Raul Yzaguirre Schools for Success

Houston STEM and Early College Middle 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 TSTEM & ECHS Academies 6th-8th and 9th-12th, 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 Raul Yzaguirre TSTEM ECHS, we empower all students to attain sustainable 21st century skills through participation in innovative college and career readiness programs.

Administrators

Noelia Longoria   Principal

Rocio Arroyo   Dean of Instruction

Yesenia Cervantes   Instructional Coach

Description

Raul Yzaguirre School for Success - Houston 6-8 opened its doors in 1996 and serves 306 students in grades 6 through 8. The student population is 98% Hispanic, 2% White, 0.3% American Indian, 0.3% Asian. Raul Yzaguirre School for Success - Houston 6-8 serves 5% Special Education students, 98% Economically Disadvantaged students, 35% English Language Learners; 70% At-Risk students, 4.6% Gifted & Talented students. The overall mobility rate for the campus is 9%. The average attendance rate for students is 97%. The annual dropout rate is 1.4%.

TSTEM - Texas Science Technology Engineering and Mathematics Designation

T-STEM

The Texas Science, Technology, Engineering and Mathematics (T-STEM) Initiative provides a foundational approach to empower teachers, inspire students, and advance the studies in these four fields. The public-private initiative of academies, professional development centers and networks is designed to improve instruction and academic performance in science and mathematics-related subjects at secondary schools.

Texas is home to 121 T-STEM Schools, including 97 T-STEM Academies and 24 blended Early College High School/T-STEM Academies serving more than 84,000 students across the state. RY TSTEM & ECHS is once of the 24 blended academies in the state of Texas.

OBJECTIVES
• Increase the number of students entering postsecondary studies and careers in science, technology, engineering, and mathematics
• Facilitate the promotion of quality school leadership that supports school redesign efforts, quality teacher recruitment and improved teacher preparation
• Align the long-term educational and economic development needs for local, regional and state needs We hope you find this interactive T-STEM Academy Design Blueprint useful as a tool to reflect on your Academy's success or as you plan to embark on initiating the T-STEM Initiative on your campus.

Planning Committee

Member Name	Title	Role
April Coleman	ECHS / STEM Administrator 6th-12th	Principal
Javier Herrera	Teacher- Social Studies	Teacher
Melanie Maldonado	ELA Teacher	Teacher
Elizabeth White	Teacher - AMS / STEM	Teacher
Adan Montelongo	Teacher - Math	Teacher
Jessica Dupas	Teacher - Science	Teacher
Emily Buss	Academic Counselor - CCR	Non-Teaching Staff
Raquel Clark	Teacher	Special Education Teacher
Maria Salinas	Special Education Chairperson	Special Education Staff
Luz Raga	Parent	Parent
Joaquin Martinez	Community Member	Community Member
Anne VanHorn	BCM	Business Representative

Comprehensive Needs Assessment

Summary

Demographics

The staff as a whole have a genuine care for our school community. However, to further increase student achievement for all learners, our instructional practices need to become more targeted, and data-driven.

Student Achievement

In order for our students to be successfully and adequately prepared for college readiness assessments, we must increase literacy for all learners in all content areas.

School Culture and Climate

We continue to ensure that our students, employees and our community are provided with a safe and secure learning environment. We work to ensure our campus is safe, and or students have opportunities to continue learning outside of school hours.

Staff Quality, Recruitment and Retention

With the support and collaboration of the Human Resource Department, we continue to recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We constantly look for ways to improve our teacher appreciation and teacher retention methods.

Curriculum, Instruction and Assessment

Though our campus gained in Meets Grade Level on STAAR assessments, there is a need to increase Meets and Masters Grade Level in all tested areas.

Family and Community Engagement

The campus has had success with increasing attendance and participation of parents across the campus. Family and Community Engagement Department staff will continue to increase parent trainings and workshops to keep interest high in supporting parents to encourage their student's academic success. FACE department will partner with additional non-profits to provide valuable parent classes and monthly Coffee with the Principal meetings.

School Context and Organization

We have a caring and dedicated staff. Improvement needed in attracting more parents to be involved in the PTO and across the campus.

Technology

We have increased the number of technology items available to our students, but more equipment is still needed as we use Imagine Learning and Imagine Math to increase skills needed to further develop English Language acquisition.

Special Populations

Multiple resources are provided for special populations, including language labs for parents and students. More focus is needed on the challenges for LEP and ELL students and families.

Curriculum, Instruction and Assessment

Strengths

1. TEKS RS and Lead4ward provides TEKS aligned resources and data-analysis tools.
2. Language, reading, writing and communication intervention and enrichment for all students in all subgroups to reach mastery of the English language.
3. Visuals and hands on learning opportunities to allow for kinesthetic and visual learners to experience various modes of communication and learning. (EX: Anchor charts and TPR activities).

Needs

1. More business partnerships that provide learning opportunities for students.
2. Comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.
3. Staff need a better understanding of the impact of LEP Progress Measure and its impact on State and Federal indicators

Summary

Though our campus gained in Meets Grade Level on STAAR assessments, there is a need to increase Meets and Masters Grade Level in all tested areas.

Data

Attendance Data

Campus-Based Assessments

District-Based Assessments

Inidividual Student Profiles

Response to Intervention tracking

Formative Assessments

Curriculum-Based Assessments

Student Demographics

Classroom Walkthrough Data

STAAR / EOC Results

LEP, ELL achievement data

Demographics

Strengths

1   Providing resources and services for special population groups
2   Periodically meeting with parents to bring awareness and communicate program services and resources
3   Providing aligned instructional services to our students such as Imagine Learning and Imagine Math

Needs

1   Staff need more professional development on cultural relevancy to strengthen targeted instruction to meet the needs of each child.
2   Staff needs additional professional development to increase effective checking for understanding in our classrooms as a way to measure real time learning.
3   Increase communication with parents regarding their student's progress and intervention needs.

Summary

The staff as a whole have a genuine care for our school community. However, to further increase student achievement for all learners, our instructional practices need to become more targeted, and data-driven.

Data

Staff Demographics

Program Evaluations

Attendance Data

Campus-Based Assessments

Inidividual Student Profiles

Response to Intervention tracking

Graduation Records

Promotion / Retention data

Student Demographics

Parent Surveys/Discussions

Family and Community Engagement

Strengths

1. Expansion of the Family and Community Engagement department has increased accessibility of new programs, partnerships, connections, and resources for students and parents
2. Monthly Coffee with the Principal meetings to communicate new initiatives, expectations and norms to promote, recruit and sustain ECHS and TSTEM students in 6th-12th grade.
3. Parent Conferences held each grading cycle to allow for open discussion of student progress and needs

Needs

1. Increase information workshops that provide parents with engaging activities that bring awareness of college bound initiatives and opportunities.
2. Continue to find new techniques and technology to increase communication with stakeholders.

Summary

The campus has had success with increasing attendance and participation of parents across the campus. Family and Community Engagement Department staff will continue to increase parent trainings and workshops to keep interest high in supporting parents to encourage their student's academic success. FACE department will partner with additional non-profits to provide valuable parent classes and monthly Coffee with the Principal meetings.

Data

Parent Workshop Evaluations
Parent Surveys/Discussions

School Context and Organization

Strengths

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

Needs

1   Parents not receiving enough information regarding parent-teacher conferences
2   Lack of parent interest in PTO

Summary

We have a caring and dedicated staff. Improvement needed in attracting more parents to be involved in the PTO and across the campus.

Data

Staff Demographics
Parent Workshop Evaluations
Parent Surveys/Discussions
Program Evaluations

School Culture and Climate

Strengths

1 Our classrooms provide a safe and secure learning environment.
2 100% of personnel engage in professional development activities.
3 Employees engage in activities to maintain a positive school and work climate.

Needs

1 Our campus lacks sufficient amount of cameras.
2 We need to increase our social emotional learning awareness campus wide.
3 Students will have an opportunity to join extracurricular programs such as soccer, drum-line, basketball, volleyball, football, choir, art club, STEM clubs, and more.
4 Our students need a full time counselor to support their social, emotional and academic well-being.

Summary

We continue to ensure that our students, employees and our community are provided with a safe and secure learning environment. We work to ensure our campus is safe, and or students have opportunities to continue learning outside of school hours.

Data

Staff Demographics

Student Achievement Data

Program Evaluations

Classroom Walkthrough Data

Campus Safety Exercise Data

Student Physical Education grade reports & evaluations

Student Data from the Coordinated Health program

Special Populations

Strengths

1 Special Population students provided with the application, information and program protocols needed to bring awareness to these populations.
2 Language and Technology labs are available to provide students and parents access to online resources and instructional tools.

Needs

1 A comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.
2 Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all 6th-12th grade students.
3 A monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.
4 LEP student, pregnant students, and students that are parents, are not taking advantage of resources available to them.
5 Improved intervention plan system for LEP students that are struggling to meet academic standards.

Summary

Multiple resources are provided for special populations, including language labs for parents and students. More focus is needed on the challenges for LEP and ELL students and families.

Data

Program Evaluations

Classroom Walkthrough Data

Campus-Based Assessments

Curriculum-Based Assessments

Formative Assessments

STAAR / EOC Results

LEP, ELL achievement data

Staff Quality, Recruitment and Retention

Strengths

1. Ease of online application system for recruitment (Applitrack)
2. Recruiting HQ teachers during Spring and Summer ACP Internship sessions. Ease of online application system for recruitment (Applitrack)

Needs

1. At times, teacher attendance is low.
2. There is a lack of adequate teacher retention incentives and recognition.
3. There is need for improvement to recruit certified teachers.

Summary

With the support and collaboration of the Human Resource Department, we continue to recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We constantly look for ways to improve our teacher appreciation and teacher retention methods.

Data

Attendance Data

Staff Attendance Data

Staff Demographics

Program Evaluations

Student Achievement

Strengths

1   Our STAAR results indicate an increase in Meets Grade Level in 7th and 8th grade Math and Reading,8th Science, and 7th Writing.
2   The 21st Century morning and afterschool program affords our students the opportunity for morning and after-school tutorials, and enrichment activities that support whole-child development.

Needs

1   Teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies and providing effective interventions (RtI).
3   Teacher training in implementing lessons that support TEKS alignment and higher order learning processes.
5   Student workshops that motivate engage and provide hands-on experience and exposure to career interests
6   Students are not adequately prepared for PSAT, ACT, SAT, and AP courses.
7   Our teachers need further development with small-group instruction and other TEKS aligned instructional strategies.

Summary

In order for our students to be successfully and adequately prepared for college readiness assessments, we must increase literacy for all learners in all content areas.

Data

Staff Demographics
Student Achievement Data
Program Evaluations
TAPR
Attendance Data
Campus-Based Assessments
District-Based Assessments
Inidividual Student Profiles
Response to Intervention tracking
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 instructional technology assignments.
3 Access to the internet is not available in most classrooms

Summary

We have increased the number of technology items available to our students, but more equipment is still needed as we use Imagine Learning and Imagine Math to increase skills needed to further develop English Language acquisition.

Data

Staff Demographics
Student Achievement Data
Program Evaluations
Response to Intervention tracking
Classroom Walkthrough Data

Priority Needs

A: Demographics

A2   Staff needs additional professional development to increase effective checking for understanding in our classrooms as a way to measure real time learning.

B: Student Achievement

B1   Teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies and providing effective interventions (RtI).

B3   Teacher training in implementing lessons that support TEKS alignment and higher order learning processes.

B5   Student workshops that motivate engage and provide hands-on experience and exposure to career interests

B6   Students are not adequately prepared for PSAT, ACT, SAT, and AP courses.

B7   Our teachers need further development with small-group instruction and other TEKS aligned instructional strategies.

C: School Culture and Climate

C1   Our campus lacks sufficient amount of cameras.

C2   We need to increase our social emotional learning awareness campus wide.

C4   Our students need a full time counselor to support their social, emotional and academic well-being.

D: Staff Quality, Recruitment and Retention

D1   A clear and concise updated manual of policies, procedures, and practices that also includes delineated roles and responsibilities of those within the organization.

D2   A comprehensive and coordinated teacher recruitment and selection system; whereby the HR department and campus administrators timely coordinate the recruitment and selection of teachers who, at minimum, meet highly qualified requirements to be in place for the first day of instruction and meet the needs of the ECHS/STEM campus.

E: Curriculum, Instruction and Assessment

E1   More business partnerships that provide learning opportunities for students.

E2   Comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.

E3   Staff need a better understanding of the impact of LEP Progress Measure and its impact on State and Federal indicators

F: Family and Community Engagement

F1   Increase information workshops that provide parents with engaging activities that bring awareness of college bound initiatives and opportunities.

F2   Continue to find new techniques and technology to increase communication with stakeholders.

H: Technology

H1   Not enough computers are available to students in the classroom

I : Special Populations

I1   A comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.

I3   A monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.

I4   LEP student, pregnant students, and students that are parents, are not taking advantage of resources available to them.

I5   Improved intervention plan system for LEP students that are struggling to meet academic standards.

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:** Engage in a (Data Driven Instruction) DDI protocol that will allow campus leadership and teaching team to identify root cause.	**Person(s) Responsible:** April Coleman, Dr. Angie Miranda, Sergio Moreno	**Resources:** DMAC Formative and Summative Reports, Lead4ward, STAAR Reports, DDI Protocol;
	Evidence of Implementation: Data analysis report including root cause and plan to address weaknesses.	**Ongoing Evaluation Method:** Weekly Data Analysis of formative assessments and student data trackers will be used to conduct ongoing evaluations.	**Final Evaluation Method:** The final evaluation that will be used to determine effectiveness is our STAAR data in all tested areas.
	Timeline: 8/15/2020 - 7/1/2021 (Weekly)	**Needs:** B1; B3; B5; B7;	

2	**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:** Academic Director Principal District Improvement Compliance Officer	**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: 7/1/2020 - 7/1/2021 (Daily)	**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: The campus will meet or exceed TEA target in all indicators as stated by the TEA Targeted Support and Improvement report.

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, 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 - 6/1/2021 (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 - 6/1/2021 (Daily)	**Needs:**	

3	**Action:** Analyze TEKS performance and identify areas of strength and weaknesses per historical STAAR data and current checks for understanding assessments.	**Person(s) Responsible:** Instructional coach, consultants, principal	**Resources:** DMAC, DDI Protocols, Lead4Ward, Release tests, common assessments, exit tickets, notes on CFU, progress monitoring. Imagine Learning;
	Evidence of Implementation: Data reports, assessments	**Ongoing Evaluation Method:** Progress monitoring	**Final Evaluation Method:** Meet the targets established by approaches, meets and masters
	Timeline: 8/27/2020 - 5/31/2021 (Daily)	**Needs:** B8;	

4	**Action:** Provide addition instructional support to Tier II and Tier II students.	**Person(s) Responsible:** Principal; Lead Teachers; 21st Century Coordinator	**Resources:** Teachers, laptops, Imagine Math, manipulatives; Title I, Part A Funds $10,000.00
	Evidence of Implementation: Sign in sheets for academic tutoring outside of school hours.	**Ongoing Evaluation Method:** Benchmarks; Progress Monitoring; Weekly Checkpoints	**Final Evaluation Method:** Increase in student growth and performance on STAAR
	Timeline: 7/1/2020 - 7/1/2021 ()	**Needs:** B9;	

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

Objective #3: Academic Achievement: Increase the percent of all students reaching the Meets Level Performance from 33% to 48% in Reading. In addition, students will meet all indicators per TEA.

1	**Action:** Engage in a Data Driven Instructional protocol that will allow campus leadership and teaching team to identify root cause.	**Person(s) Responsible:** Instructional coach, principal, consultants	**Resources:** Effective Schools Framework,Leverage Leadership Books, Region 4 Effective Schools Framework Conference, Region 4 Making the Grade-Closing the Gap Conference; State Comp Ed Funds $50,000.00
	Evidence of Implementation: Assessment Calendars with data-analysis window;Lesson Plans; Walk-throughs; Observations; DDI protocol; PLC agendas and minutes; scheduled calibration instructional walks with consultants; analysis of student work samples	**Ongoing Evaluation Method:** Common assessments, exit tickets, DMAC reports;Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data	**Final Evaluation Method:** Summative assessment data from STAAR Reading
	Timeline: 8/1/2020 - 6/1/2021 (Daily)	**Needs:** H1;	

2	**Action:** Provide staff with training on how to analyze BOY, MOY and Benchmark Data and produce exemplar lessons that target higher level and critical thinking strategies. Plan Station activities to target advanced TEKS and objectives.	**Person(s) Responsible:** Principal; Lead Teachers; Teachers	**Resources:** Student folders; data trackers;
	Evidence of Implementation: Lesson Plans; Walkthroughs	**Ongoing Evaluation Method:** Positioning Tools; Benchmarks; Weekly checkpoints; student data tracking folders or notebooks	**Final Evaluation Method:** Summative assessment data on STAAR Reading
	Timeline: 8/1/2020 - 6/1/2021 (On-going)	**Needs:** B1;	

3	**Action:** Teachers will participate in professional development to employ higher order,critical and academic vocabulary so that our student growth and performance increases.	**Person(s) Responsible:** Principal; Teachers	**Resources:** Research Based; Professional Development; Texas Charter Conference; Imagine Learning; Local Funds $5,000.00
	Evidence of Implementation: Classroom observations using the T-TESS appraisal process to improve teaching and learning, small group instruction, differentiation of instruction, Depth of Knowledge	**Ongoing Evaluation Method:** Teacher walk-through and observation feedback data using T-TESS; ongoing formative assessment data	**Final Evaluation Method:** Summative assessment data from STAAR
	Timeline: 8/1/2020 - 6/1/2021 (On-going)	**Needs:** B3;	

4	**Action:** Instructional Coaches and Consultants will facilitate modeling, coaching and feedback weekly. Additionally, they will plan with teachers and facilitate At-bat lesson delivery sessions with our teachers.	**Person(s) Responsible:** Principal , Instructional Coach, Consultants, teachers	**Resources:** Teach Like A Champion, Lead4ward, PLC protocol;
	Evidence of Implementation: PLC meetings, PLC protocol, lesson plans, DDI protocol	**Ongoing Evaluation Method:** Principal observations of classroom coaching; professional development sign-in forms	**Final Evaluation Method:** Summative assessment data on STAAR
	Timeline: 7/1/2020 - 6/1/2021 (Annually)	**Needs:** B1; B3; B7;	

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: Academic Achievement: Increase the percent of all students reaching the Meets Level Performance from 40% to 50% in Math. In addition, students will meet all indicators per TEA.

1	**Action:** Engage in a Data Driven Instructional protocol that will allow campus leadership and teaching team to identify root cause.	**Person(s) Responsible:** Instructional Coach, Principal, Teachers	**Resources:** Effective Schools Framework,Leverage Leadership Books, Region 4 Effective Schools Framework Conference, Region 4 Making the Grade-Closing the Gap Conference; Local Funds $1,500.00
	Evidence of Implementation: Assessment Calendars with data-analysis window; Lesson Plans; Walk-throughs; Observations; DDI protocol; PLC agendas and minutes; scheduled calibration instructional walks with consultants; analysis of student work samples	**Ongoing Evaluation Method:** Common Assessments, Exit Tickets, DMAC student learning data reports; Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data	**Final Evaluation Method:** Summative assessment data on STAAR Math
	Timeline: 8/12/2020 - 6/1/2021 (Daily)	**Needs:**	

2	**Action:** Instructional Coaches and Consultants will facilitate modeling, coaching and feedback weekly. Additionally, they will plan with teachers and facilitate At-bat lesson delivery sessions with our teachers.	**Person(s) Responsible:** Instructional Coach, Teachers, Principal	**Resources:** Teach Like A Champion, Lead4ward, PLC protocol;
	Evidence of Implementation: PLC meetings, PLC protocol, lesson plans, DDI protocol	**Ongoing Evaluation Method:** Principal observations of classroom coaching; professional development sign-in forms	**Final Evaluation Method:** Summative assessment data on STAAR
	Timeline: 8/12/2020 - 6/1/2021 (Daily)	**Needs:**	

3	**Action:** Provide staff with training on how to analyze BOY, MOY and Benchmark Data and produce exemplar lessons that target higher level and critical thinking strategies.Use Imagine Math as a progress monitoring tool throughout the year.	**Person(s) Responsible:** Math Instructional Coach, Principal,Teachers	**Resources:** Region 4 TEKS aligned learning stations, Imagine Math;
	Evidence of Implementation: PLC protocol, PLC minutes, DDI Protocol	**Ongoing Evaluation Method:** Progress monitoring using Imagine Math data; Benchmarks; Weekly checkpoints; student data tracking folders or notebooks	**Final Evaluation Method:** Summative assessment data on STAAR Math
	Timeline: 8/12/2020 - 6/1/2021 (Daily)	**Needs:**	

4	**Action:** Teachers will participate in professional development to employ higher order,critical and academic vocabulary so that our student growth and performance increases.	**Person(s) Responsible:** Principal, Math Instructional Coach	**Resources:** Rice University Research Based Math training; Professional Development; Texas Charter Conference; Imagine Math; Region 4 TEKS aligned learning station activities; Local Funds $15,000.00
	Evidence of Implementation: BOY Imagine Math assessment; Classroom observations using the T-TESS appraisal process to improve teaching and learning,	**Ongoing Evaluation Method:** Progress monitoring using Imagine Math; Teacher walk-through and observation feedback data using T-TESS; ongoing formative assessment data	**Final Evaluation Method:** Summative assessment data from STAAR
	Timeline: 7/12/2020 - 6/1/2021 (Daily)	**Needs:**	

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

Objective #5: Academic Achievement: Increase the percent of students passing Reading at the Masters level in 6th grade from 9% to 20%; in 7th grade from 22% to 30%; and in 8th grade from 12% to 25%.

1	**Action:** The leadership team and Consultants will facilitate modeling, coaching and feedback on a weekly basis. Additionally, they will plan with teachers and facilitate At-bat lesson delivery sessions.	**Person(s) Responsible:** Principal, Instructional Coach, Consultants, Teachers	**Resources:** PLC meeting time, PLC protocol, Teach Like A Champion;
	Evidence of Implementation: PLC protocol, At-bat sessions, classroom observations, ongoing, data-analysis	**Ongoing Evaluation Method:** Weekly classroom observation and calibrated instructional rounds	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (Daily)	**Needs:** B1; B3; B7; E2;	

2	**Action:** Identify students that are targeted for master level achievement and personalize instruction to target gaps.	**Person(s) Responsible:** Teachers, instructional coach, principal	**Resources:** Forde Ferrier, Regaion I resources, Data templates; State Comp Ed Funds $10,000.00
	Evidence of Implementation: Daily CFU, Common assessments, checkpoints	**Ongoing Evaluation Method:** Progress monitoring,Common assessments, observations	**Final Evaluation Method:** STAAR Scores
	Timeline: 7/1/2020 - 7/1/2021 (Daily)	**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 #6: Academic Achievement: In Math, students will increase the percent passing at the Masters level in 6th grade from 9% to 20%; in 7th grade from 22% to 30% and in 8th grade from 12% to 30%

1	**Action:** Provide PD on TEKS so that teachers understand the level of rigor of the standard.	**Person(s) Responsible:** Instructional coach, consultants	**Resources:** Rice University PD, Lead4Ward, TEKS RS; State Comp Ed Funds $15,000.00
	Evidence of Implementation: Sign in sheets, attendance logs, lesson plans	**Ongoing Evaluation Method:** observations, data analysis	**Final Evaluation Method:** STAAR Scores
	Timeline: 7/1/2020 - 7/1/2021 (Daily)	**Needs:**	

2	**Action:** Provide ongoing support for lesson planning including modeling and at-bats sessions.	**Person(s) Responsible:** Instructional coaches, consultants	**Resources:** TEKS RS, Lead4Ward;
	Evidence of Implementation: Weekly PLC, coaching notes	**Ongoing Evaluation Method:** Coaching notes, lesson planning and classroom observations with a focus on student learning, intervention plans	**Final Evaluation Method:** STAAR Scores
	Timeline: 7/1/2020 - 7/1/2021 (Daily)	**Needs:**	

3	**Action:** Additional instructional targeted support will be provided during after school tutorials.	**Person(s) Responsible:** Teachers, principal, 21st Century staff	**Resources:** STAAR Masters, Motivation (Think Up), DMAC reports; Title I, Part A Funds $5,000.00
	Evidence of Implementation: Sign in sheets, intervention plan, student work, date analysis reports	**Ongoing Evaluation Method:** Exit tickets, CFU	**Final Evaluation Method:** STAAR Scores
	Timeline: 7/1/2020 - 7/1/2021 (Daily)	**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 #7: Attendance: By the end of the school year, increase and maintain student attendance to 98%, and decrease teacher absenteeism by 5%.

1	**Action:** Reach and Maintain 98% student attendance rate by (1) Using the Awards Committee to provide students with awards and acknowledgement for high standards and attendance, and (2) establish an ADA committee to meet each week to review student attendance and take immediate corrective and preventive action.	**Person(s) Responsible:** Principal; PEIMS Manager; Teachers	**Resources:** TXeis reports; DMAC; BlackBoard Connect; Local Funds $5,000.00
	Evidence of Implementation: TXEis reports, Sign in sheets, participation in activity, logs	**Ongoing Evaluation Method:** Review of Attendance & Truancy Data	**Final Evaluation Method:** Improved attendance rate across the campus
	Timeline: 8/1/2020 - 6/1/2021 (On-going)	**Needs:** A3;	

2	**Action:** Increase staff education and development at the campus level in compliance with Truancy Prevention Measures under HB 2398: (a) Purchase materials and supplies to provide ongoing training and workshops, (b) Contract for consultants to provide training and workshops	**Person(s) Responsible:** Principals; FACE; Intervention TEAM; Facilities Management Department	**Resources:** ESC 4; State Requirements;
	Evidence of Implementation: Truancy Prevention Measures	**Ongoing Evaluation Method:** Attendance Records	**Final Evaluation Method:** Improvement in student attendance rates
	Timeline: 7/1/2020 - 7/1/2021 (Daily)	**Needs:** A3;	

3	**Action:** Administration will make teacher appreciation an on going priority. There will be frequent incentives, prizes, and recognition treats every two to three weeks.	**Person(s) Responsible:** Principal; Administrative Assistant	**Resources:** Coupons; Absence Reports; Planning Calendar;
	Evidence of Implementation: Biweekly incentives; pictures; recognition	**Ongoing Evaluation Method:** End of the year comparison of First semester and Second semester absentee percentages.	**Final Evaluation Method:** Review of data and CIP Progress.
	Timeline: 8/1/2020 - 6/1/2021 (On-going)	**Needs:** D1; D2;	

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: EL: Increase understanding of the EL Progress Measure and how it relates to state and federal accountability.

1	**Action:** An Intervention Plan will be developed and implemented to increase the percentage of at-risk students in the Bilingual or ESL Program obtaining LIII-Advanced Level of Performance in the State assessments.	**Person(s) Responsible:** Principal; Lead Teachers Special; Pops Manager ESL TEAM	**Resources:** Files Trackers; Data;
	Evidence of Implementation: AEIS Reports AMAO Report	**Ongoing Evaluation Method:** State Assessment Data	**Final Evaluation Method:** Data review will show an increase of 10% for all EL students
	Timeline: 10/1/2020 - 6/1/2021 ()	**Needs:** E1; I1; I 5;	

2	**Action:** Special Populations Department will provide training opportunities regarding the impact of LEP Progress Measure and its impact on State and Federal indicators to all teachers and support	**Person(s) Responsible:** Special Populations Coordinator; Principal; ESL Program; Lead Teachers	**Resources:** Registration; Files; Supplies;
	Evidence of Implementation: Training Registration forms; Powerpoints; Training Certificates	**Ongoing Evaluation Method:** Evaluations; TELPAS; System Safeguards; AMAOs	**Final Evaluation Method:** All teacher will increase their effectiveness as evidenced by an increase in score by 10%
	Timeline: 9/1/2020 - 6/1/2021 ()	**Needs:** E3; E4;	

3	**Action:** Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2018-2019 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level.	**Person(s) Responsible:** Principal; Lead Teachers; PTO; Content Leads	**Resources:** Research based; literature and data; Free literature and support; Title I, Part A Funds; PTA Funds Funds
	Evidence of Implementation: Sign in sheets; Flyers; Data; Meeting sessions	**Ongoing Evaluation Method:** Student achievement; Every grading cycle and progress report	**Final Evaluation Method:** 80% of students will meet the criteria on TELPAS to exit program by the end of 2019
	Timeline: 9/1/2020 - 6/1/2021 (On-going)	**Needs:** E3;	

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: EL: Close the achievement gap and increase student performance at the Meets Grade Level or above in Reading for our LEP student group from 27% to 33%.

1	**Action:** Review disaggregated data to track and monitor the progress of our EL students and provide evidence-based feedback to teachers	**Person(s) Responsible:** Principal, Special Population Coordinator, Instructional Coach, teachers	**Resources:** DDI Protocol, PLC Protocol, Agenda and Minutes, DMAC student learning reports, Lead4ward, TELPAS data;
	Evidence of Implementation: Assessment Calendars with data-analysis window	**Ongoing Evaluation Method:** Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data	**Final Evaluation Method:** Summative assessment data from STAAR reading
	Timeline: 8/12/2020 - 6/1/2021 (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: LEP: Close the achievement gap and increase student performance at the Meets Grade Level or above in Math for our LEP student group from 37% to 44%.

1	**Action:** Review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers	**Person(s) Responsible:** Principal, Special Populations Coordinator, Instructional Coach, teachers	**Resources:** DDI Protocol, PLC Protocol, Agenda and Minutes, DMAC student learning reports, Lead4ward, Imagine Math data;
	Evidence of Implementation: Assessment Calendars with data-analysis window	**Ongoing Evaluation Method:** Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions. Coaching and teacher support is informed by data	**Final Evaluation Method:** Summative assessment data from STAAR Math
	Timeline: 7/1/2020 - 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 #4: SPED: Increase the overall Student Achievement Domain Score for our Special Ed students from 10 to 27.

1	**Action:** Review disaggregated data to track and monitor the progress of our Special Education students and provide evidence-based feedback to teachers.	**Person(s) Responsible:** Special Education Coordinator, Principal, teachers	**Resources:** Imagine Learning, Imagine Math, student data tracker folders, student data trackers, Think Up Math, Think Up Reading;
	Evidence of Implementation: Assessment Calendars with data-analysis window	**Ongoing Evaluation Method:** Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data	**Final Evaluation Method:** Summative Assessment data for student achievement on STAAR
	Timeline: 8/19/2020 - 6/1/2021 (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 #5: At-Risk: Close the achievement gap between student groups at the same grade level, including Special Education and other at-risk students, by 10%.

1	**Action:** Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development.	**Person(s) Responsible:** Principal; Lead Teachers; Teachers	**Resources:** Professional Development; Workbooks; Word Walls; Flashcards;
	Evidence of Implementation: PD Agendas; Sign in Sheets; Lesson Plans; Walkthroughs	**Ongoing Evaluation Method:** Weekly Checkpoints; Benchmarks; Positioning tools; TELPAS; STAAR	**Final Evaluation Method:** Students will increase ELA STAAR scores by 10% of approaches, 10% meets, and 5% masters
	Timeline: 8/27/2020 - 5/31/2021 (Daily)	**Needs:** E3;	

2	**Action:** Continue to teach effective parenting and coping skills to students who are pregnant or parenting to ensure that they receive a high school diploma. These students will be closely monitored for attendance and grades with immediate interventions applied for at - risk performance.	**Person(s) Responsible:** CCR; Principal; Parents	**Resources:** BCM; Specialized Consulting; VOCA;
	Evidence of Implementation: Teacher training for at-risk students; classes and session for student-parents.	**Ongoing Evaluation Method:** Monitoring of academic achievement for pregnant students and student-parents.	**Final Evaluation Method:** Increase graduation rates by 2%
	Timeline: 8/27/2020 - 5/31/2021 ()	**Needs:** I 4;	

3	**Action:** 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.	**Person(s) Responsible:** Principal, Lead Teachers, Special Education teachers	**Resources:** Special Ed Funds
	Evidence of Implementation: Meeting notes, Interventions plans for Special Education students	**Ongoing Evaluation Method:** Teacher discussion, classroom evaluations	**Final Evaluation Method:** increase the number of students meeting IEP goals by 50%
	Timeline: 8/27/2020 - 5/31/2021 ()	**Needs:** I3;	

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

Objective #1: Middle School students will engage in career exploration activities in their technology classes.

1	**Action:** Teachers will embed career exploration activities in their classes based on student interest inventories on Naviance. Students will create SMART goals based on their personalized inventories.	**Person(s) Responsible:** Principal, Dean of Students, Instructional Coach, teachers, Counselor	**Resources:** SMART goal template, student and teacher training on Naviance;
	Evidence of Implementation: Lesson Plans, choiceboards	**Ongoing Evaluation Method:** Student work products, walkthroughs, teacher check-ins with instructional leader	**Final Evaluation Method:** Completed activities toward SMART goals.
	Timeline: 10/15/2020 - 5/28/2021 (Daily)	**Needs:**	

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

Objective #2: Middle School students will engage in virtual college tours to experience college life, programs of study, and entry requirements.

1	**Action:** Counselor will schedule virtual college tours for our middle school students.	**Person(s) Responsible:** Counselor, principal	**Resources:** Links to virtual tour, college contact information, technology;
	Evidence of Implementation: Virtual tours scheduled onto calendar	**Ongoing Evaluation Method:** Check-ins with counselor	**Final Evaluation Method:** Completed virtual tours and student survey
	Timeline: 1/6/2021 - 5/28/2021 (Daily)	**Needs:**	

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

Objective #3: Middle School instruction will be aligned to the appropriate rigor level and depth of knowledge expectations so that students will become TSI ready.

1	**Action:** PSAT practice with 7th and 8th graders during Advocacy	**Person(s) Responsible:** District Testing Coordinator, Counselor, Principal, Dean of Students, Instructional Coach	**Resources:** Naviance,College Board, Practice Materials, Khan Academy;
	Evidence of Implementation: Calendared Advocacy lessons	**Ongoing Evaluation Method:** Student check-ins during Advocacy	**Final Evaluation Method:** Evidence of growth on EOY assessments
	Timeline: 11/1/2020 - 5/28/2021 (On-going)	**Needs:**	

2	**Action:** Teachers will take SAT practice tests to identify key areas to address in their own instruction.	**Person(s) Responsible:** District Testing Coordinator, Counselor, Principal, Dean of Students, Instructional Coordinator	**Resources:** Practice SAT tests;
	Evidence of Implementation: Calendared SAT practice test sessions with teachers	**Ongoing Evaluation Method:**	**Final Evaluation Method:**
	Timeline: 11/1/2020 - 5/28/2021 (On-going)	**Needs:**	

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:** Post social media and Blackboard Connect communication to keep parents abreast of on-campus and virtual events and updates	**Person(s) Responsible:** Principals, Lead teachers, Family and Community Engagement staff	**Resources:** Blackboard Connect services, social media, teacher Remind app;
	Evidence of Implementation: Social media postings, call outs, text blasts	**Ongoing Evaluation Method:** Virtual or on-campus parent meetings attendance	**Final Evaluation Method:** Parent survey
	Timeline: 8/1/2020 - 6/1/2021 (On-going)	**Needs:** F2; [Title I Components Evaluation]	

2	**Action:** Parent meetings will be held to communicate with campus principal, Family and Community Engagement (FACE) Department and other stakeholders.	**Person(s) Responsible:** Principal, Family and Community Engagement ,CCR	**Resources:** Parent surveys;
	Evidence of Implementation: Monthly parent meeting agendas	**Ongoing Evaluation Method:** Surveys; photos of parent meeting sessions; chat transcript from Zoom	**Final Evaluation Method:** EOY parent survey
	Timeline: 9/1/2020 - 5/1/2021 (Monthly)	**Needs:** F3; [Title I Components Evaluation]	

3	**Action:** Invite and promote opportunities to share information and gather input from parents and community members that will aid and benefit all stakeholders; to promote engagement to increase and support overall student achievement.	**Person(s) Responsible:** Family and Community Engagement Department, Principal PTO CCR Teachers;	**Resources:** Flyers; Promotional events; Post-secondary institutions, Memorandums of Understanding; Strategic Partnership Agreements; Carl Perkins
	Evidence of Implementation: Sign-in sheets Field trips; Meeting Agendas; Fairs/workshops	**Ongoing Evaluation Method:** Informal surveys and discussions with parents and community members, partnership agreements	**Final Evaluation Method:** Review of student achievement data; renew agreements
	Timeline: 10/1/2020 - 5/1/2021 (Monthly)	**Needs:** F2; [Title I Components Evaluation]	

4	**Action:** Provide parents with resources, training, and workshops that help increase student achievement.	**Person(s) Responsible:** Principal; CCR; FACE Dept.; Academic Services Special Populations	**Resources:** Parent literature; CCR & College FAFSA/TAFSA; Parent Center Lab; Upward Bound Program; Padres Comprometidos; Padres Comprometidos con CHISPA; 400 Voices; Project Grad; Title I, Part A Funds
	Evidence of Implementation: Agendas Sign-in Sheets	**Ongoing Evaluation Method:** Parent surveys and evaluations; student and parent feedback	**Final Evaluation Method:** Increase in student achievement data
	Timeline: 9/1/2020 - 7/1/2021 (On-going)	**Needs:** F1; [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: Community: Provide opportunities for strategic partnerships expansion.

1	**Action:** Improve student access to a well-rounded education by developing partnerships with medical, business, and energy leading corporations across Houston that will partner with RYSS to offer students work-based experiences and certifications as well as support Districtwide initiatives to help increase student achievement.	**Person(s) Responsible:** Family and Community Engagement Director, Principal, Counselors	**Resources:** Strategic Partnerships, Memorandums of Understanding; Local Funds;
	Evidence of Implementation: Strategic Partnerships, Memorandum of Understanding, Service Agreements	**Ongoing Evaluation Method:** Renewal of Strategic Partnership Agreements, Student and teacher evaluations of partnership successes	**Final Evaluation Method:** Add 2 additional strategic partnerships
	Timeline: 1/8/2020 - 5/31/2021 (On-going)	**Needs:** E2; [Title I Components Parent Engagement]	

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

1	**Action:** Safety committee will meet weekly to discuss campus grounds, classroom and surrounding area safety concerns and improvements.	**Person(s) Responsible:** Principal; Intervention TEAM	**Resources:** Safety Drills; Calendar; Minutes;
	Evidence of Implementation: Sign-in sheets; Calendar; Agendas	**Ongoing Evaluation Method:** Evaluation of periodic safety exercises	**Final Evaluation Method:** Positive evaluation of campus safety exercises
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)	**Needs:** C1;	

2	**Action:** Maintain a safe and secure environment for each instructional and non-instructional facility. [A] Conduct standard safety drills (Fire Drills, Obstructed, Shelter in Place, Unauthorized Person (Inside), Severe Weather, Threatening Person (Outside); [B] Improve safety of the campus (purchase of Speed Limit signs, addition of Speed Bumps, safety equipment, and supplies to ensure student and family safety while on campus especially during drop off and pickup times, maintenance of security radios.	**Person(s) Responsible:** Principals; FACE; Intervention TEAM; Facilities Management Department	**Resources:** Trackers; Binders; COH Policies and Regulations; Local Funds
	Evidence of Implementation: Binder Tracker	**Ongoing Evaluation Method:** Evaluation of Drills and Meetings	**Final Evaluation Method:** Review of campus safety data
	Timeline: 7/1/2020 - 7/1/2021 (On-going)	**Needs:** C1;	

4	**Action:** Implement the RYSS District Wellness Plan and provide a coordinated school health program. Students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Use criterion-based reporting for each students health education program.	**Person(s) Responsible:** Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach	**Resources:** Literature; Curriculum; Communication;
	Evidence of Implementation: Meetings and communication	**Ongoing Evaluation Method:** Parent Surveys; Department meetings	**Final Evaluation Method:** Review of student health data.
	Timeline: 12/1/2020 - 5/1/2021 (Daily)	**Needs:** C2;	

5	**Action:** 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.	**Person(s) Responsible:** Principal	**Resources:** Campus Improvement Plan, Set2Plan training;
	Evidence of Implementation: Completed comprehensive Needs Assessment, Campus improvement plan, and evaluation of the prior year plan. Sign in sheets, agendas, and minutes of all meetings used to complete the items listed.	**Ongoing Evaluation Method:** discussions with committee members	**Final Evaluation Method:** Completed Campus Improvement Plan
	Timeline: 2/1/2020 - 7/1/2021 (Annually)	**Needs:** C4; [Title I Components CNA]	

6	**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: 2/1/2020 - 7/1/2021 (Annually)	**Needs:** C4; [Title I Components CIP]	

7	**Action:** Provide routine health services in conjunction with BCM and PE/Health courses. Alignment with district/campus wellness policy and programs.	**Person(s) Responsible:** Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach	**Resources:** Equipment; Technology Devices Data; Tracking documents and reports; FMNV Charts and website;
	Evidence of Implementation: Policy; Meetings; Fitness Gram Lessons	**Ongoing Evaluation Method:** Parent and student; feedback/surveys; Evaluations	**Final Evaluation Method:** Review of student health data
	Timeline: 7/1/2020 - 4/1/2021 (Daily)	**Needs:** C2;	

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

High School Allotment Funds

Local Funds $28,000.00

Carl Perkins

PTA Funds Funds

State Comp Ed Funds $75,000.00

Special Ed Funds

Title I, Part A Funds $15,000.00

Title III, Part A Funds

Title I

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

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Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 4, Objective #3 , Strategy # 5: 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.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 4, Objective #3 , Strategy # 6: 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: Post social media and Blackboard Connect communication to keep parents abreast of on-campus and virtual events and updates

Goal # 4, Objective # 1, Strategy # 2: Parent meetings will be held to communicate with campus principal, Family and Community Engagement (FACE) Department and other stakeholders.

Goal # 4, Objective # 1, Strategy # 3: Invite and promote opportunities to share information and gather input from parents and community members that will aid and benefit all stakeholders; to promote engagement to increase and support overall student achievement.

Goal # 4, Objective # 1, Strategy # 4: Provide parents with resources, training, and workshops that help increase student achievement.

Goal # 4, Objective # 2, Strategy # 1: Improve student access to a well-rounded education by developing partnerships with medical, business, and energy leading corporations across Houston that will partner with RYSS to offer students work-based experiences and certifications as well as support Districtwide initiatives to help increase student achievement.

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

No actions have been associated with this component

Requirement: Opportunities for all children

No actions have been associated with this component

Requirement: Increases the amount of quality learning time

Goal # 1, Objective # 2, Strategy # 4: Provide addition instructional support to Tier II and Tier II students.

Requirement: Provides an enriched and accelerated curriculum

No actions have been associated with this component

Requirement: Provides a well-rounded education

Goal # 4, Objective # 2, Strategy # 1: Improve student access to a well-rounded education by developing partnerships with medical, business, and energy leading corporations across Houston that will partner with RYSS to offer students work-based experiences and certifications as well as support Districtwide initiatives to help increase student achievement.

Requirement: Addresses the needs of at-risk students

Goal # 2, Objective # 1, Strategy # 1: An Intervention Plan will be developed and implemented to increase the percentage of at-risk students in the Bilingual or ESL Program obtaining LIII-Advanced Level of Performance in the State assessments.

Goal # 2, Objective # 5, Strategy # 2: Continue to teach effective parenting and coping skills to students who are pregnant or parenting to ensure that they receive a high school diploma. These students will be closely monitored for attendance and grades with immediate interventions applied for at - risk performance.

Goal # 2, Objective # 5, 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.

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