potential partners</p>	<p>Evidence of Impact (Formative): Increase in District partnerships to support students, parents, and campuses; Annual FACE Parent Engagement Survey; Provide list of new partnerships</p>	
	<p>Timeline: On-going from August 22, 2016 thru June 30, 2017</p> <p>Needs: F4; F5; F9; F10; F11; F12;</p>		

2	<p>Action: Establish an annual RYSS State of Schools Event to promote a higher awareness of district accomplishments as well as to increase community and corporate support in providing greater opportunities for all students: (a) Address from Superintendent with Vision and Strategic Goals, (b) Gather invitee list, (c) Create and distribute invitations, (d) Create and Develop Event Program and Theme, (e) Research event location and ascertain costs, (f) Purchase supplies and materials, (g) Contract with Hotel or Venue</p>	<p>Responsible Person(s): Curriculum Manager; Superintendent; Accounting Manager; Director, Facilities; Director, CN; Principals, K-12; Director, FACE</p>	<p>Resources: Community and Corporate Resources Local Funds</p>
	<p>Evidence of Implementation: Invitation; Agenda; Guest Lists; Attendance list; Pictures; State of Schools Event Survey</p>	<p>Evidence of Impact (Formative): Increase in community and corporate involvement; State of Schools Event Survey Results to be reviewed every year</p>	
	<p>Timeline: Annually from August 22, 2016 thru June 30, 2017</p> <p>Needs: F10;</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 student success.

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

Summative Evaluation: Annual School Health Index and the Triennial Assessment of Wellness Policy Report provided from Safety Protocol Log and results

1	<p>Action: Provide a coordinated school health program. The District will convene a representative district wellness committee that will meet four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy.</p> <ul style="list-style-type: none"> - All District elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. - All District secondary students (middle and high school) are required to take the equivalent of one academic year of physical education. - The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student. 	<p>Responsible Person(s): Director, Food Services; Director, FACE; School Nurse; Principals, K-12; Physical Education Coaches, K-12; Coordinator, Special Populations; Community Representative; Parents; Superintendent; RYSS Board</p>	<p>Resources: USDA Website; Healthy School Program Online ToolsLocal Funds; State Comp Ed Funds; Title I, Part A Funds</p>
<p>Evidence of Implementation: Agenda; Minutes; Sign In; Post on Website</p>		<p>Evidence of Impact (Formative): Generate an annual progress report based on the Centers for Disease Control and Prevention's School Health Index; District will convene a representative district wellness committee (DWC)that will meet a least four times per year.</p>	
<p>Timeline: On-going from August 22, 2016 thru June 30, 2017</p> <p>Needs: F3;</p>			

<p>2</p>	<p>Action: Maintain a safe and secure environment for each instructional and non-instructional facility: (a) Will conduct Fire Drills Obstructed, (b) Will conduct Shelter in Place Drill, (c) Will conduct Unauthorized Person (Inside)Drill, (d) Will conduct Fire Drills, (e) Will conduct Severe Weather Drill, (f) Will conduct Threatening Person (Outside)Drill, (g) Purchase Speed Limit Signs to be installed within the perimeter of the schools, (h)Purchase Speed Bumps, safety equipment, and supplies to ensure student and family safety while on campus especially during drop off and pickup times, (i) Maintain security radios in working order for daily safety communications.</p>	<p>Responsible Person(s): Intervention Specialist; Principals, K-12; Security Officers, K-12; Leadership Team; Cabinet Team; Safety Committee Team</p>	<p>Resources: Houston Police Department; Harris County Sheriff Office; State and Federal Compliance; Precinct 2; City of Houston Fire MarshallLocal Funds; State Comp Ed Funds</p>
	<p>Evidence of Implementation: Records of completed designated drills by campus principals kept at District Office and TCCC President & CEO Office; Records of mandatory trainings at schools and district.</p>	<p>Evidence of Impact (Formative): Monthly Safety Committee debriefs that include Principals, IT, Facilities Director, and Intervention Team Debrief</p>	
<p>Timeline: On-going from August 22, 2016 thru June 30, 2017</p>			
<p>Needs: F13;</p>			
<p>3</p>	<p>Action: Increase staff education and development at the campus level in compliance with Truancy Prevention Measures under HB 2398: (a) Purchase materials and supplies to provide ongoing training and workshops, (b) Contract for consultants to provide training and workshops</p>	<p>Responsible Person(s): Intervention Specialist; Principals, K-12; Intervention Department</p>	<p>Resources: State and Federal Compliance</p>
	<p>Evidence of Implementation: Sign in Sheets; Meeting Minutes; Agenda; Flyers</p>	<p>Evidence of Impact (Formative): Annual Staff Pre and Post Survey Results Quarterly</p>	
<p>Timeline: On-going from August 22, 2016 thru June 30, 2017</p>			
<p>Needs: F13;</p>			

4	<p>Action: Increase teacher, students, and parent awareness of issues regarding sexual abuse of children as required by HB 1041 as well as Bullying, Suicide, Gang Awareness & Intervention, and Cyber Bullying: (a) Contract with consultants to provide TTA and expertise on all of the above, (b) Review curricula to identify existing instruction on this topic, and add objectives as warranted, (c) Provide training to staff, students, and parents, (d) Continue involving and informing parents via meetings, letters, phone blasts, and internet postings throughout year, (e) Contract with Counselors as needed to support students with mental health and mental wellness intervention and services.</p>	<p>Responsible Person(s): Intervention Specialist; Principals, K-12I; Director, FACE; Campus Counselors</p>	<p>Resources: State and Federal Compliance, Local Funds; State Comp Ed Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Agenda; Meeting Minutes; Sign in Sheets; Flyers</p>	<p>Evidence of Impact (Formative): Annual FACE Parent Engagement Survey; Compile Survey Results from each session immediately after training.</p>	
	<p>Timeline: On-going from August 22, 2016 thru June 30, 2017</p> <p>Needs: F13;</p>		

5	<p>Action: RYSS will collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded.</p>	<p>Responsible Person(s): Superintendent FACE Director Principals</p>	<p>Resources: Local Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Foster Care Plan</p>	<p>Evidence of Impact (Formative): Annual Family and Community Engagement Survey</p>	
	<p>Timeline: On-going from December 10, 2016 thru June 30, 2017</p> <p>Needs: F14;</p>		

System Safeguards**Safeguard Type:** State**Subject:** Reading**Subgroup:** Special Ed

Strategy: There are no required submissions for this intervention at this time; therefore, no review has been created. See Goals #2 & #3 Actions.

Safeguard Type: State**Subject:** Mathematics**Subgroup:** Special Ed

Strategy: There are no required submissions for this intervention at this time; therefore, no review has been created. See Goals #2 & #3 Actions.

Safeguard Type: State**Subject:** Science**Subgroup:** Special Ed

Strategy: There are no required submissions for this intervention at this time; therefore, no review has been created. See Goals #2 & #3 Actions.

Safeguard Type: Federal**Subject:** Reading**Subgroup:** All Students

Strategy: There are no required submissions for this intervention at this time; therefore, no review has been created. See Goals #2 & #3 Actions.

Funding

The following funds are listed in the Campus Improvement Plan:

\$1,023,298 Title I, Part A Funds
\$212,497 Title II, Part A Funds
\$53,721 Title III, Part A Funds
\$7,400,841 Local Funds
\$507,903 Career & Technology Funds
\$18,245 Carl Perkins
\$384,000 Educator Excellent Initiative Grant
\$75,075 High School Allotment Funds
\$597,026 Special Ed Funds
\$1,628,960 State Comp Ed Funds
\$400,000 Texas Literacy Initiative
\$41,893 Gifted & Talented
\$7,400,841 Education Foundation Funds
\$7,400,841 Education Foundation Funds
\$0 PTA Funds Funds

NO CHILD LEFT BEHIND ACT (NCLB) PERFORMANCE GOALS

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: All students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

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: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration