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 el 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 form 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.
<table>
<thead>
<tr>
<th>Member Name</th>
<th>Title</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Dupas</td>
<td>HS STEM Lead</td>
<td>Teacher</td>
</tr>
<tr>
<td>Elizabeth White</td>
<td>STEM Physics &amp; GT Coordinator</td>
<td>Teacher</td>
</tr>
<tr>
<td>Maggie Salinas</td>
<td>Special Populations Manager</td>
<td>Teacher</td>
</tr>
<tr>
<td>Rocio Arroyo</td>
<td>Dean of Students</td>
<td>Non-Teaching Staff</td>
</tr>
<tr>
<td>La'Tanya Adelakun</td>
<td>Counselor</td>
<td>Non-Teaching Staff</td>
</tr>
<tr>
<td>Alejandra Jimenez</td>
<td>Librarian</td>
<td>Non-Teaching Staff</td>
</tr>
<tr>
<td>Fabiola Guzman</td>
<td>Administrative Assistant</td>
<td>Non-Teaching Staff</td>
</tr>
<tr>
<td>Juana Lara</td>
<td>Parent</td>
<td>Parent</td>
</tr>
<tr>
<td>Sonia Canjura</td>
<td>Parent</td>
<td>Parent</td>
</tr>
<tr>
<td>Kristine Lara</td>
<td>Student</td>
<td>Community Member</td>
</tr>
<tr>
<td>Alyssa Abacan</td>
<td>Baylor College of Medicine Teen Health &amp; TSTEM</td>
<td>Business Representative</td>
</tr>
</tbody>
</table>
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
Inidividual Student Profiles
Formative Assessments
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.

<table>
<thead>
<tr>
<th></th>
<th>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)</th>
<th>Person(s) Responsible: CAO, Principal, District Improvement Compliance Officer, Dean of Instruction, Instructional Coach</th>
<th>Resources: Effective School Framework Region IV PD on ESF Local Funds $1,500.00;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Evidence of Implementation:</strong> ESF Plan Progress Monitoring of levers implementation Data Reports</td>
<td><strong>Ongoing Evaluation Method:</strong> Observations and feedback Weekly check ins with campus leader and teachers</td>
<td><strong>Final Evaluation Method:</strong> All indicators will meet targets per TEA.</td>
</tr>
</tbody>
</table>

**Timeline:** 8/19/2020 - 7/1/2021 (Daily)

<table>
<thead>
<tr>
<th></th>
<th>Action: Engage in a (Data Driven Instruction) DDI protocol that will allow campus leadership and teaching team to identify root cause.</th>
<th>Person(s) Responsible: Principal, Dean of Instruction, Instructional Coach, Teachers</th>
<th>Resources: DDI Protocol, DMAC, Lead4ward;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Evidence of Implementation:</strong> DMAC Formative and Summative Reports, Lead4ward, STAAR Reports, DDI Protocol</td>
<td><strong>Ongoing Evaluation Method:</strong> 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.</td>
<td><strong>Final Evaluation Method:</strong> The final evaluation that will be used to determine effectiveness is our STAAR data in all tested areas.</td>
</tr>
</tbody>
</table>

**Timeline:** 8/19/2020 - 7/1/2021 (On-going)

**Needs:**
### Objective #2: Reading
Increase the number of all students passing at Meets Grade Level or above on STAAR EOC English from 39% to 44%.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>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.</td>
<td>Principal, Dean of Instruction, Instructional Coach, Teachers</td>
<td>Lesson Plans submissions with feedback, scheduled data conversations with students</td>
<td>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</td>
<td>STAAR learning reports</td>
</tr>
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<tr>
<td>1</td>
<td>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.</td>
<td>Principal, Dean of Instruction, Instructional Coach, All teachers</td>
<td>PLC agendas are student learning, data-driven,</td>
<td>Ongoing evaluation: Ongoing, formative assessments, DDI dives post-assessment, progress monitoring through student trackers between each assessment</td>
<td>STAAR data for all learners</td>
</tr>
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</tr>
<tr>
<td>2</td>
<td>Engage in a Data Driven Instructional protocol that will allow campus leadership and teachers to identify root cause of student learning or misunderstanding.</td>
<td>Principal, Dean of Instruction, Instructional Coach, All teachers</td>
<td>PLC Agenda, DDI conversations,</td>
<td>PLC action items</td>
<td>STAAR data for all learners</td>
</tr>
</tbody>
</table>

**Timeline:** 8/19/2020 - 6/1/2021 (Daily)

**Needs:**

- B1; B2; B3; E1; E2; E3;
| 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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Attendance Committee Members will recognize students that meet the attendance goal with a certificate and recognition celebration</td>
<td>Principal; Attendance Committee</td>
<td>TXeis; DMAC; BlackBoard Connect; Local Funds $1,000.00</td>
</tr>
<tr>
<td></td>
<td>Timeline: 7/1/2020 - 7/1/2021 (Daily)</td>
<td>Needs: F2; G1;</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher attendance will be tracked using a data tracker and report from HR/Accounting</td>
<td>Principal; Administrative Assistant; Clerks</td>
<td>Calendars, Leave forms, Excel Data Tracker; TXEIS;</td>
</tr>
<tr>
<td></td>
<td>Timeline: 8/1/2020 - 6/1/2021 (Daily)</td>
<td>Needs: D1;</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ADA committee to meet periodically to review student attendance and take immediate corrective and preventive action.</td>
<td>Principal; Attendance Committee, teachers, parents and students</td>
<td>TXEIS, Attendance Contracts;</td>
</tr>
<tr>
<td></td>
<td>Evidence of Implementation: Weekly attendance reports; student and parent conferences; attendance contracts with parent signature;</td>
<td>Ongoing Evaluation Method: Weekly ADA percent by grade level review; weekly check-ins with students</td>
<td>Final Evaluation Method: EOY Average Daily Attendance Rate</td>
</tr>
<tr>
<td></td>
<td>Timeline: 8/1/2020 - 6/1/2021 (Daily)</td>
<td>Needs: A1; C1; F1; F2;</td>
<td></td>
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</table>
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.

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will complete the scheduled Reading Academy modules and attend the check-in PLC meetings.</td>
<td></td>
<td>Reading Academy registration;</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Principal, Consultant, Teachers</td>
<td>Effective Schools Framework, Google drive, lesson plan template, Lead4ward;</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use a corrective instruction action planning process in PLCs to analyze data, student misconceptions, determine root cause, and create reteach plan.</td>
<td>Principal, Instructional Coach, Consultants, Teachers</td>
<td>Effective Schools Framework, Lead4ward, Scope and Sequence, Corrective Instruction Protocol;</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development aligned to Closing the Achievement Gap</td>
<td>Principal, Instructional Coach, Algebra I teacher</td>
<td>Professional Development at Region 4; Title II, Part A Funds $600.00</td>
</tr>
</tbody>
</table>

**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;
<table>
<thead>
<tr>
<th></th>
<th><strong>Action:</strong> 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.</th>
<th><strong>Person(s) Responsible:</strong> District Coordinator; Principal; Teachers</th>
<th><strong>Resources:</strong> State and Federal Accountability indicators, Current student lists and data;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Evidence of Implementation:</strong> Training sign-in sheets</td>
<td><strong>Ongoing Evaluation Method:</strong> Lesson plans with targeted intervention, student data trackers, formative assessment data</td>
<td><strong>Final Evaluation Method:</strong> Training evaluation and survey</td>
</tr>
<tr>
<td></td>
<td><strong>Timeline:</strong> 9/1/2020 - 6/1/2021 (Daily)</td>
<td><strong>Needs:</strong> I1; I2; I3;</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
<th>Person(s) Responsible: Principal, Instructional Coach, Consultants, teachers</th>
<th>Resources: Effective Schools Framework, Google drive, lesson plan template, Lead4ward;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evidence of Implementation: Lesson Plans submitted and checked weekly</td>
<td>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</td>
<td>Final Evaluation Method: STAAR learning reports</td>
</tr>
<tr>
<td></td>
<td>Timeline: 8/19/2020 - 7/1/2021 (Daily)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Action: Teachers use a corrective instruction action planning process in PLCs to analyze data, student misconceptions, determine root cause, and create reteach plan.</th>
<th>Person(s) Responsible: Principal, Instructional Coach, Consultants, Teachers</th>
<th>Resources: Effective Schools Framework, Lead4ward, Scope and Sequence, Corrective Instruction Protocol;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Evidence of Implementation: Unpacking the Standards and Identify Gaps in the planning process in PLCs, At Bats practice in PLCs</td>
<td>Ongoing Evaluation Method: PLC agendas and minutes, feedback given on lesson plans, ongoing formative assessment data, reteach plans and measured effectiveness through data</td>
<td>Final Evaluation Method: Summative data on STAAR assessments</td>
</tr>
<tr>
<td></td>
<td>Timeline: 8/19/2020 - 7/1/2021 (Daily)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.**

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Principal, Instructional Coach, Special Populations Coordinator, Teachers</td>
<td>Closing the Distance, Engaging Math, Math STAAR workstations;</td>
</tr>
<tr>
<td><strong>Evidence of Implementation:</strong> Data analysis in PLCs, lesson plans with embedded small group instruction, student data trackers, Classroom observation data, STAAR workstations in small group</td>
<td><strong>Ongoing Evaluation Method:</strong> Checkpoint Assessment data, Exit Ticket data</td>
<td><strong>Final Evaluation Method:</strong> Algebra I STAAR performance data</td>
</tr>
<tr>
<td><strong>Timeline:</strong> 7/1/2020 - 7/1/2021 (Daily)</td>
<td><strong>Needs:</strong> B1; B2; B3;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide all EL students TEKS aligned, targeted intervention using STAAR Math learning stations and small group instruction</td>
<td>Principal, Special Populations Coordinator, SPED Teacher, Instructional Coach</td>
<td>Closing the Distance, Region 4 STAAR Math workstations; Title III, Part A Funds $2,500.00</td>
</tr>
<tr>
<td><strong>Evidence of Implementation:</strong> Lesson Plans, Walkthroughs, ongoing formative assessment data</td>
<td><strong>Ongoing Evaluation Method:</strong> Progress Monitoring; Weekly Checkpoints ; Teacher Observations</td>
<td><strong>Final Evaluation Method:</strong> STAAR EOC Algebra I student learning reports</td>
</tr>
<tr>
<td><strong>Timeline:</strong> 8/19/2020 - 6/1/2021 (Weekly)</td>
<td><strong>Needs:</strong> I1; I2; I3;</td>
<td></td>
</tr>
<tr>
<td>Objective #1: Students will participate in virtual college tours, complete career inventories, and create post-secondary SMART goals.</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td></td>
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</tbody>
</table>
| **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; |
| **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; |
| **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.**

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP preparation materials will be used to ensure that our students are prepared to score a 3 or higher on their AP examinations</td>
<td>AP teachers; Principal</td>
<td>Advanced Placement practice assessments;</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 11th graders will take the PSAT on October 16, 2019 during the school day.</td>
<td>District Testing Coordinator; Principal; CCAP teacher</td>
<td>PSAT Preparation; KHAN Academy;</td>
<td>PSAT ordered from College Board</td>
<td>Lesson plans include PSAT preparation in CCAP classes</td>
<td>PSAT data results</td>
</tr>
</tbody>
</table>

**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: Al 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors will participate in SAT preparation and take the SAT onsite during the school day, March 3, 2021.</td>
<td>District Testing Coordinator, Counselor, Upward Bound, Project Grad, Principal, Teachers</td>
<td>Khan Academy, CCR SAT preparation sessions, Naviance, Imagine Math SAT preparation;</td>
</tr>
</tbody>
</table>

**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)
**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.**

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
<th>Timeline</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Implement the RYSS District Wellness Plan and provide a coordinated school health program.</td>
<td>Principal; FACE; Food Services; Physical Education Department;</td>
<td>Fitness Gram; Wellness Plan guidelines; Region 4 PD for PE teacher;</td>
<td>Wellness Plan; Professional Development registration</td>
<td>Lesson Plans; Wellness Plan observations</td>
<td>Fitness Gram data, Wellness Plan survey results</td>
<td>8/12/2020 - 5/30/2021 (On-going)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
<th>Timeline</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Safety committee will be formed to discuss campus safety concerns and solutions.</td>
<td>Principal; Safety team</td>
<td>Safety Drills; Calendar; Agenda; Sign-in sheets;</td>
<td>Sign-in sheets; Calendar; Agendas</td>
<td>Agenda minutes and action items</td>
<td>Student survey</td>
<td>8/12/2020 - 5/30/2021 (Weekly)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
<th>Timeline</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.</td>
<td>Principal</td>
<td>Comprehensive Needs Assessment;</td>
<td>Committee sign-in sheets, agendas, minutes</td>
<td>Measuring student achievement and other data to actions and in improvement plan</td>
<td>Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement</td>
<td>2/15/2020 - 7/1/2021 (Daily)</td>
</tr>
</tbody>
</table>
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.

| 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.
<table>
<thead>
<tr>
<th>Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technology Funds</td>
<td></td>
</tr>
<tr>
<td>Educator Excellent Initiative Grant</td>
<td></td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td></td>
</tr>
<tr>
<td>High School Allotment Funds</td>
<td></td>
</tr>
<tr>
<td>Local Funds</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Carl Perkins</td>
<td></td>
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<tr>
<td>PTA Funds</td>
<td></td>
</tr>
<tr>
<td>State Comp Ed Funds</td>
<td></td>
</tr>
<tr>
<td>Special Ed Funds</td>
<td></td>
</tr>
<tr>
<td>Title I, Part A Funds</td>
<td>$48,400.00</td>
</tr>
<tr>
<td>Title II, Part A Funds</td>
<td>$600.00</td>
</tr>
<tr>
<td>Title III, Part A Funds</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Texas Literacy Initiative</td>
<td></td>
</tr>
</tbody>
</table>
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.
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.

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

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

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.