



Raul Yzaguirre Schools for Success
Elite STEM Primary Academy
Campus Improvement Plan
2018-2019

2950 Broadway Street
Houston, TX 77017

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



Mission

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

Vision

RYSS will be the gold standard for excellence in community-based education by graduating college-bound, civic- oriented leaders.

Administrators

Mario M. Sandoval

Principal

Description

Elite STEM Primary Academy opened its doors in 1996 and serves 345 students in grades Kindergarten through 5th Grade. The student population is 98.4% Hispanic, .8% White, .3% American Indian, .5% Two Or more Races. Elite STEM Primary Academy serves 4.0% Special Education students, 98.7% Economically Disadvantaged students, 60.2% English Language Learners; 80.1% At-Risk students, 3.2% Gifted & Talented students. The overall mobility rate for the campus is 4.2%. The average attendance rate for students is 98.1%.

Planning Committee

Member Name	Title	Role
Mario Sandoval	Principal	Principal
Selene Rios	2nd Grade Teacher	Teacher
Joseline Echegoyen	3rd Grade Math Teacher	Teacher
Amanda Sanchez	5th Grade Science Teacher	Teacher
Maria Rodriguez	Kindergarten Teacher	Teacher
Anali Martinez	5th Grade Teacher	Teacher
Rosio Rivera	Kindergarten Grade Reading Teacher	Teacher
Nidia Hernandez	Instructional Aide	Instructional Aide
Karla Rodriguez	Parent	Parent
Myrna Angel	Parent	Parent
Martha Enriquez	Business Owner	Community Member
Daniel Reyes	Business Owner	Business Representative

Comprehensive Needs Assessment

Summary

Demographics

Elite STEM Primary Academy has an increased number of AT Risk students that need to be serviced by High Quality teachers.

Excellence in Academics

Growth is not consistent in the 2017 and 2018 data. All content areas- reading, math, science, and writing need intensive targeted intervention and support.

Math

3rd Grade Approaches: There was a 4% increase, 71% to 65%

3rd Grade Meets: No Growth: 42% remained the same

3rd Grade Masters: There was a 3% decrease, 18% to 15%

4th Grade Approaches: There was a 15% increase, 48% to 63% 4th Grade Meets: There was a 5% increase, 25% to 30%

4th Grade Masters: There was a 6% increase, 12% to 18%

5th Grade Approaches: There was a 4% decrease, 73% to 69%

5th Grade Meets: There was an 8% decrease, 41% to 33%

5th Grade Masters: There was a 5% decrease, 18% to 13%

Reading:

3rd Grade Approaches: There was a 10% decrease, 62% to 52%

3rd Grade Meets: There was a 14% decrease, 29% to 15%

3rd Grade Masters: There was a 10% decrease, 12% to 2%

4th Grade Approaches: There was a 5% decrease, 58% to 53%

4th Grade Meets: There was a 2% decrease, 29% to 27%

4th Grade Masters: There was a 5% increase, 8% to 13%

5th Grade Approaches: There was a 4% increase, 67% to 71%

5th Grade Meets: There was a 13% decrease, 38% to 25%

5th Grade Masters: There was a 3% decrease, 18% to 15%

Writing:

4th Grade Approaches: There was an 18% decrease, 65% to 47%

4th Grade Meets: There was an 13% decrease, 38% to 25%

4th Grade Masters: There was an 3% decrease, 8% to 5%

Science:

5th Grade Approaches: There was a 1% decrease, 74% to 73%

5th Grade Meets: There was a 5% decrease, 38% to 33%

5th Grade Masters: There was a 1% increase, 14% to 15%

School Culture and Climate

At the end of 2017-2018, Elite STEM Primary Academy had a high teacher turn over rate of 73% (9/15 teachers didn't return)

99% of the teachers were first year teachers.

Staff Quality, Recruitment and Retention

Campus principal and human resources are working together to identify, review, and select highly qualified teachers.

Due to the reorganization and the amount of teachers needed to be recruited for this school year- many first year teachers were selected to be part of the teaching staff.

Curriculum, Instruction and Assessment

Many teachers are in alternative certification programs to become certified. These teachers have not had the proper professional development on specific content, instruction, classroom culture, and classroom management.

We are working with teachers daily to provide them with the support in areas of improvement.

Family and Community Engagement

Even though school has offered a variety of opportunities for parents to participate, the parent turnouts have been low based on sign-in sheets. Continue to create a safe secure environment for students, staff, and parents.

Technology

Technology use by students will increase. Several classrooms are missing the 2 computers per classroom.

The computers that are available are slow and make it difficult to navigate through educational programs.

Special Populations

Historically, the special education student group and the students identified as English language learners lag behind in all academic performance areas. The greatest gap in performance is in reading and writing.

The percent of all Special Education students attaining a passing score in the STAAR Spring 2017 was 27%.

The percent of all ELL students attaining a passing score in the STAAR Spring, 2017 reported as follows 53% in all subjects. Reading 53% , Math 61% , Writing 54%, Science 61%.

College and Workforce Readiness

Even though we have shown significant increase in the percent of students able to perform at a college readiness level in particular grades and subject areas, more emphasis on rigorous instruction is required of all staff.

Meet Standard 2017:

Mathematics from 27% to 45%

Reading from 32% to 41%

Writing from 41% to 63%

Science from 19% to 41%

Two or More Subjects: 27% to 41%

Masters Standard 2017:

Mathematics from 14% to 23%

Reading 13% to 19%

Writing 10% to 13%

Science 0% to 14%

All subjects 12% to 19%

A: Demographics**Strengths**

1: Demographics of staff is diverse allowing for students to be exposed to other cultures.

Needs

A1: Building teacher capacity

A2: Low percentage of Gifted and Talented students.

A3: Retention of experienced teachers is a challenge.

A4: Recruitment of high quality teachers certified in positions they hold.

A5: High percentage of first year teachers

A6: High percentage of teachers in certification programs.

Data Used to Evaluate Needs

Program Evaluations

STAAR / EOC Results

Staff Demographics

Student Demographics

TAPR

B: Excellence in Academics**Strengths**

- 1: Resources and materials have been provided for instructional purposes. Teachers have not been denied any request for materials.
- 2: Elite STEM Primary Academy has a strong curriculum program TEKS RS Teachers have been provided with curriculum training.
- 3: Teachers developed content pacing calendars using Lead4Ward Blue print.

Needs

- B2: Teachers need additional training in teaching reading comprehension and reading strategies.
- B3: Teachers need training in teaching Mathematical operations and problem solving.
- B4: Teachers need training on how to teach the writing process and the need for teaching resources.
- B5: Teacher needs training in Science content. Students need more hands on experience in experimentation
- B6: Non-certified teachers to successfully go through certification program and obtain certification.

Data Used to Evaluate Needs

Campus-Based Assessments
District-Based Assessments
Response to Intervention tracking
STAAR / EOC Results
Student Achievement Data
TAPR

C: School Culture and Climate**Strengths**

2: With leadership at the helm, there will be surveys administered to the school community to determine how we are meeting the needs of our students, parents and staff. The disaggregating of the survey data will assist the new leadership in moving forward with a targeted plan for the school.

3: The leadership is meeting routinely and implementing new faculty and staff created non-negotiables in all K-5 grade classrooms, verbalizing high expectations as a foundation for the improvement and growth, and meeting with parents periodically to maintain open lines of communication.

4: Teachers are receiving immediate feedback, PD support and routine PLC sessions that will be sure to improve instructional practices.

5: Teachers have a monthly birthday celebration to celebrate teachers and staff whose birthday is that month.

Needs

C1: Increase principal/teacher rapport

C2: Improve staff morale and culture

C3: Trust in campus leadership and new staff

C4: Teacher to obtain certification

Data Used to Evaluate Needs

District-Based Assessments

Program Evaluations

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

- 1: Staff is friendly to students
- 2: Communicate well with parents
- 3: Principal meets with all staff to get to know them and let staff learn more about the principal.
- 4: Human Resources and Principal work together to select highly qualified teaching candidates.
- 5: Principal and interview committee review resumes and interview selected candidates.
- 6: Human Resources and Principal offers onboarding institute for new teachers and staff.
- 7: Principal offers a " Getting A Head Start" Professional Development training during the summer for new and returning teachers.
- 8: School has committees that involve all staff members in decision making and planning. Such as hospitality, fundraising, academics and recognitions, safety, and SDMC.
- 9: School and District partnered with Teach for America. This organization is highly recognized for providing campuses with highly qualified teachers.
- 10: Campus and district partnered with teaching certification program, Teaching Excellence, to coach and certify teachers.

Needs

- D1: Increase the recruiting of high quality teachers
- D2: Improving the professional development offered to teachers in order to retain them.
- D3: High percentage of first year teachers.
- D4: High percentage of teachers in certification programs

Data Used to Evaluate Needs

- STAAR / EOC Results
- Staff Demographics

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

- 1: Campus assessments directly aligned to STAAR assessment.
- 2: All teachers have access to and implement the set curriculum TEKS RS
- 3: Teachers have been trained on Lead4Ward and use their teacher created pacing calendars for instruction.
- 4: Teachers have designated content consultants that assist them with pedagogy ,daily schedules, lesson delivery, assessment and resources.
- 5: Principals provides teachers with instructional resources and supplies.
- 6: Leadership has helped teachers create daily schedules that allow for required minutes of content delivery.
- 7: Leadership and consultants have helped teachers develop a broken minute by minute schedule for the subject that they are teaching.
- 8: Teachers have been trained in gradual release model- I do, We do, You do.
- 9: All teachers have access to the State of Texas Reading, Math, Science, Writing basals.
- 10: Assessment: Teachers assess students after every unit. Once they have finished teaching the student expectations and TEKS.
- 11: Assessment: Teachers give two benchmarks during the school year. These benchmarks are STAAR like assessments.
- 12: Assessment: All teachers require an exit ticket at the end of the lessons to gauge student content mastery.
- 13: Assessment: Teachers track student progress by using Data Walls in their classroom.
- 14: Assessment: Principal has a data wall in her office where we can see how students performed on given assessments and placed in the following categories: Approaches, Meets, Masters.
- 15: Assessment: Teachers communicate with parents what the student scored on checkpoints and benchmarks
- 16: Assessment: Students participate in the following assessments: Exit tickets, quizzes, checkpoints, benchmarks, High Frequency Words, spelling tests, STAAR, TELPAS, TPRI/ TEJAS LEE, NWEA.
- 17: Leadership and consultants model lesson planning and lesson cycle for teachers.

Needs

- E1: Vertical alignment meetings
- E2: Teacher need professional development on developing effective lessons
- E3: Teachers need professional development on First Good Teaching which includes lesson delivery and lesson cycle.
- E4: Content meetings across grade levels

Data Used to Evaluate Needs

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

F: Family and Community Engagement**Strengths**

- 1: Principal holds monthly meetings with parents to hear their concerns and share information regarding students and school.
- 2: Principal sends home monthly campus newsletters.
- 3: Teachers send home weekly newsletter that include content being taught in class.

Needs

- F1: Low parent attendance at school meetings and events.
F2: We would like to promote parental involvement and have 100% participation for every event on campus.
F3: Continue to create a safe and secure environment on campus for students, staff, and parents.

Data Used to Evaluate Needs

Campus-Based Assessments
Program Evaluations

H: Technology

Strengths

- 1: IT department is available for all teachers and staff.
- 2: All teachers have access to instructional technology (SMART boards, projectors, and document cameras.)
- 3: All teachers have a laptop checked out to them.
- 4: Teachers have access to instructional licenses.
Math: Imagine Learning, Reflex Math, Math GPS, Mathletics
Reading: Isation, Accelerated Reading, Reading A to Z
Science: Brain POP
- 5: The school has one fully equipped computer lab with desk top computers.
- 6: The school has one fully equipped computer lab with chrome books.
- 7: Teachers have access to DMAC- program that serves many purposes. Teachers use DMAC to create assessments and to identify the student expectations that need to be addressed.

Needs

- H1: Classrooms need a minimum of 2 working computers each.
H2: Provide additional training on the use of SMART boards.
H3: Students need keyboarding class to be done while in computer class.

Data Used to Evaluate Needs

Classroom Walkthrough Data
Program Evaluations

I: Special Populations**Strengths**

- 1: Elite STEM Primary Academy Special Populations director is knowledgeable and ensures campus is in compliance with federal and state policies
- 2: Campus principal meets with Special Populations director weekly to discuss ELL student progress.
- 3: Principal attends ARD meetings to be informed and make knowledgeable decisions about student education.
- 4: Campus has identified RTI and 504 Coordinator
 Holds meeting with teachers bi-weekly.
- 5: Campus has identified GT coordinator

Needs

- I1: Close the achievement gap between ELL and Special Education students and general education students.
- I2: ELL students are slowly increasing or staying stagnant in English proficiency level in Listening, Speaking, Reading, and Writing
- I3: The percent of all Special Education students attaining a passing score in the STAAR Spring 2017 was 27%.
- I4: The percent of all ELL students attaining a passing score in the STAAR Spring, 2017 reported as follows 53% in all subjects. Reading 53% , Math 61% , Writing 54%, Science 61%.

Data Used to Evaluate Needs

TAPR

J: College and Workforce Readiness**Strengths**

- 1: Staff is aware of the importance of student learning to be at a rigorous level and its impact on college readiness.
- 2: Data is showing that we are making gains in the number of students that are scoring in final level II performance- Meets Standard and final level III performance- Masters Standard in all of the content areas.

Needs

- J1: Lack of university or college signage on campus.
- J2: All subjects and grades need to show improvement in the number of students that are able to learn content at the college readiness level.

Data Used to Evaluate Needs

District-Based Assessments
STAAR / EOC Results
Student Achievement Data
TAPR

Priority Needs

A: Demographics

A1 Building teacher capacity

B: Student Achievement

B1 Need a better enhanced and rigorous K-5 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored.

B2 Teachers need additional training in teaching reading comprehension and reading strategies.

B3 Teachers need training in teaching Mathematical operations and problem solving.

B4 Teachers need training on how to teach the writing process and the need for teaching resources.

B5 Teacher needs training in Science content. Students need more hands on experience in experimentation

E: Curriculum, Instruction and Assessment

E2 Teacher need professional development on developing effective lessons

F: Family and Community Engagement

F1 Low parent attendance at school meetings and events.

F2 We would like to promote parental involvement and have 100% participation for every event on campus.

F3 Continue to create a safe and secure environment on campus for students, staff, and parents.

I : Special Populations

I1 Close the achievement gap between ELL and Special Education students and general education students.

I2 ELL students are slowly increasing or staying stagnant in English proficiency level in Listening, Speaking, Reading, and Writing

I3 The percent of all Special Education students attaining a passing score in the STAAR Spring 2017 was 27%.

I4 The percent of all ELL students attaining a passing score in the STAAR Spring, 2017 reported as follows 53% in all subjects. Reading 53% , Math 61% , Writing 54%, Science 61%.

Actions

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

Objective #1: In Index I, Student Achievement, of the state accountability system, Elite STEM Primary Academy will meet or exceed an overall passing standard in all subjects tested as follows: Based on the 2018 STAAR scores Reading/ELA will increase from an overall scores of 58% to 68%; math will increase from an overall scores 67% to 77%; Writing will increase from an overall scores of 47% to 60% and Science will improve from an overall score of 73% to 78% overall passing.

1	Action: Reading/ ELA teachers will conduct an uninterrupted 135 minute balanced Literacy block.	Person(s) Responsible: Principal; Curriculum Coordinators; Lead Teachers; TLI Coaches; Consultant; Special Populations Lead	Resources: Motivation Reading; Measuring UP; Test Ready; STAAR Master- Reading; Neuhaus Training (Training Facilitator, Training Materials, Student Workbooks); Esperanza Training(Training Facilitator, Training Materials, Student Workbooks); Classroom Libraries (Scholastic); Title I, Part A Funds \$250.00
	Evidence of Implementation: Teachers implementing the Neuhaus and Esperanza training consistently.; Student data	Ongoing Evaluation Method: Common Assessments ; Checkpoints	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (Daily) Needs: B2; B4;		
2	Action: K-5 teachers create content pacing calendars based on Lead4Ward Blueprint.	Person(s) Responsible: Teachers; Consultants ; Principal	Resources: Lead4Ward Blueprint; Paper; Technology; Title I, Part A Funds \$500.00
	Evidence of Implementation: Teachers will submit revisions of pacing calendars throughout the school year.	Ongoing Evaluation Method: Weekly PLCs will require teachers to discuss progress on pacing calendar. Are they on track?	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going) Needs: B2; B3; B4; B5;		
3	Action: Reading/ELA teachers K-2 will use lessons from Neuhaus for language enrichment and Esperanza for phonics	Person(s) Responsible: Principal; Teacher Specialist; Teachers; Consultant	Resources: Neuhaus-Materials; Esperanza-Materials; Title I, Part A Funds \$8,000.00
	Evidence of Implementation: Daily use of Language Enrichment in classroom; Section on lesson plan designated for Language Enrichment	Ongoing Evaluation Method: Improved scores on TELPAS.	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores. Improved TELPAS Scores in Listening, Speaking, Reading, and Writing as compared to the previous year scores.
	Timeline: 10/1/2018 - 6/1/2019 (Daily) Needs: B2; B4;		

4	Action: Purchase a Scholastic Guided Reading Library for students to read books at their level	Person(s) Responsible: Principal	Resources: Scholastic Guided Reading Library; Leveled readers/ books; Texas Literacy Initiative \$40,000.00
	Evidence of Implementation: Guided Reading Books- Check Out sheets.; Student trackers for leveled.; Students able to articulate their reading level	Ongoing Evaluation Method: Scores on common assessments, NWEA, STAAR.	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 9/10/2019 (Annually) Needs: B2;		
5	Action: Purchase of leveled classroom libraries.	Person(s) Responsible: Principal	Resources: Scholastic leveled libraries K-5; Title I, Part A Funds \$10,000.00
	Evidence of Implementation: Each classroom to have leveled libraries; Students knowing their reading level.	Ongoing Evaluation Method: Test scores on common assessments, NWEA, and STAAR	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 10/1/2018 - 10/1/2019 (Annually) Needs: B2; I2;		
6	Action: Provide students with Mathematics ,Reading, and Writing STAAR Test Preparation	Person(s) Responsible: Principal; Consultant	Resources: Math Warm Ups; Total Motivation Math, Reading and Writing; Kamico ; STAAR Master ; Rise and Shine STAAR Prep Editing and Revising ; Measuring Up ; Test Ready; Texas Literacy Initiative \$35,000.00
	Evidence of Implementation: Students will each have a test preparation book.; Assignments using test preparation books.; Lessons aligned to objectives in test preparation	Ongoing Evaluation Method: Increase of scores on Checkpoint assessments, benchmarks, and STAAR test.	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 5/27/2019 (On-going) Needs: B2; B3; B4; B5; I2; I3; I4;		

7	<p>Action: Elite STEM Primary Academy CIP will list at least three (3) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on scientifically-based research to increase achievement for each sub-group on state tests. Reading- Accelerated Reading; Math- Imagine Math Most; Valuable Problem Solver ; Writing- Writing Rockstars; Science- STEM Mars Rover Bilingual- Language Lab</p>	<p>Person(s) Responsible: Principal; Teacher Specialists; Instructional Assistant</p>	<p>Resources: Computers; Rosetta Stone Pencils; Notebooks; Erasers; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Usage log of Accelerated Reading, TTM ; Weekly Writing Samples; Weekly Most Valuable Math Problem Solvers</p>	<p>Ongoing Evaluation Method: Increased student academic achievement.</p>	<p>Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.</p>
	<p>Timeline: 8/1/2018 - 6/1/2019 (On-going)</p>		<p>Needs: B2; B3; B4; B5;</p>
8	<p>Action: Elite STEM Primary Academy will address activities to identify and ensure effective, timely assistance for all students not meeting state standards.</p> <p>The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building, and administrative district levels so that interventions and assistance will be timely.</p>	<p>Person(s) Responsible: Principal; Instructional Assistant ; Teachers</p>	<p>Resources: Data Walls ; DMAC; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Data walls; Data talks; Data Reports ; Student grouping; Intervention groups</p>	<p>Ongoing Evaluation Method: Student increase in academic achievement across all content areas.</p>	<p>Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.</p>
	<p>Timeline: 8/1/2018 - 6/1/2019 (On-going)</p>		<p>Needs: B2; B3; B4; B5;</p>
9	<p>Action: Host weekly data conversation with campus teachers.</p>	<p>Person(s) Responsible: Principal; Instructional Assistant ; Teacher</p>	<p>Resources: Time; Data; Title I, Part A Funds \$500.00</p>
	<p>Evidence of Implementation: Teacher and administrator sign in sheets.; Meeting minutes</p>	<p>Ongoing Evaluation Method: Student individualized instruction.</p>	<p>Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.</p>
	<p>Timeline: 8/1/2018 - 6/1/2019 (Weekly)</p>		<p>Needs: B2; B3; B4; B5; I2; I3; I4;</p>

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Objective #2: Based on the 2018 STAAR scores at Meets, our 2019 STAAR scores will increase in ELA from 22% to 27%; Math will increase from 33% to 38%; Writing will increase from 25% to 30% And Science will increase from 33% to 38% at meets.

1	Action: Train teachers on new TEA: Projected Estimates Raw Score Conversion Ranges for Spring 2019 STAAR Assessments in Grades 3-5	Person(s) Responsible: Principal; Consultant; Instructional Assistant	Resources: Paper; Lead4Ward; Title I, Part A Funds \$200.00
	Evidence of Implementation: Data walls	Ongoing Evaluation Method: Tutorial groups ; Intervention groups; Tracking system	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 11/9/2018 - 6/1/2019 (On-going)		Needs: B2; B3; B4; B5;
2	Action: Conduct weekly data-driven PLCs and have data wall to display student academic performance	Person(s) Responsible: Principal; Teachers; Consultant	Resources: Paper ; Computers; Local Funds; Title I, Part A Funds \$150.00
	Evidence of Implementation: PLC meeting agendas; PLC meeting minutes; Data Wall	Ongoing Evaluation Method: Increase in teacher knowledge and understanding of student performance.	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (Weekly)		Needs: B2; B3; B4; B5; I3; I4;

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: Based on the 2018 STAAR scores at Masters, Elite STEM Primary Academy will increase the percent of students passing at Masters level: Reading will increase from 10% to 15%; Math will increase from 15% to 20%; Writing will increase from 5% to 10% and Science will increase from 15% to 20%.

1	Action: Train teachers on new TEA: Projected Estimates Raw Score Conversion Ranges for Spring 2018 STAAR Assessments in Grades 3-5	Person(s) Responsible: Principal ; Consultant	Resources: Paper; Lead4Ward; Title I, Part A Funds \$200.00
	Evidence of Implementation: Data Walls	Ongoing Evaluation Method: Tutorial groups; Intervention groups; Tutor reports	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 11/9/2018 - 5/1/2019 (Monthly)		Needs: B2; B3; B4; B5;
2	Action: Students will learn they scores after every benchmark and identify how they compare to reaching a Final Level III score. Each student will create an action step to reach it.	Person(s) Responsible: Principal; Instructional Assistant ; Teachers	Resources: TEA Accountability RAW score summary; Data; Benchmarks; Paper; Title I, Part A Funds
	Evidence of Implementation: Student trackers; Data Walls; data trackers	Ongoing Evaluation Method: Increase number of students reaching final level III.	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B2; B3; B4; B5;

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: Based on the 2018 STAAR data, Elite STEM Primary Academy will increase an overall Closing the Gaps score from from 54% to 64%.

1	<p>Action: Create a RYSS LEP and SE benchmark assessment calendar at both the district and campus level.</p>	<p>Person(s) Responsible: Principal; Instructional Assistant; Special Populations Department chair</p>	<p>Resources: ELPS; Time; Assessments ; Trainings; TELPAS; Title I, Part A Funds</p>
	<p>Evidence of Implementation: LEP students will take TELPAS assessment; SE student will take progress measure assessment.</p>	<p>Ongoing Evaluation Method: LEP and SE students will demonstrate growth in results.</p>	<p>Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.</p>
	<p>Timeline: 9/1/2018 - 6/1/2019 (Every 9 weeks) Needs: B2; B3; B4; B5;</p>		
2	<p>Action: Elite STEM Primary Academy will state the campus' strategies to ensure that 100% of your teachers and paraprofessionals are highly qualified in core academic subject areas. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required by section 1119.</p> <p>100% of our teachers are certified for the position they hold. They have varying levels of experience and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.</p>	<p>Person(s) Responsible: Principal; Human Resource Director; Special Populations Director; Academic Services Director</p>	<p>Resources: Teacher certification; Region 4; TEA website; Title I, Part A Funds</p>
	<p>Evidence of Implementation: List of teacher certification</p>	<p>Ongoing Evaluation Method: Increase in student achievement.; On going check for teacher certification status will demonstrate 100% of teacher are certified for the position they hold.</p>	<p>Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.</p> <p>All teachers will be certified.</p>
	<p>Timeline: 8/1/2018 - 6/1/2019 (On-going) Needs: B1; B2; B3; B4; B5;</p>		

3	Action: All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards.	Person(s) Responsible: Principal; Instructional Assistant; District Improvement Director; Consultants	Resources: DMAC data; Paper ; Computers; Title I, Part A Funds
	Evidence of Implementation: Meeting agendas; Sign in sheets; Meeting minutes ; Targeted intervention for identified groups; Professional Development Registration forms	Ongoing Evaluation Method: Increase needs awareness and focus on student academic needs.; Teacher growth and development; Parent needs met	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B1; B2; B3; B4; B5;
4	Action: In addition, 3rd Grade will gain a 2nd reading block to increase the time ELL students' have to improve their ESL skills. In addition, 4th grade students will transition from bilingual early release, however, they will have a bilingual teacher to reinforce second language acquisition. Moreover, 4th grade will have a reading and writing teacher to further help develop students second language acquisition. [Critical Success Factors [Critical Success Factors 1, 2]]	Person(s) Responsible: Principal, Special Population Manager, Teacher Specialist, and Bilingual Teachers	Resources: Scholastic Reading Libraries in Spanish.;
	Evidence of Implementation: STAAR and TELPAS scores will improve for ELL students. The closing the gaps score in ELA STAAR scores will improve from 29% to 39%; Math will improve from 40% to 50%.	Ongoing Evaluation Method: Common assessments, district benchmarks, and state Assessments	Final Evaluation Method: TELPAS and STAAR
	Timeline: 9/1/2018 - 6/1/2019 (Daily)		Needs:
5	Action: Recruiting Activities Planned to attract High Qualified Bilingual Teachers. [Critical Success Factors [Critical Success Factors 7]]	Person(s) Responsible: Principal and Leadership team.	Resources: Website design, social media outreach, flyers, and updated recruitment information.;
	Evidence of Implementation: The recruitment of highly qualified bilingual teachers. In addition, a decrease in bilingual waivers.	Ongoing Evaluation Method: Changing our Schools Website, advertising on social media, and attending local job fairs.	Final Evaluation Method: A decrease in bilingual waivers.
	Timeline: 9/1/2018 - 8/1/2019 (On-going)		Needs:

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: Elite STEM Primary Academy will reach and maintain a 98% student attendance rate by the end of school year 2018-2019.

1	Action: Teachers create Attendance Plan and Incentive Plan for their classrooms/ homerooms.	Person(s) Responsible: Principal; Classroom Teachers ; Instructional Assistant	Resources: Prizes ; Paper; Charts; Trackers; Title I, Part A Funds \$2,000.00
	Evidence of Implementation: Attendance trackers posted in classrooms.; Weekly attendance	Ongoing Evaluation Method: Student daily attendance; Student growth ; Student academic achievement on checkpoints, benchmarks, and STAAR	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 5/1/2019 (Weekly)		Needs: B1; B2; B3; B4; B5;
2	Action: Principal will have a Perfect Attendance raffle at the end of each semester. When a student is present for a full week their name goes into a raffle	Person(s) Responsible: Principal; Administrative Assistant; Clerk; Instructional Assistant	Resources: Prizes; Raffle Machine; Tickets; Title I, Part A Funds \$2,500.00
	Evidence of Implementation: 100% attendance for each semester.; Number of tickets with 100% attendance tracker.; Input of student tickets inside raffle machine weekly	Ongoing Evaluation Method: Student academic growth; Increased scores in all testing. (Checkpoints, Benchmarks,and STAAR)	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 12/1/2018 - 5/1/2019 (Bi-Annually)		Needs: B1; B2; B3; B4; B5;
3	Action: Perfect Attendance recognition at the end of each 9 weeks.	Person(s) Responsible: Principal; Instructional Assistant ; Administrative Assistant	Resources: Prizes ; Paper; Certificates; Title I, Part A Funds \$1,500.00
	Evidence of Implementation: Student 100% attendance daily;	Ongoing Evaluation Method: Daily Attendance	Final Evaluation Method: Student learning; Score increase in Reading, Math, Science, and Writing. ; Increase scores in Checkpoints, Benchmarks, and STAAR
	Timeline: 10/1/2018 - 5/28/2019 (Every 9 weeks)		Needs: B1; B2; B3; B4; B5; F1; F2; I1;
4	Action: Principal will announce perfect attendance classes- on the PA system.	Person(s) Responsible: Principal; Instructional Assistant; Administrative Assistant	Resources: PA system; Paper; Title I, Part A Funds \$20,000.00
	Evidence of Implementation: Daily announcement of classes with perfect attendance.; Daily announcement of daily attendance percentage.	Ongoing Evaluation Method: Daily Attendance reports	Final Evaluation Method: Students will be motivated to come to school and want their class to be recognized; 100% of classes will have perfect attendance 30+ weeks of school.
	Timeline: 8/1/2018 - 5/1/2019 (Daily)		Needs: B1; B2; B3; B4; B5;

5	Action: "100% of us are here today!" Banner displayed outside classroom to those who have 100% daily.	Person(s) Responsible: Principal; Instructional Assistant; Clerk	Resources: Paper; Color; Boards; Wood; Title I, Part A Funds \$200.00
	Evidence of Implementation: Teachers display banner outside of classroom daily if they have 100% attendance.	Ongoing Evaluation Method: 100% of banners will be displayed	Final Evaluation Method: Students will be motivated to come to school and want their class to be recognized; 100% of classes will have perfect attendance 30+ weeks of school. Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 5/1/2019 (Daily)		Needs: B1; B2; B3; B4; B5; F1; F2;
6	Action: Early morning phone calls to be made daily to parents or guardians of students who are absent.	Person(s) Responsible: Principal; Instructional Assistant; Administrative Assistant; Clerk	Resources: Absent forms; Phone access ; Taxis Access for student phone numbers; Title I, Part A Funds
	Evidence of Implementation: Daily call logs; Collection of Absent Forms	Ongoing Evaluation Method: Increase attendance rate to 98%	Final Evaluation Method: Students will be motivated to come to school and want their class to be recognized; 100% of classes will have perfect attendance 30+ weeks of school. Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B1; B2; B3; B4; F1; F2; I1;

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: Elite STEM Primary Academy will score above the state targets in each of the four domains in the accountability system.

1	Action: Provide training to teachers on the four indexes and the criteria for scoring at or above state target.	Person(s) Responsible: Principal ; Grade Level Leads	Resources: Texas Accountability System Manual; TEA Website;
	Evidence of Implementation: Sign in sheets; Agendas	Ongoing Evaluation Method: Staff is able to articulate the progress in each of the areas.	Final Evaluation Method: STAAR Scores in Reading, Math, Writing, and Science.
	Timeline: 8/1/2018 - 5/1/2019 (Every 9 weeks)		Needs: B1; B2; B3; B4; B5; I1; I2;
2	Action: Provide teachers with Phonics and Early Reading training.	Person(s) Responsible: Principal	Resources: Estrellita - Reading Program; Title I, Part A Funds \$1,185.00
	Evidence of Implementation: Teacher use in instruction; Charts posted ; Students utilizing syllables and all resources available	Ongoing Evaluation Method: Reading scores to increase in Common Assessments	Final Evaluation Method: Scores on HFW tests and Reading Assessments in K-1
	Timeline: 9/1/2018 - 9/26/2019 (On-going)		Needs: B2; B3; B4; B5; I2;
3	Action: Elite STEM Primary Academy will provide high-quality consistent professional development to teachers,paraprofessionals and other staff members, (a)Professional Development,(b)Gateways to Science, (c)Teachers visit to Brownsville, (d)Writing Training, (e)Math Training, (f)Reading Training, (g)Consultants to come train teachers	Person(s) Responsible: Principal; Human Resources ; FACE Director ; Curriculum; District Department Directors	Resources: Region 4 Professional Development catalog; Title I, Part A Funds \$40,000.00
	Evidence of Implementation: Training Registration; Training sign- in sheets	Ongoing Evaluation Method: Teacher growth and development; Build teacher capacity	Final Evaluation Method: STAAR Scores in Reading, Math, Writing, and Science.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B2; B3; B4; B5; I2; I3; I4;
4	Action: Elite STEM Primary Academy will recruit teachers by attending college and university job fairs and advertise teacher employment opportunities.	Person(s) Responsible: Principal; Human Resources; Academic Services	Resources: Job fairs ; School Emblems; Brochures ; Social Media; Title I, Part A Funds \$2,000.00
	Evidence of Implementation: Recruiting Flyer ; Call logs to high quality candidates; Resumes	Ongoing Evaluation Method: Increase in the number of High Quality Teacher recruited	Final Evaluation Method: STAAR Scores in Reading, Math, Writing, and Science.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B2; B3; B4; B5; I2;

5	Action: In addition to state performance data, Elite STEM Primary Academy will describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Staff development training will focus on using how to analyze student assessment data making instructional decisions and department meetings to discuss assessment issues.	Person(s) Responsible: Principal ; Instructional Assistant; District Department Directors	Resources: Student Data; DMAC ; Highlighters; Data Walls; Title I, Part A Funds \$250.00
	Evidence of Implementation: Meeting Agendas; Sign in sheets; Meeting Minutes; Decisions Communicated to staff in announcement	Ongoing Evaluation Method: Teacher and staff awareness and ownership of school academic initiatives. ; Increase in the number of positive responses from staff surveys.	Final Evaluation Method: End of year culture survey/ questionnaire
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B2; B3; B4; B5; I1; I2;
6	Action: The campus staff will create a comprehensive Campus Improvement Plan each Spring, based on needs identified in the Comprehensive Needs Assessment, and will include the assistance of parents, community members, and business representatives.	Person(s) Responsible: Principal	Resources: Paper Technology; Title I, Part A Funds \$200.00
	Evidence of Implementation: Completion of Campus Improvement Plan Agenda	Ongoing Evaluation Method: Meetings to over see the progress of CIP Sign in Sheets	Final Evaluation Method: Meeting to report on the completion of CIP Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 7/1/2019 (On-going)		Needs: B1; [Title I Components CIP]
7	Action: The campus staff will conduct a annual evaluation of the Campus Improvement Plan at the end of the Spring semester. The evaluation will examine all of the Priority Needs, Student Achievement, and Parental Involvement.	Person(s) Responsible: Principal	Resources: Paper;
	Evidence of Implementation: Agenda Sign in Sheet	Ongoing Evaluation Method: Agenda Sign in Sheet	Final Evaluation Method: Agenda Sign in Sheet
	Timeline: 4/1/2019 - 4/1/2019 (Annually)		Needs: B1; E2; [Title I Components Evaluation]

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

Objective #1: Based on the 2018 STAAR data, ELL students will increase in ELA from 29% to 39%; Math will increase from 40% to 50%.

Based on the 2018 STAAR data, Special Education students will increase in ELA from 19% to 27%; Math will increase from 23% to 33%.

1	Action: ESL/SE/GT Required Online (Region 4 or other) or in person. All administrators, faculty and staff working with students must complete this year.	Person(s) Responsible: Principal; Instructional Assistant; Teachers ; Special Populations Department Chair	Resources: Funds for training; Funds for substitutes; Title I, Part A Funds; Texas Literacy Initiative
	Evidence of Implementation: Teacher Training sign in sheets.	Ongoing Evaluation Method: Differentiated instruction and individualized student plans.	Final Evaluation Method: TELPAS: Increased number of students receiving ratings in A or AH in Listening,Speaking, Reading and Writing. Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 9/1/2018 - 5/1/2019 (Annually)		Needs: B1; B2; B3; B4; B5; I1;
2	Action: Teachers to receive TELPAS training to be able to rate ELL students listening, reading, speaking and writing.	Person(s) Responsible: Principal, Special Populations Director	Resources: ELPS TELPAS Rubric;
	Evidence of Implementation: Students improved scores Advance or Advance High on TELPAS	Ongoing Evaluation Method: Monthly ELL progress report	Final Evaluation Method: TELPAS
	Timeline: 8/1/2018 - 7/1/2019 (On-going)		Needs: B1; I1; I2;

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: Elite STEM Primary Academy STAAR Spring, 2019 results will show a 10% increase in the percent of ELL students reaching passing standard over the percent achieved in 2017-2018 in all tested subjects.

1	Action: All ELLs will have a folder that indicates their academic progress in content areas. Teachers will intervene and address skills students are having difficulties with.	Person(s) Responsible: Teachers Principal	Resources: Special Education student folders, Special Education training; Local Funds \$1,300.00
	Evidence of Implementation: Teachers will monitor students through checkpoints, benchmarks, and quizzes.	Ongoing Evaluation Method: Benchmarks, checkpoints,	Final Evaluation Method: Student academic progress reports and grades.
	Timeline: 8/29/2018 - 5/26/2019 (Daily)		Needs: B1; A1; I1; I2; 3, 4, 7, 8, 9
2	Action: All ELL students will attend Language Lab and receive English Language practice through Rosetta Stone	Person(s) Responsible: Principal Language Lab instructor Instructional Support	Resources: Rosetta Stone; Local Funds \$35,000.00
	Evidence of Implementation: Attendance logs Student sign in sheets	Ongoing Evaluation Method: Students progress monitored in Listening, Speaking, Reading, and Writing.	Final Evaluation Method: Increased number of students with Advanced or Advanced High ratings on TELPAS test.
	Timeline: 9/5/2018 - 5/26/2019 (Daily)		Needs: I1; I2; 3, 8, 9, 10

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: Elite STEM Primary Academy will show an increase in TELPAS composite rating at the Advance High level: 5th grade will increase from 19% to 29%; 4th grade will increase 7% to 17%; 3rd grade will increase 16% to 26%.

1	Action: Lesson plans to include Language Objective for each content area.	Person(s) Responsible: Principal; Teachers; Instructional Assistant ; Special Populations director	Resources: Curriculum; ELPS; Language Objectives; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans ; ELPS; Language Objectives posted and displayed for students to see	Ongoing Evaluation Method: More students will receive Advanced and Advanced High ratings on TELPAS.	Final Evaluation Method: TELPAS: Increased number of students receiving ratings in A or AH in Listening,Speaking, Reading and Writing. Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B1; B2; B3; B4; B5; I1;
2	Action: Every 9 weeks teachers provide Principal with report on English language progress of ELLs. Language report card.	Person(s) Responsible: Principal; Teachers; Instructional Assistant	Resources: ELPS; TELPAS Rubric; Title I, Part A Funds
	Evidence of Implementation: Teacher records of ELL English Progress	Ongoing Evaluation Method: Increase levels of Reading, Listening, Speaking, and Writing on TELPAS.	Final Evaluation Method: TELPAS: Increased number of students receiving ratings in A or AH in Listening,Speaking, Reading and Writing. Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (Every 9 weeks)		Needs: B1; B2; B3; B4; B5; I1; I2;
3	Action: Teachers will attend Bilingual/ ESL Conference	Person(s) Responsible: Principal Special Populations Director	Resources: Title II, Part A Funds \$1,600.00
	Evidence of Implementation: Sign in sheets	Ongoing Evaluation Method: Sign in sheet Agenda	Final Evaluation Method: Sign in sheet
	Timeline: 12/1/2018 - 12/1/2018 (Annually)		Needs: I1; I2;

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: Elite STEM Primary Academy will provided professional development for teachers to increase understanding of the LEP Progress Measure and how it relates to state and federal accountability. To target instruction and increase students scores from the 2018 to 2019 TELPAS scores.

1	Action: Principal and Special populations director to conduct weekly walkthroughs with specific "look fors" ELPS, LIAG" for ELL English language progress.	Person(s) Responsible: Teachers; Principal; Instructional Assistant; Special Populations Director	Resources: ELPS; LIAG; Region 4; Title I, Part A Funds
	Evidence of Implementation: ELPS/ LIAG training sign in sheets; Agendas; Meeting Minutes	Ongoing Evaluation Method: Teacher awareness of student language needs and plan to address the needs in order to increase English language proficiency.	Final Evaluation Method: TELPAS: Increased number of students receiving ratings in A or AH in Listening,Speaking, Reading and Writing. Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B1; B2; B3; B4; B5; I1; I2;
2	Action: Each ELL student will have an individual ELL student portfolio for data analysis and plan of action by the teacher.	Person(s) Responsible: Principal; Instructional Assistant; Teachers ; Special Populations; Director	Resources: TELPAS data; On going language assessments; Folders; Labels; Markers; Title I, Part A Funds \$200.00
	Evidence of Implementation: Student portfolios; Biweekly meeting sign in sheet; Agendas; Meeting Minutes	Ongoing Evaluation Method: Increase percent of ELLs rating of Advanced or Advanced High on TELPAS	Final Evaluation Method: TELPAS: Increased number of students receiving ratings in A or AH in Listening,Speaking, Reading and Writing. Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B1; B2; B3; B4; B5; I1; I2; I3; I4;

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

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

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

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

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

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

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

Objective #4: All RYSS students qualified to take the PSAT/SAT/ACT will be offered a class to prepare them for success on the exam(s).

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

Objective #5: All MS/HS campuses will increase the percent of advanced placement course and dual credit course offerings by 10% or more in 2018-2019.

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

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

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

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

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

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

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

Objective #9: Elite STEM Primary Academy will increase and promote awareness of Universities/ Colleges, Careers, and Professions

1	Action: Students are allowed to wear college/univeristy t-shirts on fridays to promote higher education	Person(s) Responsible: Principal; Teachers	Resources: Paper ; Ink ; Posters; Title I, Part A Funds \$200.00
	Evidence of Implementation: Students wear University T- shirts every Friday.	Ongoing Evaluation Method: Student knowledge and awareness of Universities.	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores. Families and students complete survey regarding University awareness.
	Timeline: 8/1/2018 - 6/1/2019 (Weekly)		Needs: F2; J1; J2;
2	Action: Community Helpers and Professionals Day	Person(s) Responsible: Principal; Curriculum Coordinators; SDMC Members; Teachers	Resources: Community helpers; uniforms; Community helper books; Community helpers figurines; Community helper volunteers; Title I, Part A Funds \$1,000.00
	Evidence of Implementation: Lesson Plans to indicate Community Helpers; lesson; Students dressed as a community helper or professional.	Ongoing Evaluation Method: Students will write about the community helper and professional of choice.	Final Evaluation Method: Families and students complete survey regarding University awareness. Students complete form: What I want to be when I grow up. How will I get there? Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 9/1/2018 - 6/1/2019 (Annually)		Needs: J1; J2;

3	Action: We will have events such as a College fair and Career fair.	Person(s) Responsible: Principal; Curriculum Coordinators; SDMC Members; Teachers	Resources: Books; Brochures; Videos; Professionals; Title I, Part A Funds \$500.00
	Evidence of Implementation: Communication log with business partners, colleges, and universities. Visitation log with business partners, colleges, and universities	Ongoing Evaluation Method: Students will have awareness of different colleges and different professions.	Final Evaluation Method: Families and students complete survey regarding University awareness. Students complete form: What I want to be when I grow up. How will I get there? Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
Timeline: 8/1/2018 - 6/1/2019 (Bi-Annually)		Needs: J1; J2;	
4	Action: College Flags displayed around campus. -Display of college flags in common areas on the campus.	Person(s) Responsible: Principal; Instructional Assistant	Resources: College Flags; College Banners; Staples; Stick on material; Title I, Part A Funds \$5,000.00
	Evidence of Implementation: College flags and pennants posted around the campus.	Ongoing Evaluation Method: Students will be able to identify the location of the college flags and even name the Universities and Colleges.	Final Evaluation Method: Families and students complete survey regarding University awareness. Students complete form: What I want to be when I grow up. How will I get there? Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: J1; J2;	

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

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

1	<p>Action: Elite STEM Primary Academy will identify at least four (4) strategies specific to your campus to increase parental involvement activities: (a) Implement Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Implement Parent Teacher Organziation; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy are held to increase parents in the school's programs; (f) Open Houses, frequent telephone contact and weekly folder updates / newsletters are methods of recognizing parents as partners; (g) Parents are offered classes for learners of English (ESL) and STAAR information programs.</p>	<p>Person(s) Responsible: Principal; FACE Director</p>	<p>Resources: Title 1; Title I, Part A Funds \$500.00</p>
	<p>Evidence of Implementation: Sign in sheets ; Agendas; Flyers; Minutes if applicable ; Increase of parental engagement and involvement.</p>	<p>Ongoing Evaluation Method: Face Parent Engagement Survey</p>	<p>Final Evaluation Method: Increased parental involvement and engagement.</p>
	<p>Timeline: 8/1/2018 - 6/1/2019 (On-going) Needs: F1; F2;</p>		

2	<p>Action: Elite STEM Primary Academy will explain plans for assisting preschool children in the transition from early childhood programs to local elementary programs. (SECONDARY) Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs. (a) Implement a transitional plan from Headstart to Elite STEM Primary Academy; (b) Include Headstart Director at Kindergarten PLC weekly meetings; (c) Annual transitional meeting with Headstart parents and Elite STEM Primary Academy Principal at the end of the school year; (d) Create a Transitional Team Committee to speak; (e) Review Headstart Curriculum and align it to RYSS Elite STEM Primary Academy curriculum.</p>	<p>Person(s) Responsible: Principal; Headstart Director; FACE Director</p>	<p>Resources: Headstart standards; Curriculum; Title I, Part A Funds</p>
<p>Evidence of Implementation: Meeting Agendas; Sign in sheets; Minutes; Meeting flyer</p>		<p>Ongoing Evaluation Method: An increase of seamless transition of parents and students to Elite STEM Primary Academy</p>	<p>Final Evaluation Method: Number of students enrolled in Kinder from Headstart.</p>
<p>Timeline: 8/1/2018 - 6/1/2019 (On-going)</p>		<p>Needs: B1; F2; I1; J2;</p>	
3	<p>Action: The Campus staff will conduct a Comprehensive Needs Assessment during the Spring semester, which will include the assistance of parents, community members, and business representatives.</p>	<p>Person(s) Responsible: Principal Administrative Team</p>	<p>Resources: Paper, computer, technology, copiers; Title I, Part A Funds</p>
<p>Evidence of Implementation: Stake holders will complete survey</p>		<p>Ongoing Evaluation Method: Communication to stakeholders of survey taking place at end of year will be throughout the school year.</p>	<p>Final Evaluation Method: Completion of survey</p>
<p>Timeline: 4/1/2018 - 5/1/2019 (Annually)</p>		<p>Needs: B1; [Title I Components CNA]</p>	

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

Objective #3: Elite STEM Primary Academy 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.

1	Action: Community Helpers and Professionals Day	Person(s) Responsible: Principal; Curriculum Coordinators; SDMC Members; Teachers	Resources: Community helpers uniforms; Community helper books; Community helpers figurines; Community helper volunteers; Title I, Part A Funds \$1,000.00
	Evidence of Implementation: Lesson Plans to indicate Community Helpers lesson; Students dressed as a community helper or professional.	Ongoing Evaluation Method: Students will write about the community helper and professional of choice.	Final Evaluation Method: Students complete questionnaire: What professional do I want to be when I grow up. How will I get there? Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
Timeline: 8/1/2018 - 6/1/2019 (Bi-Annually)		Needs: J1; J2;	
2	Action: Students are allowed to wear college/univeristy t-shirts on fridays to promote higher education	Person(s) Responsible: Principal; Teachers	Resources: Parent letters promoting University Fridays.; Title I, Part A Funds \$1,000.00
	Evidence of Implementation: Students will wear University/College t-shirts on Fridays	Ongoing Evaluation Method: Bring awareness of higher education. Question students which university is of their choice.	Final Evaluation Method: Students complete questionnaire: What professional do I want to be when I grow up. How will I get there? Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
Timeline: 9/1/2018 - 6/1/2019 (Weekly)		Needs: F2; J1; J2;	

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

Objective #4: Elite STEM Primary Academy 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.

1	Action: We will have events such as a College fair and Career fair.	Person(s) Responsible: Principal; Curriculum Coordinators; SDMC Members; Teachers	Resources: Books; Brochures; Videos; Professionals; Title I, Part A Funds
	Evidence of Implementation: Communication log with business partners, colleges, and universities. Visitation log with business partners, colleges, and universities	Ongoing Evaluation Method: Students will have awareness of different colleges and different professions.	Final Evaluation Method: Students complete questionnaire: What professional do I want to be when I grow up. How will I get there? Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (Bi-Annually)		Needs: F2; J1; J2;
2	Action: Students will participate in STEM Mars Rover Program sponsored by NASA.	Person(s) Responsible: Principal; Director of FACE; STEM Teacher	Resources: Mars Rover Kits; Curriculum; Competition fees; Title I, Part A Funds \$500.00
	Evidence of Implementation: Meeting dates; Meeting agendas; Sign in sheets; Progress of Mars Rover creation	Ongoing Evaluation Method: Develop and maintain partnership with NASA.	Final Evaluation Method: Improved STAAR Scores in Math and Science as compared to the previous year scores.
	Timeline: 11/16/2018 - 6/1/2019 (On-going)		Needs: B5; F2; J1; J2;
3	Action: Implement the RYSS District Wellness Plan.	Person(s) Responsible: Principal; All campus staff	Resources: Wellness plan; Title I, Part A Funds
	Evidence of Implementation: Agendas; District Wellness Plan training and sign in sheets	Ongoing Evaluation Method: Increase awareness from the parents, students, and teachers of what it means to have a wellness plan and provide services to the whole child.	Final Evaluation Method: Sign in sheet indicating 100% participation.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: B1; B2; B3; B4; B5; F1; F2; I1;

2	<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>Person(s) Responsible: Director, Food Services; Director, FACE; School Nurse; Principals, K-12; PE Coach, K-12; Coordinator, Special Populations; Community Representative; Parents; Superintendent; RYSS Board</p>	<p>Resources: Houston Police Department; Harris County Sheriff Office; State and Federal Compliance; Precinct 2; City of Houston Fire Marshall,; Local 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>Ongoing Evaluation Method: Monthly Safety Committee debriefs that include Principals, IT, Facilities Director, and Intervention Team Debrief</p>	<p>Final Evaluation Method: Complete student questionnaire about school culture and safety.</p>
<p>Timeline: 8/1/2018 - 6/1/2019 (On-going)</p>		<p>Needs: F3;</p>	
3	<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>Person(s) Responsible: 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>Ongoing Evaluation Method: Annual Staff Pre and Post Survey Results Quarterly</p>	<p>Final Evaluation Method: Complete student questionnaire about school culture and safety.</p>
<p>Timeline: 8/1/2018 - 6/1/2019 (On-going)</p>		<p>Needs: F3;</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>Person(s) Responsible: 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>Ongoing Evaluation Method: Annual FACE Parent Engagement Survey; Compile Survey Results from each session immediately after training.</p>	<p>Final Evaluation Method: Complete student questionnaire about school culture and safety.</p>
<p>Timeline: 8/1/2018 - 6/1/2019 (On-going)</p>		<p>Needs: F1; F2; 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 family and student success.

Objective #6: Elite STEM Primary Academy 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.

1	Action: Elite STEM Primary Academy will state the strategies to coordinate programs/services/funds under NCLB to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met.	Person(s) Responsible: Principal; FACE Director ; District Department Directors	Resources: Federal and State Compliance Trainings; Title I, Part A Funds
	Evidence of Implementation: Program Services; Planning sheets; Sign in sheets; Meeting Minutes; Meeting Agendas	Ongoing Evaluation Method: An increase of educational programs with increased student achievement.	Final Evaluation Method: End of year parent survey. Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: F1; F2;
2	Action: Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.	Person(s) Responsible: Principal; Director of FACE	Resources: Flyers; Meeting Announcements; Powerpoint; Title I, Part A Funds
	Evidence of Implementation: Meeting Agendas; Meeting Sign in Sheets; Question to ask principals; Powerpoint presentation	Ongoing Evaluation Method: Increase in parental involvement at the campus level; Increase awareness of school's action plan to target Academics and the whole child.	Final Evaluation Method: Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 8/1/2018 - 6/1/2019 (On-going)		Needs: F1; F2;

Additional Targeted Support

Student Success SpEd Academic Achievement

Goal #2, Objective #2, Strategy #3

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

Funding

Local Funds	\$36,300.00
State Comp Ed Funds	
Title I, Part A Funds	\$190,035.00
Title II, Part A Funds	\$1,600.00
Texas Literacy Initiative	\$75,000.00

Title I

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

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 4, Objective #2 , Strategy # 3: The Campus staff will conduct a Comprehensive Needs Assessment during the Spring semester, which will include the assistance of parents, community members, and business representatives.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #6 , Strategy # 6: The campus staff will create a comprehensive Campus Improvement Plan each Spring, based on needs identified in the Comprehensive Needs Assessment, and will include the assistance of parents, community members, and business representatives.

Element 3: Parent and Family Engagement

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

Goal # 1, Objective # 6, Strategy # 7: The campus staff will conduct an annual evaluation of the Campus Improvement Plan at the end of the Spring semester. The evaluation will examine all of the Priority Needs, Student Achievement, and Parental Involvement.

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

No actions have been associated with this component

Requirement: Opportunities for all children

Goal # 1, Objective # 4, Strategy # 4: In addition, 3rd Grade will gain a 2nd reading block to increase the time ELL students' have to improve their ESL skills. In addition, 4th grade students will transition from bilingual early release, however, they will have a bilingual teacher to reinforce second language acquisition. Moreover, 4th grade will have a reading and writing teacher to further help develop students second language acquisition.

Requirement: Increases the amount of quality learning time

No actions have been associated with this component

Requirement: Provides an enriched and accelerated curriculum

No actions have been associated with this component

Requirement: Provides a well-rounded education

No actions have been associated with this component

Requirement: Addresses the needs of at-risk students

Goal # 1, Objective # 4, Strategy # 4: In addition, 3rd Grade will gain a 2nd reading block to increase the time ELL students' have to improve their ESL skills. In addition, 4th grade students will transition from bilingual early release, however, they will have a bilingual teacher to reinforce second language acquisition. Moreover, 4th grade will have a reading and writing teacher to further help develop students second language acquisition.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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