



Raul Yzaguirre Schools for Success

Houston T-STEM and Early College High School

Campus Improvement Plan

2020-2021

2950 Broadway Street

Houston, TX 77017

Si usted desea discutir the Plan de Mejoramiento, no dude en comunicarse con el personal de la escuela.



Mission

We the faculty, staff, family, and community of Raul Yzaguirre P-TECH & ECHS have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting. The pursuit of excellence in all expectations are aimed at developing self-respect and pride among our students. Our ultimate goal is for our students to become critical thinkers and leaders that will take on our school's vision.

Vision

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

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

Administrators

Noelia Longoria	Principal
Rocio Arroyo	Dean of Instruction
Yesenia Cervantes	Instructional Coach

Description

Houston T-STEM and Early College High School opened its doors in 2002 and serves 294 students in grades 9 through 12. The student population is .3% African American, 99% Hispanic, .3% White, .3% Asian, 49% Male, 51% Female. Houston T-STEM and Early College High School serves 6% Special Education students, 96.6% Economically Disadvantaged students, 18.4% English Language Learners; 91% At-Risk students, 12% Gifted & Talented students. The average attendance rate for students is 96%.

Special Programs

P-TECH

Pathways in Technology Early College High Schools (P-TECH) is an open-enrollment program that provides students with work-based education. P-TECH programs: Provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses. Within six years, enable students to earn a high school diploma, an associate degree, a two-year post-secondary certificate or industry certification, and complete work-based training. Allow students to gain work experience through an internship, apprenticeship, or other job training programs. Partner with Texas Institutions of Higher Education (IHEs) and regional businesses and industries, giving students access to post-secondary education and workforce training opportunities.

ECHS - Early College High School Academy Designation

ECHS campuses are required to serve students who are at risk of dropping out of school, provide an associate's degree or up to 60 hours toward a baccalaureate degree, waive tuition, fees, or required textbooks, comply with all assurances in the application, and adhere to the ECHS Blueprint. Beyond those requirements, leadership teams at designated campuses have the ability to structure the ISD-IHE partnership, establish the physical campus, recruit students, partner with the community, etc. in a way that best meets the needs of their unique communities and students. TEA is committed to furthering the ECHS model in Texas by providing support to campuses through technical assistance and leadership coaching services to ensure fidelity of implementation according to the ECHS Blueprint. RY TSTEM & ECHS Academy is provided with technical assistance from Educate Texas and TEA via a coach. The campus administration, advisory committee and coach meet on a routine basis to review ECHS needs and progress.

Planning Committee

Member Name	Title	Role
Jessica Dupas	HS STEM Lead	Teacher
Elizabeth White	STEM Physics & GT Coordinator	Teacher
Maggie Salinas	Special Populations Manager	Teacher
Rocio Arroyo	Dean of Students	Non-Teaching Staff
La'Tanya Adalakun	Counselor	Non-Teaching Staff
Alejandra Jimenez	Librarian	Non-Teaching Staff
Fabiola Guzman	Administrative Assistant	Non-Teaching Staff
Juana Lara	Parent	Parent
Sonia Canjura	Parent	Parent
Kristine Lara	Student	Community Member
Alyssa Abacan	Baylor College of Medicine Teen Health & TSTEM Business Partner	Business Representative

Comprehensive Needs Assessment

Summary

Demographics

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

Student Achievement

Our data show that our focus must be on increasing Meets and Masters Grade Level on all STAAR EOC areas. This can be attained through TEKS aligned curriculum, instruction, assessment coupled with in-depth student data analysis every two to three weeks.

School Culture and Climate

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

Staff Quality, Recruitment and Retention

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

Curriculum, Instruction and Assessment

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

Family and Community Engagement

Measure attendance/participation of meetings and planning sessions.

School Context and Organization

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

Technology

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

Special Populations

Student growth and progress will continuously be monitored throughout the school year. Progress monitoring needs to be conducted every 3-4 weeks to ensure that students are growing in reading and math. Student data tracking and data-analysis need to be embedded practices for all learners to ensure that targeted instruction is being facilitated.

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

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

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

Curriculum, Instruction and Assessment

Strengths

- 1 RYSS will continue to use TEKS Resource System and Lead4ward to ensure TEKS alignment in our curriculum, instruction and assessment. The content includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted TEKS for the following subject areas: (a) English Language Arts and Reading, (b) Spanish Language Arts and Reading, (c) Mathematics, (d) Science, (e) Social Studies, (f) Spanish translated versions of Mathematics, Science, and Social Studies. Lead4ward will continue to be used to support data-analysis and the employment of best instructional learning strategies for all learners.
- 2 Language, reading, writing and communication intervention and enrichment must be a priority in order for all students in all subgroups to reach mastery of the English language.
- 3 Visuals and hands on opportunities to allow for kinesthetic and visual learners to experience various modes of communication and learning. (EX: Anchor charts and TPR activities).

Needs

- 1 Improve instructional delivery and lesson cycle overall.
- 2 RYSS has identified specific areas that needed to improve in order for the school to continue meeting the needs of our students and to maintain an outstanding level of performance. In order to maintain momentum and address areas of need with accuracy and efficiency, our faculty and staff will work with an Instructional Coach in the areas of Reading, Math, Science and Social Studies once a week in PLCs.
- 3 Collaboration in all 6th-12th grade core content and enrichment classes to strengthen vertical alignment skills and practices.

Summary

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

Data

Attendance Data
Campus-Based Assessments
District-Based Assessments
Individual Student Profiles
Response to Intervention tracking
Formative Assessments
Curriculum-Based Assessments
Student Demographics
Classroom Walkthrough Data

Demographics

Strengths

- 1 Providing services to meet the social, emotional and academic needs of all learners
- 2 Periodically meeting with parents to bring awareness and communicate program services and resources

Needs

- 1 Staff development needs to focus on building cultural relevancy in our classrooms.

Summary

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

Data

Staff Demographics

Program Evaluations

Attendance Data

Campus-Based Assessments

Response to Intervention tracking

Classroom Walkthrough Data

Formative Assessments

STAAR / EOC Results

Student Achievement Data

Family and Community Engagement

Strengths

- 1 Monthly coffee with the principal meetings with families to communicate best practices and supports for their scholars, collaborate on ideas to further strengthen our school community
- 2 Parent Conferences held each grading cycle to allow for open discussion of student progress and needs.

Needs

- 1 We need to increase authentic parent involvement opportunities on campus.
- 2 Increase communication with stakeholders

Summary

Measure attendance/participation of meetings and planning sessions.

Data

Student Achievement Data
Program Evaluations
Attendance Data

School Context and Organization

Strengths

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

Needs

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

Summary

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

Data

Program Evaluations
Attendance Data

School Culture and Climate

Strengths

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

Needs

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

Summary

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

Data

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

Special Populations

Strengths

- 1 RYSS has provided all Special Population students with the application, information and program protocols needed to bring awareness to these populations.
- 2 TEKS aligned instruction through Imagine Learning and Imagine Math
- 3 Language Labs and technology labs overall to provide students and parents access to online resources and instructional tools.

Needs

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

Summary

Student growth and progress will continuously be monitored throughout the school year. Progress monitoring needs to be conducted every 3-4 weeks to ensure that students are growing in reading and math. Student data tracking and data-analysis need to be embedded practices for all learners to ensure that targeted instruction is being facilitated.

Data

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

Staff Quality, Recruitment and Retention

Strengths

- 1 RYSS will continue to have an interview committee to develop a campus needs assessment to assist with the annual process of recruiting, employing, developing and retaining a highly effective and qualified faculty and staff that successfully engages all students for success. We will continue to collaborate with our Human Resources Department and Academic Service Department in the recruiting, interviewing and on-boarding process.
- 2 RYSS will strive to reach 100% HQ status.
- 3 Professional Development opportunities will be provided for teachers so that they continue a growth mindset in their core content areas and best practices. Surveys and evaluations will serve to drive teacher and staff needs in PD.

Needs

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

Summary

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

Data

Staff Demographics
Program Evaluations

Student Achievement

Strengths

- 1 Social Studies - US History 93% Approaches Grade Level, 64% Meets Grade Level, 39% Masters Grade Level
- 2 English I STAAR 8% increase in Meets Grade Level
- 3 Recruiting HQ teachers during Spring and Summer ACP Internship sessions. Ease of online application system for recruitment (Applitrack)

Needs

- 1 English I must increase by 19% or more in Meets Grade Level and English II must increase by 10% or more in Meets Grade Level in order to meet targets.
- 2 English I & II must increase by 25% or more in Masters Grade Level to meet targeted areas.
- 3 An increase of 25% or more of all students will reach Mastery Standard in all content area tests.

Summary

Our data show that our focus must be on increasing Meets and Masters Grade Level on all STAAR EOC areas. This can be attained through TEKS aligned curriculum, instruction, assessment coupled with in-depth student data analysis every two to three weeks.

Data

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

Technology

Strengths

- 1 Increase in number of devices
- 2 Increase in accessibility for devices

Needs

- 1 Not enough computers are available to students in the classroom
- 2 Students need laptops to take home to keep up with college preparatory requirements
- 3 Provide internet access to campus so that students have access to quality technology devices and programs.

Summary

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

Data

Staff Demographics

Student Achievement Data

Program Evaluations

Response to Intervention tracking

Classroom Walkthrough Data

Priority Needs

A: Demographics

A1 Staff development needs to focus on building cultural relevancy in our classrooms.

B: Student Achievement

B1 English I must increase by 19% or more in Meets Grade Level and English II must increase by 10% or more in Meets Grade Level in order to meet targets.

B2 English I & II must increase by 25% or more in Masters Grade Level to meet targeted areas.

B3 An increase of 25% or more of all students will reach Mastery Standard in all content area tests.

C: School Culture and Climate

C1 RYSS will recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" standards and will seek the support of our district's Human Resources department and Academic Services department.

C2 Students will have an opportunity to join extracurricular and internship programs such as soccer, music, basketball, volleyball, football, choir, art club, STEM clubs, and industry partner internships or job shadow opportunities/events.

D: Staff Quality, Recruitment and Retention

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

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

E: Curriculum, Instruction and Assessment

E1 Improve instructional delivery and lesson cycle overall.

E2 RYSS has identified specific areas that needed to improve in order for the school to continue meeting the needs of our students and to maintain an outstanding level of performance. In order to maintain momentum and address areas of need with accuracy and efficiency, our faculty and staff will work with an Instructional Coach in the areas of Reading, Math, Science and Social Studies once a week in PLCs.

E3 Collaboration in all 6th-12th grade core content and enrichment classes to strengthen vertical alignment skills and practices.

F: Family and Community Engagement

F1 We need to increase authentic parent involvement opportunities on campus.

F2 Increase communication with stakeholders

G: School Context and Organization

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

I : Special Populations

I1 A monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.

I2 A fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.

I3 Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all 6th-12th grade students.

Actions

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

Objective #1: RYSS district will maintain a TEA accountability rating of A.

1	Action: Utilize the Effective Schools Framework Plan (ESF) to guide the improvement of TEA targeted areas. Specifically we will address 1. Strong Leadership and Planning (lever 1) 2. Effective Instruction (Lever 3) 3. Effective Well-supported teachers (lever 2)	Person(s) Responsible: CAO, Principal, District Improvement Compliance Officer, Dean of Instruction, Instructional Coach	Resources: Effective School Framework Region IV PD on ESF Local Funds \$1,500.00;
	Evidence of Implementation: ESF Plan Progress Monitoring of levers implementation Data Reports	Ongoing Evaluation Method: Observations and feedback Weekly check ins with campus leader and teachers	Final Evaluation Method: All indicators will meet targets per TEA.
	Timeline: 8/19/2020 - 7/1/2021 (Daily)		Needs:
2	Action: Engage in a (Data Driven Instruction) DDI protocol that will allow campus leadership and teaching team to identify root cause.	Person(s) Responsible: Principal, Dean of Instruction, Instructional Coach, Teachers	Resources: DDI Protocol, DMAC, Lead4ward;
	Evidence of Implementation: DMAC Formative and Summative Reports, Lead4ward, STAAR Reports, DDI Protocol	Ongoing Evaluation Method: Weekly Data Analysis of formative assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.	Final Evaluation Method: The final evaluation that will be used to determine effectiveness is our STAAR data in all tested areas.
	Timeline: 8/19/2020 - 7/1/2021 (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 #2: Reading: Increase the number of all students passing at Meets Grade Level or above on STAAR EOC English from 39% to 44%.

0	Action: All teachers will use student learning data to develop lessons that include TEKS aligned objectives, time allotments for each activity that support synchronous and asynchronous learning, blended learning station rotations based on student needs, student agency through choiceboards, and student led data-conversations.	Person(s) Responsible: Principal, Dean of Instruction, Instructional Coach, Teachers	Resources: Effective Schools Framework, Google drive, lesson plan template, Lead4ward, student data tracker;
	Evidence of Implementation: Lesson Plans submissions with feedback, scheduled data conversations with students	Ongoing Evaluation Method: Ongoing checks of lesson plans; curriculum and assessments aligned to the objective and informed by data, student work products, student reflection through data conversations, student progress reports, report cards and data trackers, classroom walkthroughs	Final Evaluation Method: STAAR learning reports
Timeline: 8/19/2020 - 7/1/2021 (Daily)		Needs:	
1	Action: Checkpoint assessments will be administered every 3-4 weeks. Student learning data analysis will be conducted as a means to ensure that instruction is aligned and targeted to meet each student's needs.	Person(s) Responsible: Principal, Dean of Instruction, Instructional Coach, All teachers	Resources: PLC agendas, data-analysis protocol, intervention plans, small group instruction, student data trackers, testing calendar, TEKS aligned assessments;
	Evidence of Implementation: PLC agendas are student learning, data- driven,	Ongoing Evaluation Method: Ongoing, formative assessments, DDI dives post-assessment, progress monitoring through student trackers between each assessment	Final Evaluation Method: STAAR data for all learners
Timeline: 8/19/2020 - 7/1/2021 (Daily)		Needs: B1; B2; B3; E1; E2; E3;	
2	Action: Engage in a Data Driven Instructional protocol that will allow campus leadership and teachers to identify root cause of student learning or misunderstanding.	Person(s) Responsible: Principal, Dean of Instruction, Instructional Coach, All teachers	Resources: DMAC data reports, Lead4ward, DDI Protocol;
	Evidence of Implementation: PLC Agenda, DDI conversations,	Ongoing Evaluation Method: PLC action items	Final Evaluation Method: STAAR data for all learner
Timeline: 8/19/2020 - 6/1/2021 (Daily)		Needs:	

3	Action: During weekly PLCs, teachers will engage in student learning data analysis and backwards planning with their instructional leader.	Person(s) Responsible: Principal, Dean of Students, Instructional Coach, Teacher Leads, All teachers	Resources: DMAC, TEKS RS, Lead4ward Frequency Distribution Report, Lead4ward Student Learning Reports, SAVVAS/Pearson , Zoom; Title I, Part A Funds \$4,000.00
	Evidence of Implementation: PLC meeting minutes, Principal observations, student learning data analysis, AtBats practice sessions in PLC with feedback	Ongoing Evaluation Method: Checkpoint assessment data, Exit Ticket Data, Benchmark data, classroom observations	Final Evaluation Method: Increase in Meets and Masters Grade Level scores on the English I and English II STAAR EOCs
	Timeline: 8/19/2020 - 7/1/2021 (Weekly)		Needs: A1; B1; B2; B3; E2; E3; I1;
5	Action: Targeted interventions during Enrichment and Office Hours	Person(s) Responsible: Principal, Dean of Instruction, Instructional Coach, Teachers	Resources: TEKS aligned digital and paper resources; Title I, Part A Funds \$2,500.00
	Evidence of Implementation: Student groups identified, classroom visits, Lesson Plans	Ongoing Evaluation Method: Weekly classroom visits, progress monitoring using formative assessment data, targeted intervention plans	Final Evaluation Method: STAAR data in English I and English II
	Timeline: 8/12/2020 - 5/28/2021 (Weekly)		Needs: B1; 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 #4: By the end of the school year, we will maintain student and teacher average attendance rate to 96%, synchronously and asynchronously.

1	Action: Attendance Committee Members will recognize students that meet the attendance goal with a certificate and recognition celebration	Person(s) Responsible: Principal; Attendance Committee	Resources: TXeis; DMAC; BlackBoard Connect; Local Funds \$1,000.00
	Evidence of Implementation: ADA, Attendance Committee, Attendance Board in Cafeteria	Ongoing Evaluation Method: Weekly attendance checks	Final Evaluation Method: End of the year attendance rate
	Timeline: 7/1/2020 - 7/1/2021 (Daily) Needs: F2; G1;		
2	Action: Teacher attendance will be tracked using a data tracker and report from HR/Accounting.	Person(s) Responsible: Principal; Administrative Assistant; Clerks	Resources: Calendars, Leave forms, Excel Data Tracker; TXEIS;
	Evidence of Implementation: Weekly tracker, Request for Leave forms, HR report, student learning data	Ongoing Evaluation Method: Student learning data correlation to teacher attendance rate	Final Evaluation Method: STAAR EOC data results
	Timeline: 8/1/2020 - 6/1/2021 (Daily) Needs: D1;		
3	Action: ADA committee to meet periodically to review student attendance and take immediate corrective and preventive action.	Person(s) Responsible: Principal; Attendance Committee, teachers, parents and students	Resources: TXEIS, Attendance Contracts,;
	Evidence of Implementation: Weekly attendance reports; student and parent conferences; attendance contracts with parent signature;	Ongoing Evaluation Method: Weekly ADA percent by grade level review; weekly check-ins with students	Final Evaluation Method: EOY Average Daily Attendance Rate
	Timeline: 8/1/2020 - 6/1/2021 (Daily) Needs: A1; C1; F1; F2;		

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 order to ensure campus safety and positive school climate, the school will embed student recognitions, academic celebrations, and social, emotional learning supports so that the whole child's needs are being met.

1	Action: Weekly, exceptional character pillar recognition	Person(s) Responsible: Principal, Instructional Specialist, Teachers	Resources: Certificates, incentives; Local Funds \$1,000.00
	Evidence of Implementation: Pillar recognition board updated with student names and weekly announcements	Ongoing Evaluation Method: Weekly submission of student names by grade level teams, pictures, panther paws on bulletin board	Final Evaluation Method: Recognition at each academic celebration every nine weeks
	Timeline: 9/1/2020 - 5/30/2021 (Weekly)		Needs: B2; E2; E3;
2	Action: Academic and attendance recognitions and celebrations	Person(s) Responsible: Principal, Instructional Specialist, Attendance Committee, Teachers	Resources: Weekly attendance reports, honor roll lists, most improved teacher recommendations; Local Funds \$1,000.00
	Evidence of Implementation: Attendance meetings, honor roll student lists, honor roll awareness posters	Ongoing Evaluation Method: Weekly attendance meetings, weekly student attendance shout-outs, progress reports	Final Evaluation Method: Student honor roll lists every nine weeks, perfect attendance reports, Nine week celebration
	Timeline: 9/1/2020 - 5/30/2021 (Daily)		Needs: D1;
3	Action: 21st Century afterschool sign-up and participation	Person(s) Responsible: Principal, 21st Century Coordinator, Club sponsors	Resources: Materials for clubs, athletic equipment;
	Evidence of Implementation: Parent Orientation and Open House sign-up and information session	Ongoing Evaluation Method: Inital sign-up lists, weekly attendance and participation in each club, student interests survey	Final Evaluation Method: Final student enrollment and attendance rate
	Timeline: 8/12/2020 - 6/30/2021 (Daily)		Needs: E3; J1;

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 ELA teachers will complete the TEA HB 3 Reading Academies.

1	Action: Teachers will complete the scheduled Reading Academy modules and attend the check-in PLC meetings.	Person(s) Responsible:	Resources: Reading Academy registration;
	Evidence of Implementation: Completed registration by ELA teachers	Ongoing Evaluation Method: Attendance records to modules, progress tracking towards completion, check-ins with teachers	Final Evaluation Method: Completion of Reading Academies certificates
	Timeline: 9/1/2020 - 3/1/2021 (Daily)		Needs:

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: Close the achievement gap between student groups by increasing the amount of students that meet target on STAAR at the Meets Grade Level as follows: EL from 21% to 29% in Reading.

1	Action: All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments for each activity, differentiation, and paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments with exemplar responses.	Person(s) Responsible: Principal, Consultant, Teachers	Resources: Effective Schools Framework, Google drive, lesson plan template, Lead4ward;
	Evidence of Implementation: Lesson Plans submitted and checked weekly	Ongoing Evaluation Method: Ongoing checks of lesson plans; lesson plan look fors: curriculum and assessment aligned to the objective, informed by data, detailed and aligned execution	Final Evaluation Method: STAAR learning reports
	Timeline: 8/19/2020 - 7/1/2021 (Daily)		Needs:
2	Action: Teachers use a corrective instruction action planning process in PLCs to analyze data, student misconceptions, determine root cause, and create reteach plan.	Person(s) Responsible: Principal, Instructional Coach, Consultants, Teachers	Resources: Effective Schools Framework, Lead4ward, Scope and Sequence, Corrective Instruction Protocol;
	Evidence of Implementation: Unpacking the Standards and Identify Gaps in the planning process in PLCs, At Bats practice in PLCs	Ongoing Evaluation Method: PLC agendas and minutes, feedback given on lesson plans, ongoing formative assessment data, reteach plans and measured effectiveness through data	Final Evaluation Method: Summative data on STAAR assessments
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		Needs:
3	Action: Professional Development aligned to Closing the Achievement Gap	Person(s) Responsible: Principal, Instructional Coach, Algebra I teacher	Resources: Professional Development at Region 4; Title II, Part A Funds \$600.00
	Evidence of Implementation: Enrollment in Making the Grade: Closing the Gap	Ongoing Evaluation Method: Workshop attendance; materials review; classroom visits	Final Evaluation Method: STAAR Algebra I data
	Timeline: 8/1/2020 - 12/1/2020 (As Needed)		Needs: E1;

4	Action: Special Populations Department will provide training regarding the impact of the EL Progress Measure and its impact on State and Federal indicators to all teachers and support.	Person(s) Responsible: District Coordinator; Principal; Teachers	Resources: State and Federal Accountability indicators, Current student lists and data;
	Evidence of Implementation: Training sign-in sheets	Ongoing Evaluation Method: Lesson plans with targeted intervention, student data trackers, formative assessment data	Final Evaluation Method: Training evaluation and survey
	Timeline: 9/1/2020 - 6/1/2021 (Daily)		Needs: I1; I2; I3;

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: Close the achievement gap between student groups by increasing the amount of students that meet target on STAAR at the Meets Grade Level as follows: SPED from 11% to 19% in Reading.

1	Action: All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments for each activity, differentiation, paths to meet the specific needs of our Special Education students, and daily formative assessments with exemplar responses.	Person(s) Responsible: Principal, Instructional Coach, Consultants, teachers	Resources: Effective Schools Framework, Google drive, lesson plan template, Lead4ward;
	Evidence of Implementation: Lesson Plans submitted and checked weekly	Ongoing Evaluation Method: Ongoing checks of lesson plans; lesson plan look fors: curriculum and assessment aligned to the objective, informed by data, detailed and aligned execution	Final Evaluation Method: STAAR learning reports
	Timeline: 8/19/2020 - 7/1/2021 (Daily)		Needs:
2	Action: Teachers use a corrective instruction action planning process in PLCs to analyze data, student misconceptions, determine root cause, and create reteach plan.	Person(s) Responsible: Principal, Instructional Coach, Consultants, Teachers	Resources: Effective Schools Framework, Lead4ward, Scope and Sequence, Corrective Instruction Protocol;
	Evidence of Implementation: Unpacking the Standards and Identify Gaps in the planning process in PLCs, At Bats practice in PLCs	Ongoing Evaluation Method: PLC agendas and minutes, feedback given on lesson plans, ongoing formative assessment data, reteach plans and measured effectiveness through data	Final Evaluation Method: Summative data on STAAR assessments
	Timeline: 8/19/2020 - 7/1/2021 (Daily)		Needs:

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: Close the achievement gap between student groups by increasing the amount of EL students that meet target on STAAR at the Meets Grade Level as follows: 39% to 46% in Math.

1	Action: During weekly PLCs, teachers and Instructional Coach will engage in student learning data analysis and backwards planning. Data will be used to inform targeted instruction to our EL population.	Person(s) Responsible: Principal, Instructional Coach, Special Populations Coordinator, Teachers	Resources: Closing the Distance, Engaging Math, Math STAAR workstations;
	Evidence of Implementation: Data analysis in PLCs, lesson plans with embedded small group instruction, student data trackers, Classroom observation data, STAAR workstations in small group	Ongoing Evaluation Method: Checkpoint Assessment data, Exit Ticket data	Final Evaluation Method: Algebra I STAAR performance data
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		Needs: B1; B2; B3;
2	Action: Provide all EL students TEKS aligned, targeted intervention using STAAR Math learning stations and small group instruction	Person(s) Responsible: Principal, Special Populations Coordinator, SPED Teacher, Instructional Coach	Resources: Closing the Distance, Region 4 STAAR Math workstations; Title III, Part A Funds \$2,500.00
	Evidence of Implementation: Lesson Plans, Walkthroughs, ongoing formative assessment data	Ongoing Evaluation Method: Progress Monitoring; Weekly Checkpoints ; Teacher Observations	Final Evaluation Method: STAAR EOC Algebra I student learning reports
	Timeline: 8/19/2020 - 6/1/2021 (Weekly)		Needs: I1; I2; I3;

Goal #3: College and Workforce Readiness-
All RYSS students will graduate ready to engage in college level, workforce or military careers.

Objective #1: Students will participate in virtual college tours, complete career inventories, and create post-secondary SMART goals.

1	Action: Administer career interest survey to High School students	Person(s) Responsible: CCAP teacher; Secondary Principal;	Resources: Career Interest Survey; Naviance;
	Evidence of Implementation: Naviance student and teacher sign-up; student interest inventory	Ongoing Evaluation Method: Lesson plans; student career interests survey and presentations	Final Evaluation Method: Review of student surveys, presentations, and resumes
	Timeline: 9/1/2020 - 6/1/2021 (As Needed)		Needs: J1;
2	Action: Freshman Assembly: What is a GPA and why is a high GPA important? How do I calculate my GPA? College Entrance requirements	Person(s) Responsible: Upward Bound, Project Grad, Principal, 9th grade teachers	Resources: Report cards, college entry requirements from multiple universities, scholarship requirements;
	Evidence of Implementation: Student sign-in sheets, GPA worksheet	Ongoing Evaluation Method: Student GPA tracker	Final Evaluation Method: End of Freshman year GPA review
	Timeline: 8/1/2020 - 6/1/2021 (On-going)		Needs: J1;
3	Action: College Fairs and FAFSA night	Person(s) Responsible: Upward Bound, Project Grad, Principal	Resources: Project Grad and Upward Bound calendar of events;
	Evidence of Implementation: Sign-in sheets, parent invitations, flyers	Ongoing Evaluation Method: Monthly Calendar of Events	Final Evaluation Method: College Acceptance Letters
	Timeline: 9/1/2020 - 6/1/2021 (Monthly)		Needs: J1;

Goal #3: College and Workforce Readiness-
All RYSS students will graduate ready to engage in college level, workforce or military careers.

Objective #2: All AP students will pass their AP exams with a 3 or higher.

1	Action: AP preparation materials will be used to ensure that our students are prepared to score a 3 or higher on their AP examinations	Person(s) Responsible: AP teachers; Principal	Resources: Advanced Placement practice assessments;
	Evidence of Implementation: Lesson Plans	Ongoing Evaluation Method: Classroom walk-throughs, AP Checkpoint Assessments, Student data trackers	Final Evaluation Method: AP examination data
	Timeline: 8/12/2020 - 5/30/2021 (Daily)		Needs: J1;

Goal #3: College and Workforce Readiness-
All RYSS students will graduate ready to engage in college level, workforce or military careers.

Objective #3: All 11th and 12th grade students will take the SAT during the school day and engage in SAT preparation in their Advocacy, Math, and ELA classes.

1	Action: 11th graders will take the PSAT on October 16, 2019 during the school day.	Person(s) Responsible: District Testing Coordinator; Principal; CCAP teacher	Resources: PSAT Preparation; KHAN Academy;
	Evidence of Implementation: PSAT ordered from College Board	Ongoing Evaluation Method: Lesson plans include PSAT preparation in CCAP classes	Final Evaluation Method: PSAT data results
	Timeline: 9/1/2020 - 10/16/2020 (Daily)		Needs: E1; E2; J1;

Goal #3: College and Workforce Readiness-
All RYSS students will graduate ready to engage in college level, workforce or military careers.

Objective #4: All 11th and 12th graders will take the SAT during the school day to increase participation. Students will receive SAT preparation through various modalities in their Math, ELA and Advocacy classes.

1	Action: Seniors will participate in SAT preparation and take the SAT onsite during the school day, March 3, 2021.	Person(s) Responsible: District Testing Coordinator, Counselor, Upward Bound, Project Grad, Principal, Teachers	Resources: Khan Academy, CCR SAT preparation sessions, Naviance, Imagine Math SAT preparation;
	Evidence of Implementation: Prescriptive lessons in Advocacy, and aligned instruction in lesson plans	Ongoing Evaluation Method: PLC meeting agendas, lesson plan review, walkthroughs	Final Evaluation Method: SAT performance data
	Timeline: 10/15/2020 - 5/28/2021 (On-going)		Needs: J1;

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

Objective #1: Parent Engagement: Increase two-way communications with parents, family members, and the community.

1	Action: Coffee with the Principal meetings will be held to facilitate frequent communication and collaboration between the school community and Principal.	Person(s) Responsible: Principal; CCR; Secretary; Instructional Coach;	Resources: School calendars, report card dates, parent needs and interests surveys;
	Evidence of Implementation: Agendas; Sign-in sheets	Ongoing Evaluation Method: Parent need and interests surveys; Coffee with the Principal pictures with parents	Final Evaluation Method: Survey results and meeting activities
	Timeline: 9/1/2020 - 5/30/2021 (Monthly)		Needs: F1; F2; [Title I Components Evaluation]
2	Action: Collaboration with CCR, Special Populations, and FACE to facilitate family, community, and social and emotional learning workshops throughout the school year	Person(s) Responsible: Principal; CCR; FACE; Special Populations	Resources: Surveys, Parent input;
	Evidence of Implementation: Agendas; Sign-in Sheets	Ongoing Evaluation Method: Pictures; parent surveys and input	Final Evaluation Method: Parent survey data
	Timeline: 9/1/2020 - 5/30/2021 (On-going)		Needs: J1;
3	Action: Monthly calendars will go home and will be posted on the school's website.	Person(s) Responsible: Principals, lead teachers, departments	Resources: Blackboard, Teacher input, department updates;
	Evidence of Implementation: PLCs, Folders, Calendars, Website	Ongoing Evaluation Method: Discussions, meetings, surveys, parent feedback during meetings	Final Evaluation Method: Data review and sign in sheets
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		Needs: F2; [Title I Components Evaluation]

Goal #4: Parent, 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: Culture: Ensure students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.

1	Action: Implement the RYSS District Wellness Plan and provide a coordinated school health program.	Person(s) Responsible: Principal; FACE; Food Services; Physical Education Department;	Resources: Fitness Gram; Wellness Plan guidelines; Region 4 PD for PE teacher;
	Evidence of Implementation: Wellness Plan; Professional Development registration	Ongoing Evaluation Method: Lesson Plans; Wellness Plan observations	Final Evaluation Method: Fitness Gram data, Wellness Plan survey results
	Timeline: 8/12/2020 - 5/30/2021 (On-going)		Needs: E3;
2	Action: Safety committee will be formed to discuss campus safety concerns and solutions.	Person(s) Responsible: Principal; Safety team	Resources: Safety Drills; Calendar; Agenda; Sign-in sheets;
	Evidence of Implementation: Sign-in sheets; Calendar; Agendas	Ongoing Evaluation Method: Agenda minutes and action items	Final Evaluation Method: Student survey
	Timeline: 8/12/2020 - 5/30/2021 (Weekly)		Needs: C2;
7	Action: Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.	Person(s) Responsible: Principal	Resources: Comprehensive Needs Assessment;;
	Evidence of Implementation: Committee sign-in sheets, agendas, minutes	Ongoing Evaluation Method: Measuring student achievement and other data to actions and in improvement plan	Final Evaluation Method: Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement
	Timeline: 2/15/2020 - 7/1/2021 (Daily)		Needs: A1; B1; B2; B3; D2; F1; F2; G1; [Title I Components CIP]

Goal #4: Parent, 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: In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

3	Action: Campus improvement needs assessment survey	Person(s) Responsible: Principal, Instructional Coach, Instructional Specialist, Parents	Resources: Survey;
	Evidence of Implementation: Create the survey, Meet with Campus Leadership team	Ongoing Evaluation Method: Campus Leadership Meeting Agenda with sign-in sheet; Parent meeting agenda with sign-in sheet	Final Evaluation Method: Survey results
	Timeline: 8/12/2020 - 5/30/2021 (Annually)		Needs: F1; F2; [Title I Components CNA]

Additional Targeted Support

Student Success SpEd Academic Achievement

Goal #2, Objective #2, Strategy #3

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

Funding

Career & Technology Funds

Educator Excellent Initiative Grant

Gifted & Talented

High School Allotment Funds

Local Funds \$3,000.00

Carl Perkins

PTA Funds Funds

State Comp Ed Funds

Special Ed Funds

Title I, Part A Funds \$48,400.00

Title II, Part A Funds \$600.00

Title III, Part A Funds \$2,500.00

Texas Literacy Initiative

Title I

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

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 4, Objective #3 , Strategy # 3: Campus improvement needs assessment survey

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 4, Objective #2 , Strategy # 7: Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Element 3: Parent and Family Engagement

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

Goal # 4, Objective # 1, Strategy # 1: Coffee with the Principal meetings will be held to facilitate frequent communication and collaboration between the school community and Principal.

Goal # 4, Objective # 1, Strategy # 3: Monthly calendars will go home and will be posted on the school's website.

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

Goal # 1, Objective # 2, Strategy # 3: During weekly PLCs, teachers will engage in student learning data analysis and backwards planning with their instructional leader.

Requirement: Opportunities for all children

Goal # 1, Objective # 2, Strategy # 1: Checkpoint assessments will be administered every 3-4 weeks. Student learning data analysis will be conducted as a means to ensure that instruction is aligned and targeted to meet each student's needs.

Goal # 1, Objective # 4, Strategy # 1: Attendance Committee Members will recognize students that meet the attendance goal with a certificate and recognition celebration

Goal # 4, Objective # 2, Strategy # 7: Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Requirement: Increases the amount of quality learning time

Goal # 2, Objective # 3, Strategy # 2: Provide all EL students TEKS aligned, targeted intervention using STAAR Math learning stations and small group instruction

Requirement: Provides an enriched and accelerated curriculum

Goal # 1, Objective # 2, Strategy # 1: Checkpoint assessments will be administered every 3-4 weeks. Student learning data analysis will be conducted as a means to ensure that instruction is aligned and targeted to meet each student's needs.

Requirement: Provides a well-rounded education

Goal # 4, Objective # 3, Strategy # 3: Campus improvement needs assessment survey

Requirement: Addresses the needs of at-risk students

Goal # 1, Objective # 2, Strategy # 1: Checkpoint assessments will be administered every 3-4 weeks. Student learning data analysis will be conducted as a means to ensure that instruction is aligned and targeted to meet each student's needs.

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