Raul Yzaguirre Schools for Success

Elite STEM Primary Academy

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

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

Vision

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

Administrators

Ellie D. Garza   Principal

Description

Elite STEM Primary Academy opened its doors in 1996 and serves 358 students in grades Kindergarten through 5th. The student population is 99.4% Hispanic, .6% White. Elite STEM Primary Academy serves 2.8% Special Education students, 99.4% Economically Disadvantaged students, 72.6% English Language Learners, 73.8% At-Risk students, 3.2% Gifted & Talented students. The overall mobility rate for the campus is 6.7%. The average attendance rate for students is 97.8%.

Planning Committee

Member Name	Title	Role
Joseline Echegoyen	Teacher	Teacher
Amanda Sanchez	Teacher	Teacher
Gisela Palacios	Teacher	Teacher
Anali Martinez	Teacher	Teacher
Karla Moreno	Teacher	Teacher
Nidia Hernandez	Instructional Aide	Instructional Aide
Monica Torres	Parent	Parent
Kassandra Nava	Community Member	Community Member
Blanca Garcia	Business Member	Business Representative

Comprehensive Needs Assessment

Summary

Demographics

Elite STEM Primary strives to meet not only the academic but also the socio-emotional needs of students who present with many challenges. Elite STEM Primary Academy is dedicated to supporting students, parents and a community whose needs are great.

Student Achievement

Growth was achieved in the STAAR grades at the end of 2018. However, there are still areas of deficit in 3rd reading, 4th writing, and 4th math. All content areas- reading, math, science, writing, ESL and bilingual best practices/instruction would benefit from targeted intervention and support.

School Culture and Climate

At the end of 2019-2020 school year, Elite STEM Primary Academy had a low teacher turn over rate, only two teachers did not return. Two teachers are 1st year teachers this school year, 20-21.

Staff Quality, Recruitment and Retention

Primary for the 2020-2021 school year has:
21 teacher positions
5/21 are certified teachers
16/21 are non-certified teachers
2/21 are first year teachers

Curriculum, Instruction and Assessment

Primary teachers in alternative certification programs have not had the benefit of educational theory, background in best practices to support EL students and lack background in specific content/s, delivery of instruction and in supporting a student centered classroom environment.
Due to teacher's lack of a background in educational theory or a background in another field of study, teachers would benefit from receiving additional instructional support in order to better support student learning.

Family and Community Engagement

Primary strives to develop our parents as partners in their children's education. We will continue to share and inform parents on not only what their student's are learning but also how they can also support their students continue to learn with them at home.
Monthly Zooms with the Principal are held in order to share all online learning opportunities for students, school events that showcase specific content areas for parents to experience what students are learning in our classrooms and to reinforce that our parents participation in their student's education is paramount and very much needed.

School Context and Organization

Primary has a very small staff. Primary has staff that is very flexible and always willing to support.

Technology

In order to support our students with access to technology, laptops and chrome books have been deployed to students without devices at home. Primary will focus on supplementing more units of technology for our students to support their learning online and engage in daily virtual instruction.

Special Populations

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

Curriculum, Instruction and Assessment

Strengths

1 Campus assessments which are created by teachers are reviewed by the principal and consultants to ensure they are aligned to the STAAR assessment.
2 All teachers have access to and implement the set curriculum TEKS RS
3 Principal provides teachers will instructional resources and supplies.
4 Teachers have designated content consultants that assist them with pedagogy ,daily schedules, lesson delivery, assessment and resources.
5 Administration has created daily schedules for teachers in all grade levels that support the required minutes of content delivery.
6 Assessment: Teachers assess students after every unit. Once they have finished teaching the student expectations and TEKS.
7 Assessment: Teachers give two benchmarks during the school year. These benchmarks are STAAR like assessments.
8 Assessment: All teachers issue an exit ticket at the end of their lesson to check for student mastery of content
9 Assessment: Teachers track student progress by using Data Walls in their classroom and DMAC.
10 Assessment: Principal has a data wall in her office where we can see how students performed on given assessments and placed in the following categories: Approaches, Meets, Masters.

Needs

1 Teachers need support to secure vertical alignment and content alignment across all grade levels
2 Teachers need ongoing professional development to secure that they gain proficient background in delivery of effective lessons, implementation of effective center activities, and design of rigorous and effective assessments.

Summary

Primary teachers in alternative certification programs have not had the benefit of educational theory, background in best practices to support EL students and lack background in specific content/s, delivery of instruction and in supporting a student centered classroom environment.
Due to teacher's lack of a background in educational theory or a background in another field of study, teachers would benefit from receiving additional instructional support in order to better support student learning.

Data

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

Demographics

Strengths

1   Elite STEM Primary benefits from being part of the Tejano Center for Community Concerns whose goal is to meet the needs of its students, parents and community members. Early childhood students are served by AVANCE. K through 12th students are served on the same RYSS campus. Senior citizens are served by Nueva Vida Senior Center. Elite STEM Primary students benefit not only from the activities and events offered in this community setting but also from guidance and leadership development that is fostered in all programs.

2   The state accountability system identifies Elite STEM Primary with an accountability rating of "B" for the 2019 school year.

Needs

1   Acquisition and retention of Highly Qualified and Certified teachers (in critical shortage areas of Bilingual and ESL) is a challenge for Elite Primary

2   99.4% of students at Elite STEM Primary are identified as Economically Disadvantaged. 73.8% of students are identified as At-Risk as reported in the 2018 TAPR Report. Students present with very limited experiences and with home environments which may not adequately support them. These factors impact our students educational experience.

3   72.6% of students at Elite STEM Primary are identified as English Learners as reported in the 2018 TAPR Report. Student's lack of English proficiency directly impacts student's reading proficiency. The process of learning to read can be particularly challenging for English learners.

Summary

Elite STEM Primary strives to meet not only the academic but also the socio-emotional needs of students who present with many challenges. Elite STEM Primary Academy is dedicated to supporting students, parents and a community whose needs are great.

Data

Staff Demographics

Program Evaluations

Student Demographics

TAPR

STAAR / EOC Results

Student Achievement Data

Campus-Based Assessments

Formative Assessments

Response to Intervention tracking

Family and Community Engagement

Strengths

1. Principal holds monthly Zoom meetings with parents to share information on student upcoming learning, district events and share information on how to support their students at home to support a home to school connection.
2. Principal delivers monthly callout to parents to keep in touch with parents and advise parents of important school and community events.
3. Teachers email weekly (1) pager with details of what students will be learning for the week to parents every Sunday at 6:00 pm.

Needs

1. Primary needs to focus on increasing parent attendance at school meetings and events in order to secure that parents are cognizant of what their students are learning, how their students are progressing academically and how parents can support the school in making learning a priority in their home for their child.
2. Students and parents aren't aware of the signs of bullying, sexual abuse, and other violence scenarios.
3. Parents lack understanding of resources available to help their children academically.

Summary

Primary strives to develop our parents as partners in their children's education. We will continue to share and inform parents on not only what their student's are learning but also how they can also support their students continue to learn with them at home.
Monthly Zooms with the Principal are held in order to share all online learning opportunities for students, school events that showcase specific content areas for parents to experience what students are learning in our classrooms and to reinforce that our parents participation in their student's education is paramount and very much needed.

Data

Program Evaluations
Campus-Based Assessments

School Context and Organization

Strengths

1   School is led by principal who supports all.
     Lead teachers support peer teachers with content and instructional practices.
     School Secretary supports administration, teachers, staff, students and parents.

Needs

1   Size of Primary staff is small and we work as a team to secure coverage and support for all.

Summary

Primary has a very small staff. Primary has staff that is very flexible and always willing to support.

Data

Staff Demographics
Attendance Data

School Culture and Climate

Strengths

1. Communication, consensus and buy-in are essential components of a thriving organization. Administration will secure that all teachers are supported inside and outside the classroom, that teacher's instructional needs are met and that teacher's are valued as members of the Primary learning community.
2. Teachers are engaging in implementing systems, routines and procedures that will norm their classrooms with best practices in order to support students. Teachers are also engaging in the conversation of learning during PLC's that will support them in developing a growth mindset to benefit their students.
3. Teachers will receive constructive feedback following informal/formal walk-throughs and observations which will support them in tweaking their instructional program to better support students.
4. Teachers will engage in monthly activities to support them in building relationships with their grade level teams, their colleagues and their administration.

Needs

1. Increase effective communication with all stakeholders.
2. Build teacher capacity and build the school community.
3. Ensure that all actions and behaviors are issued with transparency in order to build teacher trust.
4. Support teachers in building capacity to secure that they have the background and knowledge to successfully complete their certification requirements.
5. Student data will be consistently reviewed in PLC's in order to ensure that teachers are on target and their instruction is data driven.
6. Secure other funding (outside funding) to secure much needed resources for our teachers and our students.

Summary

At the end of 2019-2020 school year, Elite STEM Primary Academy had a low teacher turn over rate, only two teachers did not return. Two teachers are 1st year teachers this school year, 20-21.

Data

Program Evaluations

District-Based Assessments

Special Populations

Strengths

2   Principal attends ARD meetings to be informed and make knowledgeable decisions about student education.

Needs

1   Close the achievement gap for Special Education, EL, RTI, Emergent Bilingual students and general education students.

2   ELL students are slowly increasing or staying stagnant in English proficiency level as evidenced by TELPAS scores.

Summary

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

Data

TAPR

Staff Quality, Recruitment and Retention

Strengths

1. Staff is accommodating and professional in meeting the needs of students and parents.
2. School and staff both secure and support open communication with parents and all stakeholders.
3. Principal meets with teachers weekly during PLC's to secure that all teachers and students needs are being met with instruction and resources.
4. The SDMC committee (administrator, teachers, parents, community) meet quarterly to review the SIP goals and objectives to secure that we are meeting the needs of our students and school community.

Needs

3. Primary attracts and hires candidates that are degreed in areas outside of education to serve as first year teachers in alternative certification programs.
4. Primary teachers are enrolled in alternate certification programs (without the benefit of college course work) in order to acquire their certification.

Summary

Primary for the 2020-2021 school year has:
21 teacher positions
5/21 are certified teachers
16/21 are non-certified teachers
2/21 are first year teachers

Data

Staff Demographics
STAAR / EOC Results

Student Achievement

Strengths

1   Resources and materials have been provided for instructional purposes. Teachers are engaged in ongoing professional learning (Reading Academy, Blended Learning Cohort, Math Cohort, individualized and team support from consultants) to develop their capacity in delivery of proficient instruction to support our students in their academic achievement.
2   Teachers are provided and supported with curriculum guides, scope and sequence, pacing calendars, lesson plan support. Teachers are supported by content leads and consultants (Trainer of Trainer model) who instruct and build teacher capacity in navigating their planning documents, lesson activities, lesson cycle, Dp Now to Exit Ticket and in developing their assessments.
3   Teachers are supporting in developing content pacing calendars using the Lead4Ward Blue print. Teachers are modeled how to use resources: Lead4Ward, STEMScopes, Apps, Choice Boards, in order to support and implement in their classrooms to support students.
4   Teachers meet weekly in PLC's and content support training to develop their understanding of best practices, instructional strategies and activities to support their students in the classroom.

Needs

1   Teachers need additional training in supporting students with direct instruction of reading strategies to develop student's comprehension and reading fluency. Acquiring three more COWS (computers on wheels) with 30 units each would support all grades levels with increased access to online programs and maximizing our student's learning.
2   Teachers need training in delivering direct instruction on mathematical operations, computation skills and problem solving.
3   Teachers need training on how to deliver instruction and support their students with the writing process and on how to successfully implement teaching resources for the writing process.
4   Teachers need training in delivery of Science instruction to support students. Students need more hands on experience in conducting experiments in the science classroom. Students lack real-world experience in science understanding and technology.
5   More than 50% of teachers at Primary are non-certified teachers. Teachers are required to successfully complete a certification program and obtain required certification in order to continue to teach at Primary.
6   Students require test taking skills in order to acquire strategies to navigate standardized assessments.
7   Teachers need training on how to deliver bilingual instruction and support their students. Teachers also need to know how to build bilingual student's English through ESL strategies.

Summary

Growth was achieved in the STAAR grades at the end of 2018. However, there are still areas of deficit in 3rd reading, 4th writing, and 4th math. All content areas-reading, math, science, writing, ESL and bilingual best practices/instruction would benefit from targeted intervention and support.

Data

Curriculum-Based Assessments

Formative Assessments

TAPR

Student Achievement Data

Campus-Based Assessments

District-Based Assessments
Response to Intervention tracking
STAAR / EOC Results

Technology

Strengths

- 2 All teachers have a laptop checked out to them.
- 3 The school has one fully equipped computer lab with desk top computers.
- 5 Teachers have access to DMAC- program that serves many purposes. Teachers use DMAC to create assessments and to identify the student expectations that need to be addressed.

Needs

- 1 Students need daily access to technology to engage with virtual instruction, access online programs that target and support their areas of need. Students are lacking devices at home and will laptops deployed to them to support them in accessing learning online.
- 2 Students need additional technology units in their classrooms to access.
- 3 Students need to access technology at home in order to extend their learning outside the classroom.

Summary

In order to support our students with access to technology, laptops and chrome books have been deployed to students without devices at home. Primary will focus on supplementing more units of technology for our students to support their learning online and engage in daily virtual instruction.

Data

Program Evaluations

Classroom Walkthrough Data

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B: Student Achievement

B1   Teachers need additional training in supporting students with direct instruction of reading strategies to develop student's comprehension and reading fluency. Acquiring three more COWS (computers on wheels) with 30 units each would support all grades levels with increased access to online programs and maximizing our student's learning.

B2   Teachers need training in delivering direct instruction on mathematical operations, computation skills and problem solving.

C: School Culture and Climate

C5   Student data will be consistently reviewed in PLC's in order to ensure that teachers are on target and their instruction is data driven.

F: Family and Community Engagement

F1   Primary needs to focus on increasing parent attendance at school meetings and events in order to secure that parents are cognizant of what their students are learning, how their students are progressing academically and how parents can support the school in making learning a priority in their home for their child.

F2   Students and parents aren't aware of the signs of bullying, sexual abuse, and other violence scenarios.

F3   Parents lack understanding of resources available to help their children academically.

I : Special Populations

I1   Close the achievement gap for Special Education, EL, RTI, Emergent Bilingual students and general education students.

I2   ELL students are slowly increasing or staying stagnant in English proficiency level as evidenced by TELPAS scores.

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:** Primary teachers will engage in weekly focused professional development supporting all content areas for the purpose of building our teacher's capacity in delivery of instruction with greater proficiency to benefit Primary students in their academic achievement. Primary will support RYSS in maintaining a TEA accountability rating of "A" by: • Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development • Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42% • Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30% • Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45% • Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52% • Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY • Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY • Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS	**Person(s) Responsible:** ADM Teachers Consultants Director of Multilingual Director of Teacher Development	**Resources:** Contracted Services, Title III Bilingual, Miscellaneous Services; Local Funds $1,950.00; 0 FTEs; Title III, Part A Funds $1,000.00; 6 FTEs
	Evidence of Implementation: Observations, walkthroughs, scheduled PD, transfer/application of PD evidence in classroom instruction, scheduled feedback to teachers	**Ongoing Evaluation Method:** Observations, walkthroughs, benchmarks, MOY, student data	**Final Evaluation Method:** STAAR MATH 2021 STAAR READING 2021 STAAR SCIENCE 2021 STAAR WRITING 2021 TELPAS 2021 REN MATH/READING EOY
	Timeline: 9/1/2020 - 6/30/2021 (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: Primary has identified all of its teachers as participant's in Reading Academy ongoing self-paced professional learning to enhance teacher's background and foundation in delivery of reading instruction, build teacher capacity and improve instructional support for our students.

1	**Action:** The goal of the Reading Academy online, self-paced learning is to equip teachers with the knowledge and skills needed to implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all children develop a strong foundation in reading and writing. Teachers will engage in modules that will support the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking, listening, speaking, reading, and writing skills.	**Person(s) Responsible:** ADM, Region 4 Reading Academy, Director of Teacher Development, all teachers	**Resources:** Resources previously allocated. No new resources required. This is online self-paced program. Director of Teacher Development will lead Reading Academy PLCs.;
	Evidence of Implementation: Informal/formal walkthroughs, observations of delivery of reading instruction implementing the Explicit Instruction Tool.	**Ongoing Evaluation Method:** Weekly, observations with teacher feedback implementing the Explicit Instruction Tool to support teachers in delivery of explicit and systematic reading instruction.	**Final Evaluation Method:** Student progress in reading levels as indicated by, 2021 STAAR, student progress in REN BOY to REN EOY. Student progress in running records levels.
	Timeline: 9/1/2020 - 3/26/2021 (On-going)	**Needs:**	

2	**Action:** Teachers will deliver explicit systematic reading instruction that includes: review of previous learning, identifying objective, activating background knowledge, modeling think aloud, providing examples and non-examples, maximizes student engagement, pacing of lesson, checking for understanding, delivering feedback to students, reteaching, intervention, ongoing assessment of reading progress.	**Person(s) Responsible:** ADM, all teachers	**Resources:** Resources previously allocated. No new resources required.;
	Evidence of Implementation: Informal/formal walkthroughs, observations, student work, student reading data,classroom realia.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations, with implementation of Explicit Instruction Tool and providing corrective feedback to teachers.	**Final Evaluation Method:** Student assessments, 2021 STAAR, student progress from REN BOY to REN EOY, EOY running records indicating student progress.
	Timeline: 9/1/2020 - 5/31/2021 (Weekly)	**Needs:**	

3	**Action:** Identified teachers will be supported with ongoing professional development in their content and on how to support fellow teachers with specific content (Math, Science, Reading, Writing) in a Trainer of Trainers model by consultant Charisse Lyman. Identified teachers will be observed by the consultant for evidence of transfer and application of their learning on their campus to support their fellow teachers. Consultant will deliver feedback to identified teachers on their application of their learning on supporting and leading teachers and on implementation and teaching of evidence-based practices for their fellow teachers.	**Person(s) Responsible:** ADM Teachers Consultant Identified Teachers/Content Leads	**Resources:** Contracted Services Miscellaneous Operating Costs; Title I, Part A Funds $1,000.00; 18 FTEs; Title II, Part A Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Scheduled planning sessions with content leads, scheduled PD with grade level teachers, scheduled feedback to teachers on their progress.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.	**Final Evaluation Method:** STAAR Math 2021 STAAR Reading 2021 STAAR Science 2021 REN Reading/Math EOY
	Timeline: 9/1/2020 - 6/30/2021 (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 #3: Primary has identified all of its teachers as participant's in Blended Learning Cohort ongoing professional learning to enhance teacher's background and foundation in delivery of student-centered instruction, build teacher capacity in student agency and improve instructional support for our students.

1	**Action:** Activity: The goal of the Blended Learning Cohort, is to equip teachers with the knowledge and skills needed to personalize instruction and meet the specific needs of students, in which students can, in part, control time, pace, and place of learning. Teachers will engage in ongoing Blended Learning professional supporting their use of online apps and programs to teach concepts which will promote student's ownership of their own learning.	**Person(s) Responsible:** ADM, Director of Teacher Development, all teachers	**Resources:** No new resources needed. In-house professional development.;
	Evidence of Implementation: Walkthroughs, observations, with implementation of BL rubric.	**Ongoing Evaluation Method:** Walkthroughs, observations, with implementation of BL rubric to support corrective feedback to teachers.	**Final Evaluation Method:** Student academic achievement, 2021 STAAR, progress from REN BOY to REN EOY.
	Timeline: 9/14/2020 - 5/30/2021 (On-going)	**Needs:**	

2	**Action:** Activity: Teachers will engage in an "APPS - 101" PLC to receive the critical support they need to more effectively integrate technology into the classroom and facilitate online and blended learning for their students. Primary teachers will lead the PLC each sharing their mastery of apps or online programs that they have incorporated into their virtual classrooms to support student learning.	**Person(s) Responsible:** ADM, teachers	**Resources:** In-house professional development led by and for teachers.;
	Evidence of Implementation: Walkthroughs, observations, with implementation of BL rubric.	**Ongoing Evaluation Method:** Walkthroughs, observations, with implementation of BL rubric to support corrective feedback to teachers.	**Final Evaluation Method:** Student academic achievement, 2021 STAAR, progress from REN BOY to REN EOY.
	Timeline: 10/1/2020 - 5/1/2021 (Monthly)	**Needs:**	

3	**Action:** Teachers will meet in a Blended Learning PLC with lead for the cohort, Director of Teacher Development to collaborate on blended and remote learning strategies, resources, challenges, and current topics of interest. Teachers will implement and engage students in Blended Learning best practices to support a student-centered classroom that will support students gaining choice and voice with their activities and in developing and taking ownership of their own learning.	**Person(s) Responsible:** ADM, Teachers, Director of Teacher Development	**Resources:** None needed.;
	Evidence of Implementation: Blended Learning PLC Agenda, teacher attendance taken through CHAT.	**Ongoing Evaluation Method:** Walkthroughs and observations to capture implementation of Blended Learning best practices in Primary classrooms using rubric.	**Final Evaluation Method:** Teacher surveys sent out after PLC.
	Timeline: 9/14/2020 - 6/30/2021 (Monthly)	**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 #4: Primary has identified all of its teachers as participant's in ESL ongoing professional learning to enhance teacher's background and foundation in delivery of student-centered instruction, build teacher capacity in student agency and improve instructional support for our students.
In 2020-2021, Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS.

1	**Action:** All teachers will be supported with ongoing professional development on building their background in in delivery of ESL best practices from the Director of Multilingual. Grade level teachers will be observed by the Director of Multilingual for evidence of transfer and application of their ESL strategies into their classrooms to support their students. Director of Multilingual will deliver feedback to teachers on their application of ESL strategies, utilization of evidence-based practices as measured through weekly content team agendas, and teacher lesson plans.	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** None needed.;
	Evidence of Implementation: Informal/formal walkthroughs, observations of delivery of ESL instruction implementing the best practices	**Ongoing Evaluation Method:** Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Final Evaluation Method:** TELPAS 2021 scores Number of students advancing one year's growth in TELPAS
	Timeline: 10/1/2020 - 6/30/2021 (Weekly)	**Needs:**	

2	**Action:** Increase EL students' English language production and peer interaction. EL students will verbally demonstrate their English speaking abilities in classroom work at least three times a week. Teacher's will identify a topic with a home to school connection for students to share with each other by speaking about the topic.(LS)	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** None needed.;
	Evidence of Implementation: Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations of delivery of ESL instruction implementing the best practices	**Final Evaluation Method:** TELPAS 2021 scores Number of students advancing one year's growth in TELPAS
	Timeline: 10/1/2020 - 6/30/2021 (Daily)	**Needs:**	

3	**Action:** Explicitly teach English language vocabulary and structures. Teachers will identify, teach, and post key academic vocabulary and structures for one content lesson each day. Students will be supported with instruction of HFW, sight words, academic vocabulary for each content. (LSRW)	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** None needed.;
	Evidence of Implementation: Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices	**Final Evaluation Method:** TELPAS 2021 scores Number of students advancing one year's growth in TELPAS
	Timeline: 10/1/2020 - 6/30/2021 (Daily)	**Needs:**	

4	**Action:** Teachers will build on ELs' background knowledge to increase comprehension by eliciting background knowledge from ELs in one content area through a variety of activities, including questioning and graphic organizers. Students will create visuals with labels to demonstrate their comprehension of the lesson objective.(LSRW)	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** None.;
	Evidence of Implementation: Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices	**Final Evaluation Method:** TELPAS 2021 scores Number of students advancing one year's growth in TELPAS
	Timeline: 7/1/2020 - 7/1/2021 (Daily)	**Needs:**	

5	**Action:** Teachers will increase writing opportunities for EL students who will engage in a weekly writing activity that will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** None.;
	Evidence of Implementation: Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices	**Final Evaluation Method:** TELPAS 2021 scores Number of students advancing one year's growth in TELPAS
	Timeline: 10/1/2020 - 6/30/2021 (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: In 2020-2021, Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in: STAAR Reading from 38% to 42%

1	**Action:** Teachers will receive support and professional development led by Consultant and ELAR content leader to support alignment of ELAR lesson plans, follow a curriculum map for delivery of ELAR TEKS to support teacher's capacity in planning and delivery of reading/writing instruction.	**Person(s) Responsible:** ADM, Consultant, Content Lead Teachers, teachers	**Resources:** Contracted Services; Title II, Part A Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Informal/formal walkthroughs, observations, lesson plans in shared drive, sequencing of objectives following curriculum maps.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations. Student data from checkpoints, benchmarks.	**Final Evaluation Method:** Student assessment data, 2021 STAAR scores, student progress from REN BOY to REN EOY.
	Timeline: 9/1/2020 - 6/30/2021 (Daily)	**Needs:**	

2	**Action:** Teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.	**Person(s) Responsible:** ADM Teachers Consultant	**Resources:** Contracted Services; Title II, Part A Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations.	**Final Evaluation Method:** Student data from checkpoints, benchmarks. STAAR Reading 2021 REN STAAR Reading EOY
	Timeline: 9/1/2020 - 6/30/2021 (Daily)	**Needs:**	

3	**Action:** Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5.	**Person(s) Responsible:** ADM Teachers Teacher Assistants	**Resources:** None.;
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY	**Final Evaluation Method:** STAAR Reading 2021 REN Reading EOY
	Timeline: 9/1/2020 - 6/30/2021 (Daily)	**Needs:**	

4	**Action:** Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading in grades K-5.	**Person(s) Responsible:** ADM Teachers Support staff	**Resources:** 420 13 6499 00 102 0 11 0 04 Miscellaneous Operating Costs; Title I, Part A Funds $1,000.00; 18 FTEs
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY, student data, benchmarks, REN Reading MOY	**Final Evaluation Method:** STAAR Reading 2021 REN Reading EOY
	Timeline: 1/1/2020 - 5/20/2021 (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: In 2020-2021, Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in: Math from 48% to 52%

1	**Action:** To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Dr. Carolyn White at Rice University to build their skill set in alignment of math objectives and lesson activities, delivery of math instruction in support of their students.	**Person(s) Responsible:** All teachers 3rd- 4th - 5th - Math Teachers Math Consultant Administration	**Resources:** Materials for students and teachers. 6 1/2 days of professional development sessions:$5400. 9/24/20 10/22/20 11/18/20 1/28/21 2/25/21 3/25/21; Title II, Part A Funds $5,400.00; 18 FTEs
	Evidence of Implementation: Walkthroughs, observations, artifacts in the classrooms, student math journals.	**Ongoing Evaluation Method:** Student grades, benchmarks.	**Final Evaluation Method:** 2020 Math STAAR Imagine Learning Math EOY student performance REN EOY
	Timeline: 9/24/2020 - 3/25/2021 (PD sessions x4)	**Needs:**	

2	**Action:** Teachers will acquire additional targeted instructional strategies through participation in professional development training, using a trainer of trainer approach, led by Consultant Charisse Lyman. Professional development will support alignment of math lesson plans, follow a curriculum map for delivery of Math TEKS to support teacher's capacity in planning and delivery of proficient math instruction to support student academic achievement.	**Person(s) Responsible:** ADM Teachers Consultant Content Leads	**Resources:** Misc Contracted Services; Local Funds $1,950.00; 14 FTEs; Title II, Part A Funds $1,000.00; 14 FTEs
	Evidence of Implementation: Informal/formal walkthroughs, observations, lesson plans in shared drive, sequencing of objectives, fidelity to curriculum maps.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations, feedback to teachers, evidence of implementation and application of learning in math classrooms	**Final Evaluation Method:** STAAR Math 2021 REN MATH EOY
	Timeline: 9/1/2020 - 6/30/2021 (Weekly)	**Needs:**	

3	**Action:** Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in math in grades K-5.	**Person(s) Responsible:** ADM Teachers Teacher Assistants	**Resources:** None.;
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN Math MOY	**Final Evaluation Method:** STAAR Math 2021 REN Math EOY
	Timeline: 9/1/2020 - 6/30/2021 (Daily)	**Needs:**	

4	**Action:** Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in math in grades K-5.	**Person(s) Responsible:** ADM Teachers Support staff	**Resources:** Miscellaneous Operating Costs; Title I, Part A Focus Grant Funds $2,000.00; 18 FTEs
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN Math MOY, student data, benchmarks, REN Reading MOY	**Final Evaluation Method:** STAAR Math 2021 REN Math EOY
	Timeline: 1/1/2020 - 5/20/2021 (Weekly)	**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: In 2020-2021, Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one years growth in their Reading Performance as indicated by REN 360 EOY.

1	**Action:** Teachers will engage in professional development led by the content lead and consultant to gain background and build teacher capacity in delivery of literacy routines (word study, reading, writing) to develop student's foundational language skills (listening, speaking, writing, thinking).	**Person(s) Responsible:** ADM Kinder, 1st, 2nd teachers Consultant Content Leads	**Resources:** Contracted Services; Title II, Part A Funds $1,950.00; 9 FTEs
	Evidence of Implementation: Walkthroughs, observations of reading instruction. Classroom artifacts - HFW classroom chart, Reading Levels Classroom chart Teacher Data Binder at small group table	**Ongoing Evaluation Method:** TPRI/Tejas Lee MOY Running Records MOY REN Reading MOY HFW monthly evaluation Student grades and assessments.	**Final Evaluation Method:** TPRI/Tejas Lee EOY Running Records EOY REN Reading EOY
	Timeline: 9/1/2020 - 5/30/2021 (Weekly)	**Needs:**	

2	**Action:** Kinder, 1st and 2nd teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.	**Person(s) Responsible:** ADM Teachers Consultant	**Resources:** Contracted Services; Local Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations. Evidence of implementation of learning applied in delivery of teacher's reading instruction.	**Final Evaluation Method:** REN Reading EOY TPRI/Tejas Lee EOY TX KEA EOY
	Timeline: 9/1/2020 - 6/30/2021 (Weekly)	**Needs:**	

3	**Action:** Kinder, 1st and 2nd teachers will use REN, TX KEA, TPRI/Tejas Lee student data to effectively identify struggling readers and appropriately differentiate instruction to enhance literacy outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.	**Person(s) Responsible:** ADM Kinder, 1st and 2nd teachers	**Resources:** None.;
	Evidence of Implementation: Informal/formal walkthroughs, observations. Student up to date data charts, scheduled and delivered student intervention groups	**Ongoing Evaluation Method:** REN Reading MOY TPRI/TEJAS LEE MOY TX KEA MOY Student grades	**Final Evaluation Method:** REN Reading EOY TPRI/TEJAS LEE EOY TX KEA EOY
	Timeline: 10/1/2020 - 5/30/2021 (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 #8: In 2020-2021, Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one years growth in their Math Performance as indicated by REN 360 EOY.

1	**Action:** Kinder, 1st and 2nd teachers will engage in professional development led by the content lead and consultant to build teacher capacity in planning a math lesson with activities that are aligned to the math objective. Teachers will be supported in learning how to create a math curriculum map to proficiently deliver math instruction and increase student academic achievement.	**Person(s) Responsible:** ADM Kinder, 1st, 2nd teachers Lead Content teacher Consultant	**Resources:** 420 11 6299 0 102 0 24 0 04 Misc Contracted Services; Title II, Part A Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Classroom walkthroughs and observations Classroom artifacts Lesson plans Scheduled PD with Kinder, 1st, 2nd teachers	**Ongoing Evaluation Method:** Student grades, assessments REN Math MOY	**Final Evaluation Method:** REN Math EOY
	Timeline: 9/1/2020 - 6/30/2021 (Weekly)	**Needs:**	

2	**Action:** Kinder, 1st and 2nd teachers will use REN BOY and student assessment data to effectively identify students struggling with math literacy and appropriately differentiate instruction to enhance student progress and outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.	**Person(s) Responsible:** ADM Kinder, 1st and 2nd teachers	**Resources:** None.;
	Evidence of Implementation: Informal/formal walkthroughs, observations. Student up to date data charts tracking mastery of math TEKS, scheduled and delivered student intervention groups	**Ongoing Evaluation Method:** REN Math MOY Student grades	**Final Evaluation Method:** REN Math EOY
	Timeline: 9/1/2020 - 6/30/2021 (Daily)	**Needs:**	

3	**Action:** Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills. Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.	**Person(s) Responsible:** Kinder, 1st, 2nd teachers ADM Content Lead Consultant	**Resources:** 420 11 6299 0 102 0 24 0 04 Misc Contracted Services; Title II, Part A Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers. Math artifacts in the classroom supporting students.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations. Evidence of implementation of learning applied in delivery of teacher's math instruction. REN Math MOY Student grades Student assessments	**Final Evaluation Method:** REN Math EOY
	Timeline: 10/1/2020 - 6/30/2021 (Weekly)	**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 #9: In 2020-2021, Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in: STAAR Science from 41% to 45%

1	**Action:** Continue to spiral identified science TEKS for students with mastery levels of 81% - 100%: Through these activities: Do Now's, Warm-ups, Enrichment and Workstations.	**Person(s) Responsible:** ADM Teachers	**Resources:** Resources at Primary;
	Evidence of Implementation: Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments	**Ongoing Evaluation Method:** Weekly Teacher WT/OBS Weekly Teacher PLC updates/review of identified student progress Student assessments	**Final Evaluation Method:** STAAR Science 2021
	Timeline: 2/7/2021 - 5/28/2021 (Daily)	**Needs:**	

2	**Action:** Continue to spiral identified TEKS for students with mastery levels of 65%- 80%: Through these activities: Spiral in small group, Do Now's, Warm-ups, Enrichment and Workstations.	**Person(s) Responsible:** ADM Teacher	**Resources:** Primary Resources;
	Evidence of Implementation: Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments	**Ongoing Evaluation Method:** Weekly Teacher WT/OBS Weekly Teacher PLC updates/review of identified student progress Student assessments	**Final Evaluation Method:** 5th Science STAAR scores
	Timeline: 2/7/2021 - 5/28/2021 (Daily)	**Needs:**	

3	**Action:** Continue to spiral identified TEKS for students identified in 50% - 64% mastery levels. Through these activities: Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.	**Person(s) Responsible:** ADM Teacher	**Resources:** Primary Resources;
	Evidence of Implementation: Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments	**Ongoing Evaluation Method:** Weekly Teacher WT/OBS Weekly Teacher PLC updates/review of identified student progress Student assessments	**Final Evaluation Method:** 5th Science STAAR scores
	Timeline: 2/7/2021 - 5/28/2021 (Daily)	**Needs:**	

4	**Action:** Re-teach identified TEKS for students with mastery levels of 0% - 49%. Through these activities: Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.	**Person(s) Responsible:** ADM Teacher	**Resources:** Primary Resources, Title I funds for tutorials;
	Evidence of Implementation: Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments	**Ongoing Evaluation Method:** Weekly Teacher WT/OBS Weekly Teacher PLC updates/review of identified student progress Student assessments	**Final Evaluation Method:** 5th Science STAAR scores
	Timeline: 2/7/2021 - 5/28/2021 (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 #10: In 2020-2021, Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in: STAAR Writing from 17% to 30%.

1	**Action:** Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message". Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.	**Person(s) Responsible:** ADM, Kinder, 1st, 2nd, 3rd teachers, Consultant, Content Lead ELAR	**Resources:** No resources are required.;
	Evidence of Implementation: Informal/formal walkthroughs, observations, student work, implementing the Explicit Instruction Rubric.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations, student work, implementing the Explicit Instruction Rubric to issue corrective feedback to teachers.	**Final Evaluation Method:** REN BOY-REN EOY Student assessment data, student 2021 STAAR Writing scores, 2021 TELPAS scores
	Timeline: 8/12/2020 - 5/31/2021 (Daily)	**Needs:**	

2	**Action:** ELA teachers will engage in professional development focused on writing with the support of instructional materials (Gretchen Bernabei) that target, develop, and support our student's writing skills. ELA teachers will plan, create and follow a schedule for developing student's writing (weekly essays). Students will maintain a writing portfolio in order to capture the student's progression of writing. ELA Teachers will focus on providing checks for student understanding, providing student feedback, and meeting student's individual needs (differentiation) through student conferences and peer to peer conferences.	**Person(s) Responsible:** ADM ELA teachers Consultant	**Resources:** Contracted Services; Title II, Part A Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Informal/formal walkthroughs, observations, student writing portfolios, student conferences	**Ongoing Evaluation Method:** STAAR Rubrics, checklists, weekly posting of student writing samples	**Final Evaluation Method:** STAAR Writing 2021
	Timeline: 10/5/2020 - 4/29/2021 (Weekly)	**Needs:**	
3	**Action:** Beginning January, 2021 (prior to 4th Writing STAAR) the focus of student instruction will be revision and editing. Students will focus on breaking down the test questions and eliminating answer choices BEFORE they read the identified sentences in the passage. Students will also focus on using their dictionary to support them in the definitions of unknown vocabulary. Students will also increase their stamina and pacing in executing a written essay by completing an essay to turn in every Friday.	**Person(s) Responsible:** Teacher Teacher Assistant Adm	**Resources:** Primary Resources Gretchen Bernabei books Reading/Writing Materials; Title I, Part A Funds $3,000.00; 18 FTEs
	Evidence of Implementation: Lesson plans scripted to identify the resource implemented: Let's Go, STAAR Master, Kamico writing prompts, Gretchen Bernabei prompts Student essays completed every Friday - OCT - APRIL Student assessments completed of revision and editing completed every Friday - FEB - APRL	**Ongoing Evaluation Method:** Teacher WT/OBS Student mastery of TEKS - in DMAC Student mastery of Essays - scored	**Final Evaluation Method:** 4th -Writing STAAR 2021
	Timeline: 2/10/2020 - 4/16/2021 (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: In 2020-2021, 80% of Kinder to 5th grade special education students receiving pull-out and inclusion support in Reading/ELA/Math will show one year's growth in their IEP objectives from the beginning of the year to the end as indicated by their REN 360, TX KEA and EOY assessments.

1	**Action:** Special Populations students will supported by special education teacher in push-in and pull-out sessions following IEP minutes on a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.	**Person(s) Responsible:** ADM SPED Teachers	**Resources:** None.;
	Evidence of Implementation: Schedules of service, observation and walkthroughs of instruction	**Ongoing Evaluation Method:** Observations, walkthrough, student assessments, student progress charted.	**Final Evaluation Method:** EOY assessments
	Timeline: 9/28/2020 - 6/30/2021 (Daily)	**Needs:**	

2	**Action:** Special needs students will be introduced to a "reward system" to motivate them to complete and achieve mastery of the learning. Using an assortment of physical small toys or stickers or edible reinforcers (healthy snacks) as something tangible for good behavior, time on task, completion of task or progress, for student to link their behavior to a reward.	**Person(s) Responsible:** ADM SPED Teacher Teachers	**Resources:** Rewards, edible reinforcers; Special Ed Funds $250.00; 5 FTEs
	Evidence of Implementation: Introduction and implementation of reward system, student progress chart, completed tasks	**Ongoing Evaluation Method:** Observations, walkthroughs, student progress, assessments	**Final Evaluation Method:** EOY student assessments
	Timeline: 11/1/2020 - 5/29/2021 (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 #2: In 2020-2021, 70% of Primary RTI students receiving pull-out support in Reading/ELA/Math will show growth in their identified area of support as indicated by classroom assessments, REN 360 and EOY assessments.

1	**Action:** RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.	**Person(s) Responsible:** ADM Teachers Teacher Assistants	**Resources:** None;
	Evidence of Implementation: Observations, walkthrough, student assessments, student progress charted.	**Ongoing Evaluation Method:** Observations, walkthrough, student assessments, student progress charted and reviewed at RTI PLC to create next steps for student instruction. Student assessments and grades.	**Final Evaluation Method:** REN Math/Reading EOY STAAR 2021 TPRI/Tejas Lee EOY
	Timeline: 7/1/2020 - 7/1/2021 (Daily)	**Needs:**	

2	**Action:** Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.	**Person(s) Responsible:** ADM Teachers Support staff	**Resources:** Miscellaneous Operating Costs; Title I, Part A Funds $2,000.00; 18 FTEs
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY, student data, benchmarks, REN Reading MOY	**Final Evaluation Method:** STAAR Reading/Math 2021 REN Reading/Math EOY TPRI/Tejas Lee EOY
	Timeline: 1/1/2020 - 5/30/2021 (Weekly)	**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: In 2020-2021, 70% of Primary Beginning/Intermediate/Advanced EL students will show one year's growth in Reading/Listening/Speaking scores as indicated by 2021 TELPAS scores.

1	**Action:** EL students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing building their foundational English language skills. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.	**Person(s) Responsible:** ADM Teachers Teacher Assistants	**Resources:** None;
	Evidence of Implementation: Observations, walkthrough, student assessments, student progress charted.	**Ongoing Evaluation Method:** Observations, walkthrough, student assessments, student progress charted and reviewed at RTI PLC to create next steps for student instruction. Student assessments and grades.	**Final Evaluation Method:** EN Math/Reading EOY STAAR 2021 TPRI/Tejas Lee EOY TELPAS 2021
	Timeline: 10/1/2020 - 6/30/2021 (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: In 2020-2021, 100% of Primary GT students will show one year's growth as indicated by REN 360 and EOY assessments.

1	**Action:** In order to better support identified GT students, GT teacher will engage and complete professional development in gifted and talented coursework. Completion of gifted and talented coursework will secure teacher's 30 hour gifted and talented certification. Teacher will implement her gifted and talented background to support all Primary students.	**Person(s) Responsible:** GT Teacher ADM Director of Special Populations	**Resources:** Special Populations will fund gifted and talented coursework and materials.;
	Evidence of Implementation: Registration and attendance to gifted and talented professional development.	**Ongoing Evaluation Method:** Certificate after completion of 6 hour courses.	**Final Evaluation Method:** Certification in Gifted and Talented instruction; 30 hours.
	Timeline: 10/1/2020 - 5/29/2021 (Weekly)	**Needs:**	

2	**Action:** GT students will meet weekly during Genius Hours with GT teacher, every Friday from 12:00 to 3:00 pm. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.	**Person(s) Responsible:** ADM GT Teacher	**Resources:** General Supplies; Title I, Part A Funds $500.00; 1 FTEs
	Evidence of Implementation: Observations, walkthroughs, during Genius Hours	**Ongoing Evaluation Method:** Projects and activities completed by students	**Final Evaluation Method:** REN 360 and all EOY assessments
	Timeline: 10/1/2020 - 6/30/2021 (Weekly)	**Needs:**	

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

Objective #1: College & Career Readiness: Teachers will increase and promote awareness of Universities/ Colleges, Careers, and Professions during classroom instruction.

1	**Action:** Allow students to wear college/university T-shirts on Fridays to promote higher education awareness.	**Person(s) Responsible:** Principal; Teachers	**Resources:** Parent letters promoting University Fridays.;
	Evidence of Implementation: Teachers and students will wear University/College t-shirts on Fridays	**Ongoing Evaluation Method:** Student discussions regarding awareness of higher education opportunities.	**Final Evaluation Method:** Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 10/1/2020 - 6/30/2021 (Weekly)	**Needs:** J1; J2;	

2	**Action:** Display college flags around campus, and in common areas on the campus.	**Person(s) Responsible:** ADM Teachers	**Resources:** College Flags; College Banners; Staples; Stick on material; Title I, Part A Funds $5,000.00
	Evidence of Implementation: College flags and pennants posted around the campus.	**Ongoing Evaluation Method:** Students will be able to identify the location of the college flags and even name the Universities and Colleges.	**Final Evaluation Method:** Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 10/1/2020 - 6/1/2021 (On-going)	**Needs:** J1; J2;	

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

Objective #2: Teachers will implement lessons that will teach students how to explore career options. Students will research and identify potential careers related to their current interests and talents. Students will be able to
evaluate different career options based on interests, knowledge, and abilities and differentiate between a job and a career.

1	**Action:** Teachers will integrate career exploration for students with Social Studies content by implementing video, Watch Community Helpers on BrainPop JR, research jobs in the community in PebbleGo, and play Career Interest Kahoot! https://goo.gl/NguzMV.	**Person(s) Responsible:** Teachers	**Resources:** None.;
	Evidence of Implementation: Scheduled activities in lesson plans.	**Ongoing Evaluation Method:** Observation of learning activities in classrooms.	**Final Evaluation Method:** Completion of learning activities.
	Timeline: 10/1/2020 - 7/1/2021 (Bi-Monthly)	**Needs:**	

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

Objective #3: Primary will support a Career Day event to introduce elementary students to potential career options early on to support students focused and engaged in subjects throughout middle and high school.

1	**Action:** Primary will invite guests who can speak directly to certain fields of study. Speakers will share their stories with students to support students in realizing potential careers. Speakers might talk about places they've traveled to, for example, and what they experienced during different chapters of their lives. This allows students to understand the benefits of working hard in school and achieving goals.	**Person(s) Responsible:** ADM Teachers	**Resources:** None;
	Evidence of Implementation: Scheduled event in master calendar. Identifying speakers (via Zoom). Scheduling students to view event.	**Ongoing Evaluation Method:** None	**Final Evaluation Method:** Completed event and student survey on event.
	Timeline: 5/1/2020 - 5/30/2021 (Annually)	**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:** Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs.	**Person(s) Responsible:** Principal; FACE Director, FACE Staff	**Resources:** Title I, Part A Funds $500.00
	Evidence of Implementation: Sign in sheets ; Agendas; Flyers; Minutes if applicable ; Increase of parental engagement and involvement.	**Ongoing Evaluation Method:** Face Parent Engagement Survey	**Final Evaluation Method:** Increased parental involvement and engagement.
	Timeline: 10/1/2020 - 6/30/2021 (On-going)	**Needs:** F1; F3; [Title I Components Evaluation]	

2	**Action:** Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.	**Person(s) Responsible:** Principal; Director of FACE, Family and Community Engagement Department Team	**Resources:** Flyers; Meeting Announcements; Powerpoint. Resources previously allocated. No new resources are needed.;
	Evidence of Implementation: Meeting Agendas; Meeting Sign in Sheets; Question to ask principals; Powerpoint presentation	**Ongoing Evaluation Method:** Increase in parental involvement at the campus level; Increase awareness of school's action plan to target Academics and the whole child.	**Final Evaluation Method:** Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 10/1/2020 - 6/30/2021 (On-going)	**Needs:** F1; F3; [Title I Components Evaluation]	

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

Objective #2: Culture: Ensure students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.

1	**Action:** 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; Administrative Team	**Resources:** Campus Improvement Plan; Set2Plan training; No cost.;
	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:** C6; [Title I Components CNA]	

2	**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, Administrative Team	**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:** C6; [Title I Components CIP]	

3	**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:** Director, Food Services; Director, FACE; School Nurse; Principals, K-12; PE Coach, K-12; Coordinator, Special Populations; Community Representative; Parents; Superintendent; RYSS Board	**Resources:** Houston Police Department; Harris County Sheriff Office; State and Federal Compliance; Precinct 2; City of Houston Fire Marshall.;
	Evidence of Implementation: Records of completed designated drills by campus principals kept at District Office and TCCC President & CEO Office; Records of mandatory trainings at schools and district	**Ongoing Evaluation Method:** Monthly Safety Committee debriefs that include Principals, IT, Facilities Director, and Intervention Team Debrief	**Final Evaluation Method:** Complete student questionnaire about school culture and safety.
	Timeline: 8/1/2020 - 6/1/2021 (On-going)	**Needs:** C7;	

5	**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:** USDA Website; Healthy School Program Online Tools - free to access online - no cost.;
	Evidence of Implementation: Agenda; Minutes; Sign In; Post on Website	**Ongoing Evaluation Method:** Parent Surveys; Department meetings	**Final Evaluation Method:** Review of student health data.
	Timeline: 8/1/2020 - 6/1/2021 (On-going)	**Needs:** C5;	

6	**Action:** Increase teacher, students, and parent awareness of issues regarding sexual abuse of children as required by HB 1041 as well as Bullying, Suicide, Gang Awareness & Intervention, and Cyber Bullying: (a) Contract with consultants to provide TTA and expertise on all of the above, (b) Review curricula to identify existing instruction on this topic, and add objectives as warranted, (c) Provide training to staff, students, and parents, (d) Continue involving and informing parents via meetings, letters, phone blasts, and internet postings throughout year, (e) Contract with Counselors as needed to support students with mental health and mental wellness intervention and services.	**Person(s) Responsible:** Intervention Specialist; Principals, Director, FACE; Campus Counselors. No resources are needed. All personnel are in-house.	**Resources:** State and Federal Compliance,;
	Evidence of Implementation: Agenda; Meeting Minutes; Sign in Sheets; Flyers	**Ongoing Evaluation Method:** Annual FACE Parent Engagement Survey; Compile Survey Results from each session immediately after training.	**Final Evaluation Method:** Complete student questionnaire about school culture and safety.
	Timeline: 8/1/2020 - 6/1/2021 (On-going) **Needs:** F2;		

Additional Targeted Support

Student Success   SpEd   Academic Achievement

Goal #2, Objective #2, Strategy #3

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

Funding		
Local Funds	$20,450.00	146.00 FTEs
Special Ed Funds	$250.00	5.00 FTEs
Title I, Part A Funds	$243,035.00	118.00 FTEs
Title I, Part A Focus Grant Funds	$2,000.00	18.00 FTEs
Title II, Part A Funds	$20,050.00	149.00 FTEs
Title III, Part A Funds	$1,000.00	6.00 FTEs
Texas Literacy Initiative	$85,000.00	

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 #2 , Strategy # 1: 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 #2 , Strategy # 2: 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: Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs.

Goal # 4, Objective # 1, Strategy # 2: Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.

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

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Goal # 1, Objective # 1, Strategy # 1: Primary teachers will engage in weekly focused professional development supporting all content areas for the purpose of building our teacher's capacity in delivery of instruction with greater proficiency to benefit Primary students in their academic achievement. Primary will support RYSS in maintaining a TEA accountability rating of "A" by:

• Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development

• Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%

• Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%

• Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%

• Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%

• Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY

• Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY

• Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

Goal # 1, Objective # 2, Strategy # 1: The goal of the Reading Academy online, self-paced learning is to equip teachers with the knowledge and skills needed to implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all children develop a strong foundation in reading and writing. Teachers will engage in modules that will support the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking, listening, speaking, reading, and writing skills.

Goal # 1, Objective # 2, Strategy # 2: Teachers will deliver explicit systematic reading instruction that includes: review of previous learning, identifying objective, activating background knowledge, modeling think aloud, providing examples and non-examples, maximizes student engagement, pacing of lesson, checking for understanding, delivering feedback to students, reteaching, intervention, ongoing assessment of reading progress.

Goal # 1, Objective # 2, Strategy # 3: Identified teachers will be supported with ongoing professional development in their content and on how to support fellow teachers with specific content (Math, Science, Reading, Writing) in a Trainer of Trainers model by consultant Charisse Lyman. Identified teachers will be observed by the consultant for evidence of transfer and application of their learning on their campus to support their fellow teachers. Consultant will deliver feedback to identified teachers on their application of their learning on supporting and leading teachers and on implementation and teaching of evidence-based practices for their fellow teachers.

Goal # 1, Objective # 3, Strategy # 1: Activity: The goal of the Blended Learning Cohort, is to equip teachers with the knowledge and skills needed to personalize instruction and meet the specific needs of students, in which students can, in part, control time, pace, and place of learning. Teachers will engage in ongoing Blended Learning professional supporting their use of online apps and programs to teach concepts which will promote student's ownership of their own learning.

Goal # 1, Objective # 3, Strategy # 2: Activity: Teachers will engage in an "APPS - 101" PLC to receive the critical support they need to more effectively integrate technology into the classroom and facilitate online and blended learning for their students. Primary teachers will lead the PLC each sharing their mastery of apps or online programs that they have incorporated into their virtual classrooms to support student learning.

Goal # 1, Objective # 3, Strategy # 3: Teachers will meet in a Blended Learning PLC with lead for the cohort, Director of Teacher Development to collaborate on blended and remote learning strategies, resources, challenges, and current topics of interest. Teachers will implement and engage students in Blended Learning best practices to support a student-centered classroom that will support students gaining choice and voice with their activities and in developing and taking ownership of their own learning.

Goal # 1, Objective # 4, Strategy # 1: All teachers will be supported with ongoing professional development on building their background in in delivery of ESL best practices from the Director of Multilingual. Grade level teachers will be observed by the Director of Multilingual for evidence of transfer and application of their ESL strategies into their classrooms to support their students. Director of Multilingual will deliver feedback to teachers on their application of ESL strategies, utilization of evidence-based practices as measured through weekly content team agendas, and teacher lesson plans.

Goal # 1, Objective # 4, Strategy # 2: Increase EL students' English language production and peer interaction. EL students will verbally demonstrate their English speaking abilities in classroom work at least three times a week. Teacher's will identify a topic with a home to school connection for students to share with each other by speaking about the topic.(LS)

Goal # 1, Objective # 4, Strategy # 3: Explicitly teach English language vocabulary and structures. Teachers will identify, teach, and post key academic vocabulary and structures for one content lesson each day. Students will be supported with instruction of HFW, sight words, academic vocabulary for each content. (LSRW)

Goal # 1, Objective # 4, Strategy # 4: Teachers will build on ELs' background knowledge to increase comprehension by eliciting background knowledge from ELs in one content area through a variety of activities, including questioning and graphic organizers. Students will create visuals with labels to demonstrate their comprehension of the lesson objective.(LSRW)

Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in a weekly writing activity that will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

Goal # 1, Objective # 5, Strategy # 1: Teachers will receive support and professional development led by Consultant and ELAR content leader to support alignment of ELAR lesson plans, follow a curriculum map for delivery of ELAR TEKS to support teacher's capacity in planning and delivery of reading/writing instruction.

Goal # 1, Objective # 5, Strategy # 2: Teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.

Goal # 1, Objective # 5, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5.

Goal # 1, Objective # 5, Strategy # 4: Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading in grades K-5.

Goal # 1, Objective # 6, Strategy # 1: To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Dr. Carolyn White at Rice University to build their skill set in alignment of math objectives and lesson activities, delivery of math instruction in support of their students.

Goal # 1, Objective # 6, Strategy # 2: Teachers will acquire additional targeted instructional strategies through participation in professional development training, using a trainer of trainer approach, led by Consultant Charisse Lyman. Professional development will support alignment of math lesson plans, follow a curriculum map for delivery of Math TEKS to support teacher's capacity in planning and delivery of proficient math instruction to support student academic achievement.

Goal # 1, Objective # 6, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in math in grades K-5.

Goal # 1, Objective # 6, Strategy # 4: Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in math in grades K-5.

Goal # 1, Objective # 7, Strategy # 1: Teachers will engage in professional development led by the content lead and consultant to gain background and build teacher capacity in delivery of literacy routines (word study, reading, writing) to develop student's foundational language skills (listening, speaking, writing, thinking).

Goal # 1, Objective # 7, Strategy # 2: Kinder, 1st and 2nd teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.

Goal # 1, Objective # 7, Strategy # 3: Kinder, 1st and 2nd teachers will use REN, TX KEA, TPRI/Tejas Lee student data to effectively identify struggling readers and appropriately differentiate instruction to enhance literacy outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.

Goal # 1, Objective # 8, Strategy # 1: Kinder, 1st and 2nd teachers will engage in professional development led by the content lead and consultant to build teacher capacity in planning a math lesson with activities that are aligned to the math objective. Teachers will be supported in learning how to create a math curriculum map to proficiently deliver math instruction and increase student academic achievement.

Goal # 1, Objective # 8, Strategy # 2: Kinder, 1st and 2nd teachers will use REN BOY and student assessment data to effectively identify students struggling with math literacy and appropriately differentiate instruction to enhance student progress and outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.

Goal # 1, Objective # 8, Strategy # 3: Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.
Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

Goal # 1, Objective # 9, Strategy # 1: Continue to spiral identified science TEKS for students with mastery levels of 81% - 100%:

Through these activities:
Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 2: Continue to spiral identified TEKS for students with mastery levels of 65%- 80%:

Through these activities:
Spiral in small group, Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 3: Continue to spiral identified TEKS for students identified in 50% - 64% mastery levels.

Through these activities:
Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

Goal # 1, Objective # 9, Strategy # 4: Re-teach identified TEKS for students with mastery levels of 0% - 49%.

Through these activities:
Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

Goal # 1, Objective # 10, Strategy # 1: Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".
Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

Goal # 1, Objective # 10, Strategy # 2: ELA teachers will engage in professional development focused on writing with the support of instructional materials (Gretchen Bernabei) that target, develop, and support our student's writing skills. ELA teachers will plan, create and follow a schedule for developing student's writing (weekly essays). Students will maintain a writing portfolio in order to capture the student's progression of writing. ELA Teachers will focus on providing checks for student understanding, providing student feedback, and meeting student's individual needs (differentiation) through student conferences and peer to peer conferences.

Goal # 1, Objective # 10, Strategy # 3: Beginning January, 2021 (prior to 4th Writing STAAR) the focus of student instruction will be revision and editing. Students will focus on breaking down the test questions and eliminating answer choices BEFORE they read the identified sentences in the passage. Students will also focus on using their dictionary to support them in the definitions of unknown vocabulary. Students will also increase their stamina and pacing in executing a written essay by completing an essay to turn in every Friday.

Goal # 2, Objective # 1, Strategy # 1: Special Populations students will supported by special education teacher in push-in and pull-out sessions following IEP minutes on a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 1, Strategy # 2: Special needs students will be introduced to a "reward system" to motivate them to complete and achieve mastery of the learning. Using an assortment of physical small toys or stickers or edible reinforcers (healthy snacks) as something tangible for good behavior, time on task, completion of task or progress, for student to link their behavior to a reward.

Goal # 2, Objective # 2, Strategy # 1: RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 2, Strategy # 2: Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.

Goal # 2, Objective # 3, Strategy # 1: EL students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing building their foundational English language skills. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 4, Strategy # 1: In order to better support identified GT students, GT teacher will engage and complete professional development in gifted and talented coursework. Completion of gifted and talented coursework will secure teacher's 30 hour gifted and talented certification. Teacher will implement her gifted and talented background to support all Primary students.

Goal # 2, Objective # 4, Strategy # 2: GT students will meet weekly during Genius Hours with GT teacher, every Friday from 12:00 to 3:00 pm. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.

Goal # 3, Objective # 1, Strategy # 1: Allow students to wear college/university T-shirts on Fridays to promote higher education awareness.

Goal # 3, Objective # 1, Strategy # 2: Display college flags around campus, and in common areas on the campus.

Goal # 3, Objective # 2, Strategy # 1: Teachers will integrate career exploration for students with Social Studies content by implementing video, Watch Community Helpers on BrainPop JR, research jobs in the community in PebbleGo, and play Career Interest Kahoot! https://goo.gl/NguzMV.

Goal # 3, Objective # 3, Strategy # 1: Primary will invite guests who can speak directly to certain fields of study. Speakers will share their stories with students to support students in realizing potential careers. Speakers might talk about places they've traveled to, for example, and what they experienced during different chapters of their lives. This allows students to understand the benefits of working hard in school and achieving goals.

Goal # 4, Objective # 1, Strategy # 1: Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs.

Goal # 4, Objective # 1, Strategy # 2: Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.

Requirement: Opportunities for all children

Goal # 1, Objective # 1, Strategy # 1: Primary teachers will engage in weekly focused professional development supporting all content areas for the purpose of building our teacher's capacity in delivery of instruction with greater proficiency to benefit Primary students in their academic achievement. Primary will support RYSS in maintaining a TEA accountability rating of "A" by:

•	Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development

•	Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%

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Goal # 1, Objective # 5, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5.

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Goal # 1, Objective # 6, Strategy # 2: Teachers will acquire additional targeted instructional strategies through participation in professional development training, using a trainer of trainer approach, led by Consultant Charisse Lyman. Professional development will support alignment of math lesson plans, follow a curriculum map for delivery of Math TEKS to support teacher's capacity in planning and delivery of proficient math instruction to support student academic achievement.

Goal # 1, Objective # 6, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in math in grades K-5.

Goal # 1, Objective # 6, Strategy # 4: Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in math in grades K-5.

Goal # 1, Objective # 7, Strategy # 1: Teachers will engage in professional development led by the content lead and consultant to gain background and build teacher capacity in delivery of literacy routines (word study, reading, writing) to develop student's foundational language skills (listening, speaking, writing, thinking).

Goal # 1, Objective # 7, Strategy # 2: Kinder, 1st and 2nd teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.

Goal # 1, Objective # 7, Strategy # 3: Kinder, 1st and 2nd teachers will use REN, TX KEA, TPRI/Tejas Lee student data to effectively identify struggling readers and appropriately differentiate instruction to enhance literacy outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.

Goal # 1, Objective # 8, Strategy # 1: Kinder, 1st and 2nd teachers will engage in professional development led by the content lead and consultant to build teacher capacity in planning a math lesson with activities that are aligned to the math objective. Teachers will be supported in learning how to create a math curriculum map to proficiently deliver math instruction and increase student academic achievement.

Goal # 1, Objective # 8, Strategy # 2: Kinder, 1st and 2nd teachers will use REN BOY and student assessment data to effectively identify students struggling with math literacy and appropriately differentiate instruction to enhance student progress and outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.

Goal # 1, Objective # 8, Strategy # 3: Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.
Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

Goal # 1, Objective # 9, Strategy # 1: Continue to spiral identified science TEKS for students with mastery levels of 81% - 100%:

Through these activities:
Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 2: Continue to spiral identified TEKS for students with mastery levels of 65%- 80%:

Through these activities:
Spiral in small group, Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 3: Continue to spiral identified TEKS for students identified in 50% - 64% mastery levels.

Through these activities:
Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

Goal # 1, Objective # 9, Strategy # 4: Re-teach identified TEKS for students with mastery levels of 0% - 49%.

Through these activities:
Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

Goal # 1, Objective # 10, Strategy # 1: Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".
Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

Goal # 1, Objective # 10, Strategy # 2: ELA teachers will engage in professional development focused on writing with the support of instructional materials (Gretchen Bernabei) that target, develop, and support our student's writing skills. ELA teachers will plan, create and follow a schedule for developing student's writing (weekly essays). Students will maintain a writing portfolio in order to capture the student's progression of writing. ELA Teachers will focus on providing checks for student understanding, providing student feedback, and meeting student's individual needs (differentiation) through student conferences and peer to peer conferences.

Goal # 1, Objective # 10, Strategy # 3: Beginning January, 2021 (prior to 4th Writing STAAR) the focus of student instruction will be revision and editing. Students will focus on breaking down the test questions and eliminating answer choices BEFORE they read the identified sentences in the passage. Students will also focus on using their dictionary to support them in the definitions of unknown vocabulary. Students will also increase their stamina and pacing in executing a written essay by completing an essay to turn in every Friday.

Goal # 2, Objective # 1, Strategy # 1: Special Populations students will supported by special education teacher in push-in and pull-out sessions following IEP minutes on a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 1, Strategy # 2: Special needs students will be introduced to a "reward system" to motivate them to complete and achieve mastery of the learning. Using an assortment of physical small toys or stickers or edible reinforcers (healthy snacks) as something tangible for good behavior, time on task, completion of task or progress, for student to link their behavior to a reward.

Goal # 2, Objective # 2, Strategy # 1: RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 2, Strategy # 2: Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.

Goal # 2, Objective # 3, Strategy # 1: EL students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing building their foundational English language skills. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 4, Strategy # 1: In order to better support identified GT students, GT teacher will engage and complete professional development in gifted and talented coursework. Completion of gifted and talented coursework will secure teacher's 30 hour gifted and talented certification. Teacher will implement her gifted and talented background to support all Primary students.

Goal # 2, Objective # 4, Strategy # 2: GT students will meet weekly during Genius Hours with GT teacher, every Friday from 12:00 to 3:00 pm. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.

Goal # 3, Objective # 1, Strategy # 1: Allow students to wear college/university T-shirts on Fridays to promote higher education awareness.

Goal # 3, Objective # 1, Strategy # 2: Display college flags around campus, and in common areas on the campus.

Goal # 3, Objective # 2, Strategy # 1: Teachers will integrate career exploration for students with Social Studies content by implementing video, Watch Community Helpers on BrainPop JR, research jobs in the community in PebbleGo, and play Career Interest Kahoot! https://goo.gl/NguzMV.

Goal # 3, Objective # 3, Strategy # 1: Primary will invite guests who can speak directly to certain fields of study. Speakers will share their stories with students to support students in realizing potential careers. Speakers might talk about places they've traveled to, for example, and what they experienced during different chapters of their lives. This allows students to understand the benefits of working hard in school and achieving goals.

Goal # 4, Objective # 1, Strategy # 1: Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs.

Goal # 4, Objective # 1, Strategy # 2: Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.

Requirement: Increases the amount of quality learning time

Goal # 1, Objective # 1, Strategy # 1: Primary teachers will engage in weekly focused professional development supporting all content areas for the purpose of building our teacher's capacity in delivery of instruction with greater proficiency to benefit Primary students in their academic achievement. Primary will support RYSS in maintaining a TEA accountability rating of "A" by:
•   Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%
•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%

•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%
•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%
•   Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY

•   Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
•   Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

Goal # 1, Objective # 2, Strategy # 1: The goal of the Reading Academy online, self-paced learning is to equip teachers with the knowledge and skills needed to implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all children develop a strong foundation in reading and writing. Teachers will engage in modules that will support the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking, listening, speaking, reading, and writing skills.

Goal # 1, Objective # 2, Strategy # 2: Teachers will deliver explicit systematic reading instruction that includes: review of previous learning, identifying objective, activating background knowledge, modeling think aloud, providing examples and non-examples, maximizes student engagement, pacing of lesson, checking for understanding, delivering feedback to students, reteaching, intervention, ongoing assessment of reading progress.

Goal # 1, Objective # 2, Strategy # 3: Identified teachers will be supported with ongoing professional development in their content and on how to support fellow teachers with specific content (Math, Science, Reading, Writing) in a Trainer of Trainers model by consultant Charisse Lyman. Identified teachers will be observed by the consultant for evidence of transfer and application of their learning on their campus to support their fellow teachers. Consultant will deliver feedback to identified teachers on their application of their learning on supporting and leading teachers and on implementation and teaching of evidence-based practices for their fellow teachers.

Goal # 1, Objective # 3, Strategy # 1: Activity: The goal of the Blended Learning Cohort, is to equip teachers with the knowledge and skills needed to personalize instruction and meet the specific needs of students, in which students can, in part, control time, pace, and place of learning. Teachers will engage in ongoing Blended Learning professional supporting their use of online apps and programs to teach concepts which will promote student's ownership of their own learning.

Goal # 1, Objective # 3, Strategy # 2: Activity: Teachers will engage in an "APPS - 101" PLC to receive the critical support they need to more effectively integrate technology into the classroom and facilitate online and blended learning for their students. Primary teachers will lead the PLC each sharing their mastery of apps or online programs that they have incorporated into their virtual classrooms to support student learning.

Goal # 1, Objective # 3, Strategy # 3: Teachers will meet in a Blended Learning PLC with lead for the cohort, Director of Teacher Development to collaborate on blended and remote learning strategies, resources, challenges, and current topics of interest. Teachers will implement and engage students in Blended Learning best practices to support a student-centered classroom that will support students gaining choice and voice with their activities and in developing and taking ownership of their own learning.

Goal # 1, Objective # 4, Strategy # 1: All teachers will be supported with ongoing professional development on building their background in in delivery of ESL best practices from the Director of Multilingual. Grade level teachers will be observed by the Director of Multilingual for evidence of transfer and application of their ESL strategies into their classrooms to support their students. Director of Multilingual will deliver feedback to teachers on their application of ESL strategies, utilization of evidence-based practices as measured through weekly content team agendas, and teacher lesson plans.

Goal # 1, Objective # 4, Strategy # 2: Increase EL students' English language production and peer interaction. EL students will verbally demonstrate their English speaking abilities in classroom work at least three times a week. Teacher's will identify a topic with a home to school connection for students to share with each other by speaking about the topic.(LS)

Goal # 1, Objective # 4, Strategy # 3: Explicitly teach English language vocabulary and structures. Teachers will identify, teach, and post key academic vocabulary and structures for one content lesson each day. Students will be supported with instruction of HFW, sight words, academic vocabulary for each content. (LSRW)

Goal # 1, Objective # 4, Strategy # 4: Teachers will build on ELs' background knowledge to increase comprehension by eliciting background knowledge from ELs in one content area through a variety of activities, including questioning and graphic organizers. Students will create visuals with labels to demonstrate their comprehension of the lesson objective.(LSRW)

Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in a weekly writing activity that will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

Goal # 1, Objective # 5, Strategy # 1: Teachers will receive support and professional development led by Consultant and ELAR content leader to support alignment of ELAR lesson plans, follow a curriculum map for delivery of ELAR TEKS to support teacher's capacity in planning and delivery of reading/writing instruction.

Goal # 1, Objective # 5, Strategy # 2: Teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.

Goal # 1, Objective # 5, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5.

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Goal # 1, Objective # 6, Strategy # 1: To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Dr. Carolyn White at Rice University to build their skill set in alignment of math objectives and lesson activities, delivery of math instruction in support of their students.

Goal # 1, Objective # 6, Strategy # 2: Teachers will acquire additional targeted instructional strategies through participation in professional development training, using a trainer of trainer approach, led by Consultant Charisse Lyman. Professional development will support alignment of math lesson plans, follow a curriculum map for delivery of Math TEKS to support teacher's capacity in planning and delivery of proficient math instruction to support student academic achievement.

Goal # 1, Objective # 6, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in math in grades K-5.

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Goal # 1, Objective # 7, Strategy # 1: Teachers will engage in professional development led by the content lead and consultant to gain background and build teacher capacity in delivery of literacy routines (word study, reading, writing) to develop student's foundational language skills (listening, speaking, writing, thinking).

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Goal # 1, Objective # 9, Strategy # 1: Continue to spiral identified science TEKS for students with mastery levels of 81% - 100%:

Through these activities:
Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 2: Continue to spiral identified TEKS for students with mastery levels of 65%- 80%:

Through these activities:
Spiral in small group, Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 3: Continue to spiral identified TEKS for students identified in 50% - 64% mastery levels.

Through these activities:
Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

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Through these activities:
Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

Goal # 1, Objective # 10, Strategy # 1: Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".
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Goal # 2, Objective # 1, Strategy # 1: Special Populations students will supported by special education teacher in push-in and pull-out sessions following IEP minutes on a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

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Goal # 2, Objective # 2, Strategy # 1: RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 2, Strategy # 2: Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.

Goal # 2, Objective # 3, Strategy # 1: EL students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing building their foundational English language skills. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 4, Strategy # 1: In order to better support identified GT students, GT teacher will engage and complete professional development in gifted and talented coursework. Completion of gifted and talented coursework will secure teacher's 30 hour gifted and talented certification. Teacher will implement her gifted and talented background to support all Primary students.

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Goal # 4, Objective # 1, Strategy # 1: Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs.

Goal # 4, Objective # 1, Strategy # 2: Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.

Requirement: Provides an enriched and accelerated curriculum

Goal # 1, Objective # 1, Strategy # 1: Primary teachers will engage in weekly focused professional development supporting all content areas for the purpose of building our teacher's capacity in delivery of instruction with greater proficiency to benefit Primary students in their academic achievement. Primary will support RYSS in maintaining a TEA accountability rating of "A" by:

•   Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development

•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%

•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%

•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%

•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%

•   Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY

•   Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY

•   Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

Goal # 1, Objective # 2, Strategy # 1: The goal of the Reading Academy online, self-paced learning is to equip teachers with the knowledge and skills needed to implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all children develop a strong foundation in reading and writing. Teachers will engage in modules that will support the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking, listening, speaking, reading, and writing skills.

Goal # 1, Objective # 2, Strategy # 2: Teachers will deliver explicit systematic reading instruction that includes: review of previous learning, identifying objective, activating background knowledge, modeling think aloud, providing examples and non-examples, maximizes student engagement, pacing of lesson, checking for understanding, delivering feedback to students, reteaching, intervention, ongoing assessment of reading progress.

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Goal # 1, Objective # 3, Strategy # 1: Activity: The goal of the Blended Learning Cohort, is to equip teachers with the knowledge and skills needed to personalize instruction and meet the specific needs of students, in which students can, in part, control time, pace, and place of learning. Teachers will engage in ongoing Blended Learning professional supporting their use of online apps and programs to teach concepts which will promote student's ownership of their own learning.

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Goal # 1, Objective # 4, Strategy # 1: All teachers will be supported with ongoing professional development on building their background in in delivery of ESL best practices from the Director of Multilingual. Grade level teachers will be observed by the Director of Multilingual for evidence of transfer and application of their ESL strategies into their classrooms to support their students. Director of Multilingual will deliver feedback to teachers on their application of ESL strategies, utilization of evidence-based practices as measured through weekly content team agendas, and teacher lesson plans.

Goal # 1, Objective # 4, Strategy # 2: Increase EL students' English language production and peer interaction. EL students will verbally demonstrate their English speaking abilities in classroom work at least three times a week. Teacher's will identify a topic with a home to school connection for students to share with each other by speaking about the topic.(LS)

Goal # 1, Objective # 4, Strategy # 3: Explicitly teach English language vocabulary and structures. Teachers will identify, teach, and post key academic vocabulary and structures for one content lesson each day. Students will be supported with instruction of HFW, sight words, academic vocabulary for each content. (LSRW)

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Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in a weekly writing activity that will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

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Goal # 1, Objective # 6, Strategy # 1: To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Dr. Carolyn White at Rice University to build their skill set in alignment of math objectives and lesson activities, delivery of math instruction in support of their students.

Goal # 1, Objective # 6, Strategy # 2: Teachers will acquire additional targeted instructional strategies through participation in professional development training, using a trainer of trainer approach, led by Consultant Charisse Lyman. Professional development will support alignment of math lesson plans, follow a curriculum map for delivery of Math TEKS to support teacher's capacity in planning and delivery of proficient math instruction to support student academic achievement.

Goal # 1, Objective # 6, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in math in grades K-5.

Goal # 1, Objective # 6, Strategy # 4: Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in math in grades K-5.

Goal # 1, Objective # 7, Strategy # 1: Teachers will engage in professional development led by the content lead and consultant to gain background and build teacher capacity in delivery of literacy routines (word study, reading, writing) to develop student's foundational language skills (listening, speaking, writing, thinking).

Goal # 1, Objective # 7, Strategy # 2: Kinder, 1st and 2nd teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.

Goal # 1, Objective # 7, Strategy # 3: Kinder, 1st and 2nd teachers will use REN, TX KEA, TPRI/Tejas Lee student data to effectively identify struggling readers and appropriately differentiate instruction to enhance literacy outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.

Goal # 1, Objective # 8, Strategy # 1: Kinder, 1st and 2nd teachers will engage in professional development led by the content lead and consultant to build teacher capacity in planning a math lesson with activities that are aligned to the math objective. Teachers will be supported in learning how to create a math curriculum map to proficiently deliver math instruction and increase student academic achievement.

Goal # 1, Objective # 8, Strategy # 2: Kinder, 1st and 2nd teachers will use REN BOY and student assessment data to effectively identify students struggling with math literacy and appropriately differentiate instruction to enhance student progress and outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.

Goal # 1, Objective # 8, Strategy # 3: Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.
Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

Goal # 1, Objective # 9, Strategy # 1: Continue to spiral identified science TEKS for students with mastery levels of 81% - 100%:

Through these activities:
Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 2: Continue to spiral identified TEKS for students with mastery levels of 65%- 80%:

Through these activities:
Spiral in small group, Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 3: Continue to spiral identified TEKS for students identified in 50% - 64% mastery levels.

Through these activities:
Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

Goal # 1, Objective # 9, Strategy # 4: Re-teach identified TEKS for students with mastery levels of 0% - 49%.

Through these activities:
Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

Goal # 1, Objective # 10, Strategy # 1: Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".
Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

Goal # 1, Objective # 10, Strategy # 2: ELA teachers will engage in professional development focused on writing with the support of instructional materials (Gretchen Bernabei) that target, develop, and support our student's writing skills. ELA teachers will plan, create and follow a schedule for developing student's writing (weekly essays). Students will maintain a writing portfolio in order to capture the student's progression of writing. ELA Teachers will focus on providing checks for student understanding, providing student feedback, and meeting student's individual needs (differentiation) through student conferences and peer to peer conferences.

Goal # 1, Objective # 10, Strategy # 3: Beginning January, 2021 (prior to 4th Writing STAAR) the focus of student instruction will be revision and editing. Students will focus on breaking down the test questions and eliminating answer choices BEFORE they read the identified sentences in the passage. Students will also focus on using their dictionary to support them in the definitions of unknown vocabulary. Students will also increase their stamina and pacing in executing a written essay by completing an essay to turn in every Friday.

Goal # 2, Objective # 1, Strategy # 1: Special Populations students will supported by special education teacher in push-in and pull-out sessions following IEP minutes on a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 1, Strategy # 2: Special needs students will be introduced to a "reward system" to motivate them to complete and achieve mastery of the learning. Using an assortment of physical small toys or stickers or edible reinforcers (healthy snacks) as something tangible for good behavior, time on task, completion of task or progress, for student to link their behavior to a reward.

Goal # 2, Objective # 2, Strategy # 1: RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 2, Strategy # 2: Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.

Goal # 2, Objective # 3, Strategy # 1: EL students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing building their foundational English language skills. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 4, Strategy # 1: In order to better support identified GT students, GT teacher will engage and complete professional development in gifted and talented coursework. Completion of gifted and talented coursework will secure teacher's 30 hour gifted and talented certification. Teacher will implement her gifted and talented background to support all Primary students.

Goal # 2, Objective # 4, Strategy # 2: GT students will meet weekly during Genius Hours with GT teacher, every Friday from 12:00 to 3:00 pm. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.

Goal # 3, Objective # 1, Strategy # 1: Allow students to wear college/university T-shirts on Fridays to promote higher education awareness.

Goal # 3, Objective # 1, Strategy # 2: Display college flags around campus, and in common areas on the campus.

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Goal # 3, Objective # 3, Strategy # 1: Primary will invite guests who can speak directly to certain fields of study. Speakers will share their stories with students to support students in realizing potential careers. Speakers might talk about places they've traveled to, for example, and what they experienced during different chapters of their lives. This allows students to understand the benefits of working hard in school and achieving goals.

Goal # 4, Objective # 1, Strategy # 1: Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs.

Goal # 4, Objective # 1, Strategy # 2: Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.

Requirement: Provides a well-rounded education

Goal # 1, Objective # 1, Strategy # 1: Primary teachers will engage in weekly focused professional development supporting all content areas for the purpose of building our teacher's capacity in delivery of instruction with greater proficiency to benefit Primary students in their academic achievement. Primary will support RYSS in maintaining a TEA accountability rating of "A" by:

•   Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development

•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%

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•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%

•   Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%

•   Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY

•   Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY

•   Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

Goal # 1, Objective # 2, Strategy # 1: The goal of the Reading Academy online, self-paced learning is to equip teachers with the knowledge and skills needed to implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all children develop a strong foundation in reading and writing. Teachers will engage in modules that will support the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking, listening, speaking, reading, and writing skills.

Goal # 1, Objective # 2, Strategy # 2: Teachers will deliver explicit systematic reading instruction that includes: review of previous learning, identifying objective, activating background knowledge, modeling think aloud, providing examples and non-examples, maximizes student engagement, pacing of lesson, checking for understanding, delivering feedback to students, reteaching, intervention, ongoing assessment of reading progress.

Goal # 1, Objective # 2, Strategy # 3: Identified teachers will be supported with ongoing professional development in their content and on how to support fellow teachers with specific content (Math, Science, Reading, Writing) in a Trainer of Trainers model by consultant Charisse Lyman. Identified teachers will be observed by the consultant for evidence of transfer and application of their learning on their campus to support their fellow teachers. Consultant will deliver feedback to identified teachers on their application of their learning on supporting and leading teachers and on implementation and teaching of evidence-based practices for their fellow teachers.

Goal # 1, Objective # 3, Strategy # 1: Activity: The goal of the Blended Learning Cohort, is to equip teachers with the knowledge and skills needed to personalize instruction and meet the specific needs of students, in which students can, in part, control time, pace, and place of learning. Teachers will engage in ongoing Blended Learning professional supporting their use of online apps and programs to teach concepts which will promote student's ownership of their own learning.

Goal # 1, Objective # 3, Strategy # 2: Activity: Teachers will engage in an "APPS - 101" PLC to receive the critical support they need to more effectively integrate technology into the classroom and facilitate online and blended learning for their students. Primary teachers will lead the PLC each sharing their mastery of apps or online programs that they have incorporated into their virtual classrooms to support student learning.

Goal # 1, Objective # 3, Strategy # 3: Teachers will meet in a Blended Learning PLC with lead for the cohort, Director of Teacher Development to collaborate on blended and remote learning strategies, resources, challenges, and current topics of interest. Teachers will implement and engage students in Blended Learning best practices to support a student-centered classroom that will support students gaining choice and voice with their activities and in developing and taking ownership of their own learning.

Goal # 1, Objective # 4, Strategy # 1: All teachers will be supported with ongoing professional development on building their background in in delivery of ESL best practices from the Director of Multilingual. Grade level teachers will be observed by the Director of Multilingual for evidence of transfer and application of their ESL strategies into their classrooms to support their students. Director of Multilingual will deliver feedback to teachers on their application of ESL strategies, utilization of evidence-based practices as measured through weekly content team agendas, and teacher lesson plans.

Goal # 1, Objective # 4, Strategy # 2: Increase EL students' English language production and peer interaction. EL students will verbally demonstrate their English speaking abilities in classroom work at least three times a week. Teacher's will identify a topic with a home to school connection for students to share with each other by speaking about the topic.(LS)

Goal # 1, Objective # 4, Strategy # 3: Explicitly teach English language vocabulary and structures. Teachers will identify, teach, and post key academic vocabulary and structures for one content lesson each day. Students will be supported with instruction of HFW, sight words, academic vocabulary for each content. (LSRW)

Goal # 1, Objective # 4, Strategy # 4: Teachers will build on ELs' background knowledge to increase comprehension by eliciting background knowledge from ELs in one content area through a variety of activities, including questioning and graphic organizers. Students will create visuals with labels to demonstrate their comprehension of the lesson objective.(LSRW)

Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in a weekly writing activity that will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

Goal # 1, Objective # 5, Strategy # 1: Teachers will receive support and professional development led by Consultant and ELAR content leader to support alignment of ELAR lesson plans, follow a curriculum map for delivery of ELAR TEKS to support teacher's capacity in planning and delivery of reading/writing instruction.

Goal # 1, Objective # 5, Strategy # 2: Teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.

Goal # 1, Objective # 5, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5.

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Goal # 1, Objective # 6, Strategy # 1: To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Dr. Carolyn White at Rice University to build their skill set in alignment of math objectives and lesson activities, delivery of math instruction in support of their students.

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Through these activities:
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Goal # 2, Objective # 2, Strategy # 2: Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.

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Goal # 4, Objective # 1, Strategy # 2: Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.

Goal # 4, Objective # 2, Strategy # 5: 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.

Requirement: Addresses the needs of at-risk students

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•   Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development

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Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in a weekly writing activity that will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

Goal # 1, Objective # 5, Strategy # 1: Teachers will receive support and professional development led by Consultant and ELAR content leader to support alignment of ELAR lesson plans, follow a curriculum map for delivery of ELAR TEKS to support teacher's capacity in planning and delivery of reading/writing instruction.

Goal # 1, Objective # 5, Strategy # 2: Teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.

Goal # 1, Objective # 5, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5.

Goal # 1, Objective # 5, Strategy # 4: Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading in grades K-5.

Goal # 1, Objective # 6, Strategy # 1: To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Dr. Carolyn White at Rice University to build their skill set in alignment of math objectives and lesson activities, delivery of math instruction in support of their students.

Goal # 1, Objective # 6, Strategy # 2: Teachers will acquire additional targeted instructional strategies through participation in professional development training, using a trainer of trainer approach, led by Consultant Charisse Lyman. Professional development will support alignment of math lesson plans, follow a curriculum map for delivery of Math TEKS to support teacher's capacity in planning and delivery of proficient math instruction to support student academic achievement.

Goal # 1, Objective # 6, Strategy # 3: Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in math in grades K-5.

Goal # 1, Objective # 6, Strategy # 4: Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in math in grades K-5.

Goal # 1, Objective # 7, Strategy # 1: Teachers will engage in professional development led by the content lead and consultant to gain background and build teacher capacity in delivery of literacy routines (word study, reading, writing) to develop student's foundational language skills (listening, speaking, writing, thinking).

Goal # 1, Objective # 7, Strategy # 2: Kinder, 1st and 2nd teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.

Goal # 1, Objective # 7, Strategy # 3: Kinder, 1st and 2nd teachers will use REN, TX KEA, TPRI/Tejas Lee student data to effectively identify struggling readers and appropriately differentiate instruction to enhance literacy outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.

Goal # 1, Objective # 8, Strategy # 1: Kinder, 1st and 2nd teachers will engage in professional development led by the content lead and consultant to build teacher capacity in planning a math lesson with activities that are aligned to the math objective. Teachers will be supported in learning how to create a math curriculum map to proficiently deliver math instruction and increase student academic achievement.

Goal # 1, Objective # 8, Strategy # 2: Kinder, 1st and 2nd teachers will use REN BOY and student assessment data to effectively identify students struggling with math literacy and appropriately differentiate instruction to enhance student progress and outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.

Goal # 1, Objective # 8, Strategy # 3: Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.
Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

Goal # 1, Objective # 9, Strategy # 1: Continue to spiral identified science TEKS for students with mastery levels of 81% - 100%:

Through these activities:
Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 2: Continue to spiral identified TEKS for students with mastery levels of 65%- 80%:

Through these activities:
Spiral in small group, Do Now's, Warm-ups, Enrichment and Workstations.

Goal # 1, Objective # 9, Strategy # 3: Continue to spiral identified TEKS for students identified in 50% - 64% mastery levels.

Through these activities:
Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

Goal # 1, Objective # 9, Strategy # 4: Re-teach identified TEKS for students with mastery levels of 0% - 49%.

Through these activities:
Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

Goal # 1, Objective # 10, Strategy # 1: Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".
Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

Goal # 1, Objective # 10, Strategy # 2: ELA teachers will engage in professional development focused on writing with the support of instructional materials (Gretchen Bernabei) that target, develop, and support our student's writing skills. ELA teachers will plan, create and follow a schedule for developing student's writing (weekly essays). Students will maintain a writing portfolio in order to capture the student's progression of writing. ELA Teachers will focus on providing checks for student understanding, providing student feedback, and meeting student's individual needs (differentiation) through student conferences and peer to peer conferences.

Goal # 1, Objective # 10, Strategy # 3: Beginning January, 2021 (prior to 4th Writing STAAR) the focus of student instruction will be revision and editing. Students will focus on breaking down the test questions and eliminating answer choices BEFORE they read the identified sentences in the passage. Students will also focus on using their dictionary to support them in the definitions of unknown vocabulary. Students will also increase their stamina and pacing in executing a written essay by completing an essay to turn in every Friday.

Goal # 2, Objective # 1, Strategy # 1: Special Populations students will supported by special education teacher in push-in and pull-out sessions following IEP minutes on a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 1, Strategy # 2: Special needs students will be introduced to a "reward system" to motivate them to complete and achieve mastery of the learning. Using an assortment of physical small toys or stickers or edible reinforcers (healthy snacks) as something tangible for good behavior, time on task, completion of task or progress, for student to link their behavior to a reward.

Goal # 2, Objective # 2, Strategy # 1: RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 2, Strategy # 2: Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.

Goal # 2, Objective # 3, Strategy # 1: EL students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing building their foundational English language skills. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.

Goal # 2, Objective # 4, Strategy # 1: In order to better support identified GT students, GT teacher will engage and complete professional development in gifted and talented coursework. Completion of gifted and talented coursework will secure teacher's 30 hour gifted and talented certification. Teacher will implement her gifted and talented background to support all Primary students.

Goal # 2, Objective # 4, Strategy # 2: GT students will meet weekly during Genius Hours with GT teacher, every Friday from 12:00 to 3:00 pm. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.

Goal # 3, Objective # 1, Strategy # 1: Allow students to wear college/university T-shirts on Fridays to promote higher education awareness.

Goal # 3, Objective # 1, Strategy # 2: Display college flags around campus, and in common areas on the campus.

Goal # 3, Objective # 2, Strategy # 1: Teachers will integrate career exploration for students with Social Studies content by implementing video, Watch Community Helpers on BrainPop JR, research jobs in the community in PebbleGo, and play Career Interest Kahoot! https://goo.gl/NguzMV.

Goal # 3, Objective # 3, Strategy # 1: Primary will invite guests who can speak directly to certain fields of study. Speakers will share their stories with students to support students in realizing potential careers. Speakers might talk about places they've traveled to, for example, and what they experienced during different chapters of their lives. This allows students to understand the benefits of working hard in school and achieving goals.

Goal # 4, Objective # 1, Strategy # 1: Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs.

Goal # 4, Objective # 1, Strategy # 2: Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.

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