Raul H. Yzaguirre Middle School Campus Improvement Plan 2019-2020

Board Approved:

Mission of Excellence

We, at Raul H. Yzaguirre Middle School are committed to develop a life-long love for learning, pride, self-respect, and critical thinking environment for all students. We will accomplish this through quality instruction and a rigorous curriculum so that students will possess college ready skills to be marketable, productive citizens of society. Together, Transforming With A BOLD Vision.

Vision of Excellence

At Raul H. Yzaguirre Middle School, we work collaboratively with all stakeholders towards a common mission. By providing learner-centered instruction, effective and innovative teaching strategies, along with technological advancements, we will ensure that our goal of student achievement will indeed become a reality.

What We Believe In

Guiding Principles

- Prepare Self

- Act Respectfully

- Work Together

- Safety First

Title I, Part A
School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
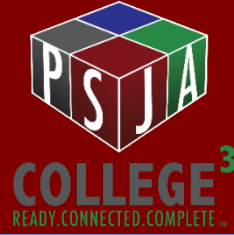
Comprehensive Needs Assessment
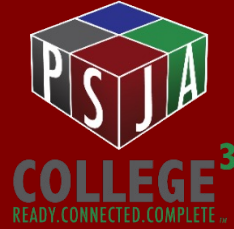
Data Resources Reviewed

1. 2019-20 Attendance
2. STAAR Data
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

The following sources from our campus were used to review the Special Education data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Attendance, Discipline Referrals, PEIMS Demographics, Walk-Through Data, Parental Involvement Data, McREL Teacher Evaluations, Teacher Certifications, TELPAS Scores, and Technology Inventory.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as following the MEETS criteria:

- In Reading, the achievement gap between SpEd and All students 2018-2019 is 8%.

- In Mathematics, the achievement gap between SpEd and All students 2018-2019 is 8%.**

Personnel Needs:

The School must work closely with the Special Education department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

The Special Education Department must work closely with the School and Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from our campus were used to review the English Language Learners data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Attendance, Discipline Referrals, PEIMS Demographics, Walk-Through Data, Parental Involvement Data, McREL Teacher Evaluations, Teacher Certifications, TELPAS Scores, and Technology Inventory.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows in the MEETS criteria:

- In Reading, the achievement gap between ELL and All students 2018-2019 is 6%.

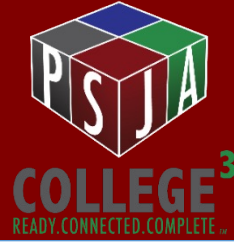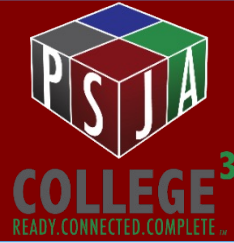- In Mathematics, the achievement gap between ELL and All students 2018-2019 is 3%.**

- In Writing, the achievement gap between ELL and All students 2018-2019 is 9%.

- In Science, the achievement gap between ELL and All students 2018-2019 is 6%.

- In Social Studies, the achievement gap between ELL and All students 2018-2019 is 9%

- Yzaguirre Middle School TELPAS Yearly Progress Indicator was 57% in 2018 and decreased to 36% in 2019.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from our campus were used to review the Economically Disadvantaged data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Attendance, Discipline Referrals, PEIMS Demographics, Walk-Through Data, Parental Involvement Data, McREL Teacher Evaluations, Teacher Certifications, and Technology Inventory.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows in the MEETS criteria:

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is 0%.

- In Mathematics, the achievement gap between Eco Dis and All students 2018-2019 is 1%.**

- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is 1%.

- In Science, the achievement gap between Eco Dis and All students 2018-2019 is 2%.

- In Social Studies, the achievement gap between Eco Dis and All students 2018-2019 is 1%.

- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, RYMS earned a score of 35, 3 points below the target score.

- In 2018-2019 we see a decrease in the gap between All students and Eco Dis. In each content from previous years.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain 1: Performance Data	• Scale score of 67 • Math and Science are at 69%	• Social Studies • Writing	Improve student learning outcomes in : • Math • 8th Grade Social Studies • Reading • Writing **SMART Goal: 70% or Higher**
2	Domain 2: Academic Growth	• Part A Scale score of 58 • Part B Scale score of 79	• Only 30% of our test scores are at a Master Level	• Address the needs of identified students to meet the progress measure in 2019-20 in Reading and Mathematics
3	Domain 3: Closing the Gaps	• Scale Score of 61 • TELPAS Rating 29	• TELPAS	Economically Disadvantaged Student Population will receive additional support and intensive interventions in reading, writing, math, science, and social studies.

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	• Neighborhood schools • New buildings/renovations • Communication in both English and Spanish • Parent Liaison District level and campus • Parent Centers	• **Secondary parent involvement is low** • **Low Average of parents with high school diplomas and/or postsecondary education** • Parent involvement Participation • Business Partnerships	• Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels
6	Technology	• Availability of technology resources for students and teachers, and staff.	• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor	• Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	• Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College For Every Student	• Decrease in student enrollment	• Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool		

Student Achievement Summary 2019

		RYMS 2019	Goals 2020
Domain 1 STAAR Performance		67	80
Domain 2 Academic Growth		Part A 58 Part B 79	80 90
Domain 3 Closing the Gap		61	80

Student Achievement Summary 2019
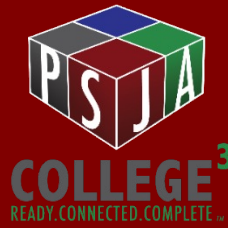
All Students Performance Rates	Performance Target 2020	RYMS	Goals 2020
Reading	80	67	80
Math	80	70	80
Writing	75	64	80
Science	80	72	80
Social Studies	70	56	80

Student Achievement Summary 2019
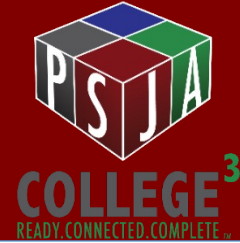
ELL Current & Monitored Performance Rates	Performance Target 2020	RYMS	Goals 2020
Reading	70	58	80
Math	75	64	80
Writing	70	55	80
Science	75	64	80
Social Studies	70	50	80

Student Achievement Summary 2019

Special Ed Performance Rates	Performance Target 2020	RYMS	Goals 2020
Reading	70	52	80
Math	70	56	80
Writing	70	49	80
Science	70	58	80
Social Studies	70	54	80

Student Achievement Summary 2019

ECO Dis Performance Rates	Performance Target 2019	RYMS	Goals 2020
Reading	70	65	80
Math	70	69	80
Writing	70	62	80
Science	70	72	80
Social Studies	70	54	80

2019-2020 District Goals

- The following charts will allow us to analyze our needs and set attainable goals for the 2019-2020 school year.

- During the 2018-2019 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were included.

2019-2020 RYMS Goals
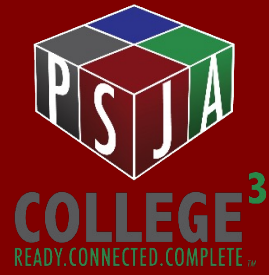
Mathematics

		% of **Students** at Meets/Masters	Goal *Meets/Masters*
		2019	**2020**
Meets	6-8	6th – 31% 7th – 56% 8th – 30%	6th – 50% 7th – 60% 8th – 50%
Masters	6-8	6th – 7% 7th – 3% 8th – 6%	6th – 20% 7th – 20% 8th – 20%

Reading

		% of **Students** at Meets/Masters	Goal *Meets/Masters*
		2019	**2020**
Meets	6-8	6th – 23% 7th – 31% 8th – 38%	6th – 50% 7th – 50% 8th – 50%
Masters	6-8	6th – 10% 7th – 14% 8th – 17%	6th – 20% 7th – 20% 8th – 25%

Writing

		% of **Students** at Meets/Masters	Goal *Meets/Masters*
		2019	**2020**
Meets	7th	28%	50%
Masters	7th	10%	20%

2019-2020 District Goals

- Goal 1-Domain 1:STAAR Performance
- Goal 2-Domain 2:Academic Growth (Part A and Part B)
- Goal 3-Domain 3:Closing the Gap
- Goal 4-Family and Community Involvement
- Goal 5-Technology
- Goal 6-School Culture and Climate
- Goal 7-Staff Quality, Recruitment, and Retention

All strategies and action steps highlighted in yellow represent our sub-populations.

Campus Goal: Academic Excellence					RYMS 2019-20 School Year – Campus Improvement Plan	
Objective: May 2020, RYMS will have implemented a rigorous college preparatory curriculum in which an effective delivery system will ensure 80% of all students in the areas of Reading, Math and Social Studies meet state standards. In addition, 80% in Science and a 80% writing along with narrowing the academic achievement gap with our special population by 2023.						
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
LANGUAGE ARTS ●Facilitate instruction through which students create meaning from texts by developing reading and writing skills and processes. -Glencoe Literature	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Principal -Asst. Principals -Dean of Instruction -CIF Instructional Coach	-Glencoe Materials -Supplemental Materials -Book Jam Books -Summer Novels -Dictionaries Thesaurus -poster paper -Reading Material Copier machines -paper **Homebound-Instruction**	-Local -Title I -PFS Grant -TIF Grant	Aug. 2019 – May 2020	Summative Assessment *90% of students passing; -Benchmarks -TELPAS-10% increase. Formative Assessment Satisfactory Achievement on progress reports and report cards Satisfactory number of points on AR

Campus Goal: Academic Excellence	RYMS 2019-20 School Year – Campus Improvement Plan

Objective: By May 2020, RYMS will have implemented a rigorous curriculum and an effective delivery system in order to ensure that 80% of all students meet the standards in Reading. In Mathematics 80% of all students meet state standards, in Writing 80% of all students meet state standards. In Social Studies 80% of all students meet state standards and in Science 80% of all students meet state standards. In addition to this, RYMS will narrow the achievement gap in all special population by 2023.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>LANGUAGE ARTS</u> ●Conduct Content Department meetings to analyze data to include: *Promote the use of data to form and differentiate instruction that addresses the individual learning needs of all. -STAR Testing -Accelerated Reader Testing Reports -Special Education Assessment (i.e. teacher-made tests) -TELPAS Benchmarks -STAAR Assessments -GT Testing -STAAR Modified Test -TAPR Report -3 & 6 weeks assessments ●Identify, select and implement instructional programs to meet the needs of all population groups in all content areas. *Provide supplemental educational services to all students in ELA -Language Enrichment class for remediation -Technology Class -Summer School ●Implemental Reading Buddy Program for Special Ed pop. & 6th grade Reading enrichment students -SLOs -Enrichment Camps -Literacy Nights (monthly)	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students -GT --Special Ed. --At Risk	-Teachers -Principal -Asst. Principals -Dean of Instruction -Department Chairs Teachers	-Materials Tech Labs -Supplemental Materials Resources -Summer School	-Title I -Local -SP ED -SCE -Migrant	Aug. 2019 – May 2020 Aug 2019 May 2020	Formative Assessment-Data desegregated & charted for planning & implementation of program to improve student achievement. Data desegregated & charted for planning & implementation of program to improve student achievement. Calendar

Campus Goal: Academic Excellence			RYMS 2019-20 School Year – Campus Improvement Plan				
Objective: by May 2020, RYMS will have implemented a rigorous curriculum and an effective delivery system in order to ensure that 80% of all students meet the standards in Reading. In Mathematics 80% of all students meet state standards, In Writing 80% of all students meet state standards. In Social Studies 80% of all students meet state standards and in Science 80% of all students meet state standards. In addition to this, RYMS will narrow the achievement gap in all special population by 2023.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	
<u>LANGUAGE ARTS</u> ●Provide vocabulary instruction -Context clues –Word families –Academic word wall , student-generated, cognates. ●Provide text comprehension instruction -predict -visualize -connect -question -clarify -evaluate ●Demonstrate grammar rules -DOL -Mini Lessons -Visual Grammar ●Utilize Quick-Fix Grammar and Style Charts -effective editing -review areas where usage problems occur ●Provide a rigorous curriculum by integrating reading and writing concepts -oral literacy strategies -collaborative strategies -Cornell Notes -teach writing concepts using quality literature -use language and terminology of writers -provide examples and non examples from quality literature ●Provide writing process instruction -prewriting -drafting -revising -editing -publishing -evaluate using state rubric -reflect on writing experience ●Provide instruction on different modes -expository -how to -descriptive -classify -narrative -persuasive -quick writers -poetry -letters -timed writings -proposals -open ended response -response to reading -use language and terminology of writers -provide examples from quality literature	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students --Recent Immigrants	-Teachers -Principal -Asst. Principals -Dean of Instruction -Instructional Coaches -Instructional Paraprofessionals -ELA Dept. Head -ELA Teachers -Librarian	*Glencoe Materials *Supplemental Materials -Dictionaries *R2R Instructional and 3 & 6 weeks Mini Assessment Units *Student Language Arts Portfolios Curriculum packets *Student Data -classifications -scores -language proficiency levels -writing samples -growth plans *District required novels *District Timeline *Binders: -WFT Thinking -Maps Binder -Colored Paper *Post-it -colored folders -colored pens -color pencils -sharpeners -composition book -highlighters	-Local -Title I -PFS Grant -SCE	Aug. 2019 – May 2020	Formative Assessment *Progress on -Content Vocabulary Lists -Word Wall -Benchmarks Accommodated -TELPAS *Satisfactory Achievement on progress reports and report cards *Satisfactory number of points on AR Summative Assessment *90% of 6-8 grade students pass STAAR Reading *95% pass STAAR Writing *TELPAS-10% increase on students scores *Lesson Plans *Grade Books *Administrative Walk Thru -observation -conference -reflection *Writing Protocols Department Sessions *Writing Portfolios *DMAC *Lead 4Word	

Campus Goal: Academic Excellence		RYMS 2019-20 School Year – Campus Improvement Plan				

Objective: By May 2020, RYMS will have implemented a rigorous college preparatory curriculum and an effective delivery system in order to ensure that 80% of all students meet the standards in Reading. In Mathematics 80% of all students meet state standards, in Writing 80% of all students meet state standards. In Social Studies 80% of all students meet state standards and in Science 80% of all students meet state standards. In addition to this, RYMS will narrow the achievement gap in all special population by 2023.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
LANGUAGE ARTS ●Provide writing process instruction -prewriting -drafting -revising -editing -publishing -rubric-based evaluation -reflect on writing experience ●Provide instruction on writing modes -expository -classificatory -quick writes -open-ended repose -response to literature -how to -narrative -poetry -proposals -descriptive -persuasive -letter timed writings ●Implement Thinking Maps Program	-All Students -LEP -Sp. Ed. -At Risk -Migrant -Economically Disadvantaged -White -African American -Hispanic --Rec Imm	-Teachers -Co-Teachers -Paraprofessionals -Elective Teachers -Principal -Asst. Principals -Dean of Instruction -ELA Department Head -ELA Teachers -READ 180 teachers -CLF	*Glencoe Materials *Supplemental Materials *District required novels *Language Arts Student Portfolios *District Timeline *Binders: --SIOP -Thinking Maps -Steno Pads --Post-it -**Instructional Material** -electronic dictionaries thesaurus	-Local -**Title I** -SCE	Aug. 2019 – May 2020	Formative Assessment: -Administrative Walk Thru -Observation -Conference -Reflection Writing Protocols Department Sessions Student Portfolios Portfolios Benchmarks *Satisfactory Achievement on progress reports and report cards *Satisfactory number of points on AR Reading Renaissance Program *Lesson Plans *Grade Books Summative Assessment Accommodated -TELPAS-10% Increase. *D-MAC

Campus Goal: Academic Excellence						RYMS 2019-20 School Year – Campus Improvement Plan

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
LANGUAGE ARTS ●Implement Sheltered Instruction Observation Protocols (SIOP) Model Features -Preparation -Integration of Processes -Scaffolding -Application -Grouping Options -Assessment ●Establish continuous professional staff development in identified areas of need *Provide ongoing subject-specific and high quality professional development. -fluency summarization -writing process -inferences and generalizations -critical thinking processes -literacy development -writing instruction: idea development, voice-spelling instruction -vocabulary instruction -conceptual thinking -follow up: SIOP, WFTF -differentiation -co teaching -instructional technology -Accountability and English Language Learners -Benchmarking (Best Practices) -ELPS for Administrators -Great Leaders, Great Teams, Great Results -Classroom Coaching for Students Success -Effective Questioning Strategies -Teacher-Student Interaction Strategies -Data Quality Review -Program Effectiveness Review -Developing Language Objective Through Content ●Implement ELL Academics throughout the years -Master Scheduling to Support Inclusive Practices	-All Students -LEP -Sp. Ed. -At Risk -Migrant -Economically Disadvantaged -White -African American -Hispanic	-Teachers -Co-Teachers -Paraprofessionals -Elective Teachers -Principal -Asst. Principals -Instructional Coach -ELA Department Head -ELA Teachers	*Lesson Plans *Grade Books *Administrator Walk Thru *Student Language Arts Portfolios *Student Data -classifications *Read XL Textbook *District required novels *District Timeline * SIOP *Sign in Sheets *Certificates of Attendance *Literature	-Title I & II -SCE	Aug. 2019 – May 2020	Formative Assessment: Satisfactory number of points on AR Reading Program Satisfactory Achievement on progress reports and report cards Lesson Plans Grade Books Administrative Walk Thru -observation -conference -reflection Writing Protocols Department Sessions Accommodated -TELPAS 10% increase

Campus Goal: Academic Excellence			RYMS 2019-20 School Year – Campus Improvement Plan				
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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement	
<u>LANGUAGE ARTS</u> ●Implement a continuous monitoring program to ensure continuity and consistent implementation of curriculum -Differentiation, Design, and Delivery ●Conduct weekly departmental meetings to -disseminate information -assure adherence to timelines -data analysis: identify weaknesses and plan accordingly -track student progress -discuss and share best practices -staff development updates -identify students at risk and find appropriate interventions such as Language Arts Enrichment instruction, OEYP, **tutoring (2x a week & Saturdays)**, Saturday Writing Camps **-Homebound instruction** -review lesson plans and grade book -review AR reports -ELA Academics -Encore Academics Camps -Summer School Intervention ●Provide co-teaching instruction -differentiation -small group instruction -one to one instruction -accommodations	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Co-Teachers -Instructional Paraprofessionals -Elective Teachers -Principal -Asst. Principals -Instructional Coach -District Coordinators -ELA Department Head -ELA Teachers	*TEKS/STAAR Specification of objectives and student expectations Individual Growth Plans Tracking Forms *Student Data -TALKS -Laptops -Copy Machines -Unlimited paper -Document Readers -Computers *District Timeline Binders: -SIOP *Thinking Maps ***Tutoring** *Post-it Easel Pad	-Local -Title I **PFS Grant** SCE	Beginning of every 6 weeks & End of every 6 weeks Aug. 2019 – May 2020 June 2020	Formative Assessment: -Timelines -Evaluations -Benchmarks -Teacher made test -Mini Assessments -Quizzes STAAR test Satisfactory Achievement on progress reports and report cards Summative Achievement -90% of 6-8 grade students pass the STAAR test Reading -95% of students pass the Writing STAAR test TELPAS -Improve student scores by 10% Satisfactory number of points on AR	

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>LANGUAGE ARTS</u> ●Utilize Para-professionals to reinforce language arts instruction -one to one instruction-small group instruction ●Utilize technology to enhance/supplement instruction *Provide supplemental educational services to all students in ELA (TTIPS-CSFIA) -United Streaming -DKC -Reading Renaissance -Glencoe -C Scope -STAR Test (ZPD Levels) Lab -Ignite ●Inform parents *Promote Parental involvement by grade level subject area, or smaller learning community *provide campus-based educational services for parent & child to encourage parental involvement and growth (parenting, GED, literacy) -Parental Involvement Program -literacy classes -Attendance Guidelines -computer literacy classes -parenting sessions -ESL instruction Middle School Team Concept: meeting schedules, phone contact, email -planners/agendas -advisory program	-All Students -LEP -Sp. Ed. -Economically Disadvantaged -At Risk -Migrant	-Teachers -Co-Teachers -Paraprofessionals -Principal -Asst. Principals -Dean of Instruction -ELA Department Head -ELA Teachers	*Lesson Plans *Walk Thru *District required novels *District Timeline *Read XL Textbooks *Consumables (work books) *School House Rock-Grammar (Clips/Software) *"Notebook Foldables" by Dinah Zike's *Glencoe Software Kit *Scantron *Ipads *Computers/laptops	-Local -Title I PFS Grant	Aug. 2019– May 2020	Formative Assessment: Satisfactory Achievement on progress reports and report cards Satisfactory number of points on AR Reading Program Lesson Plans Grade Books Administrative Walk Thru -observation -conference -reflection Telephone Contact Logs: Team and 2nd pd. Team Meeting Minutes Sign in Sheets Summative Assessment Accommodated -TELPAS 10% increase

Campus Goal: Academic Excellence				RYMS 2019-20 School Year – Campus Improvement Plan			

Objective: by May 2020, RYMS will have implemented a rigorous curriculum and an effective delivery system in order to ensure that 80% of all students meet the standards in Reading. In Mathematics 80% of all students meet state standards, In Writing 80% of all students meet state standards. In Social Studies 80% of all students meet state standards and in Science 80% of all students meet state standards. In addition to this, RYMS will narrow the achievement gap in all special population by 2023.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>Reading</u> Enhance the state-adopted reading program Glencoe Literature to develop reading skills ●Provide phonemic awareness instruction -Letter and Sound Recognition -Direct Teaching ●Provide phonics instruction -Computer-directed Instruction -Teacher made materials -Audio Instruction (songs & chants) ●Fluency instruction -Student-Directed Informal Reading Inventory -Teacher-Directed Informal Reading Inventory -Cloze Test -Using Readability Formulas ●Vocabulary Instruction -Context Clues -Suffixes -Roots -Word Families -Prefixes -Synonyms -Antonyms ●Text comprehension instruction -Predict -Question -Visualize -Clarify	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Principal -Asst. Principals -Dean of Instruction -Department Heads	*Glencoe Interactive Reader and Resources *Supplemental Resources -Poems -Novels -Short Stories -Computer -Instruction *School House Rock-Grammar (Clips/Software) *Notebook Foldables by Dinah Zike's *Glencoe Software Kit	-Title I -Migrant	Aug. 2019– May 2020	Formative Assessment: -Student Growth Charts -Progress Reports -Report Cards Summative Assessment: -Increased number of passing scores on District Benchmarks by 10% -10% increase on TELPAS Test -90% of students passing the STAAR Reading Test

Campus Goal: Academic Excellence	RYMS 2019-20 School Year – Campus Improvement Plan

Objective: by May 2020, RYMS will have implemented a rigorous curriculum and an effective delivery system in order to ensure that 80% of all students meet the standards in Reading. In Mathematics 80% of all students meet state standards, In Writing 80% of all students meet state standards. In Social Studies 80% of all students meet state standards and in Science 80% of all students meet state standards. In addition to this, RYMS will narrow the achievement gap in all special population by 2023.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
Reading *Provide ongoing subject-specific and high quality professional development (TTIPS-CSF7B) -Poetry terms -Genres -data analysis to identify the specific needs of each student subgroup -fluency -judgment & evaluation -summarization -inferences and generalizations -vocabulary -literary elements -critical thinking skills -drawing conclusions -Accountability and English Language Learners -ELPS for Administrators -Benchmarking (Best Practices) -Classroom Coaching for Student Success -Effective Questioning Strategies -Teacher-Student Interaction Strategies -Data Quality Review-Indiv. Stdnt. Fldr. -Program Effectiveness Review ●Implement a continuous monitoring program to ensure continuity and consistency of the curriculum: -Differentiation, Design, and Delivery -Hold department meeting to disseminate information, assure adherence to timelines and curriculum standards, sharing of ideas, analyzing student progress, etc.. -use tracking forms to chart student progress -Review grade books, data binders, curri. Maps and lesson plans -walk thur	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant *SPED Students	*Teachers *Co Teachers *Paraprofessionals *Principal *Asst. Principals *Dean of Instruction *ELA Department Head *ELA Teachers *Students *CLL *CLF *TSI	*Novels *District Required Novels *Supplemental Resource Materials *Reading Materials *Consumables (workbooks) *Media: School House Rock-Grammar (Clips/Software) *Notebook Foldables by Dinah Zike's *Magazines	-Title I -Migrant -Local	Aug. 2019– May 2020	Formative Assessment: -Student Growth Charts -Progress Reports -Report Cards -Increase Attendance to 1% higher -Monitor and evaluate curriculum timelines *Increased number of passing scores on District Benchmarks *10% increase on TELPAS Test *80% of students passing the STAAR Test

Campus Goal: Academic Excellence					RYMS 2019-20 School Year – Campus Improvement Plan		

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
Reading •Opportunities to freely write about personal topic to encourage writing spotlight •Utilize technology hardware & software to enhance instruction -Read 180 -Imagine Learning •Provide Parents -information on supplemental/tutoring services available -information on Parental Involvement Program services so they can participate in ➢ The volunteer program ➢ Literacy classes ➢ Computer literacy classes Home Access Center •TSI Reading preparation •Implement WTL in all core classes	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students 8th grade students 6th,7th,8th grade Teachers	-Teachers -Instructional Paraprofessionals -Library Aide -Computer Lab Managers -CIT -Parent Educator -Principal -Asst. Principals -Dean of Instruction -Department Heads - Students - ELA Department Head --TSI teachers	*Software Hardware *I pads * Renaissance --Computers --Planners --Chart Tablets -- Headsets --Dictionary's - writing paper --pencils	-Title I PFS Grant -Local	Aug. 2019– May 2020	Formative Assessment: -Monitor Students on AR points Goal -Meeting agendas Sign-in logs Summative Assessment: -10% increase on TELPAS Test -80% of students passing the STAAR Test

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
READING • Utilize technology hardware and software to enhance instruction: *Provide supplemental educational services to all students in ELA. -Accelerated Reader Program -Open Book -STAAR -Read 180 -Scholastic Magazines • Provide continuous professional staff development in identified areas of need: *Provide ongoing subject-specific and high quality professional development. -data analysis to identify the objective mastery of each class on the STAAR -data analysis to identify the language proficiency levels of the students -data analysis to identify the English reading proficiency level of the students -data analysis to identify struggling readers for Language Enrichment Instruction -Accountability and English Language Learners -ELPS for Administrators Benchmarking (Best Practices) -Classroom Coaching for Student Success -Effective Questioning Strategies -Teacher-Student Interaction Strategies -Data Quality Review -Program Effectiveness Review	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Library -Computer Lab Managers -CIT -Principal -Asst. Principals -Dean of Instruction -Department Heads -co-Teachers -CLL -CLF -TSI TEAM	*Software Hardware Salary *Supplemental Materials ***Copies (white & color paper)** Read 180 Material Headphones Consultant Jane Schaffer	**-Title I** -Bilingual -Local	Aug. 2019– May 2020	Formative Assessment: -Increased number of AR points Systems 44 -Sign-in logs -Session evaluations -Student Growth Charts -Data Analysis

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Campus Goal: Academic Excellence						RYMS 2019-2020 School Year – Campus Improvement Plan

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
READING •Homework Review, Assignment Planning Extra curricular Schedule management •Time management skills, color coding •Class Planner, classroom reading to encourage lecture-style discussions •Implement a continuous monitoring program to ensure continuity and consistency of the curriculum: -have department meetings to disseminate information, assure adherence to timelines, curriculum standards, and ESL Program sharing of ideas, analyzing student progress, etc. -use tracking forms to chart student progress -review grade books and lesson plans -Differentiation, Design, and Delivery	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Lead Teacher -Parent Educator -Principal -Asst. Principals -Dean of Instruction -Department Heads -Co-Teachers -CLL -CLFs -TSI teacher	*Soft Hardware Salary *Supplemental Materials *classroom sets of books *sharpie markers, thick point *anchor charts *stamps *access to color printer *post-it *highlighters *pens/multi colored *graphic organizer	-Title I -SCE -Local PFS Grant	Aug. 2019– May 2020	Formative Assessment: -Agendas/minutes of grade level meetings -Completed tracking charts -Initialed grade books and lesson plan books -Agendas -Sign-in logs Summative Assessment -10% increase on TELPAS Scores -grade level meeting -department level meeting

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>READING</u> •Ensure that migrant students, identified on the priority for services report, attend STAAR tutoring sessions. •Ensure that migrant students, selected to participate in the Cross Tutoring Program according to their needs, help in assisting 6th grade students in the Language Arts classes. •Have parent meetings to explain to migrant parents the need for their children's prompt and regular attendance in school and in extended day and/or tutoring sessions.	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Migrant Counselors -Counselors -Principal -Asst. Principals -Dean of Instruction -Migrant Guidance Associate		-Migrant -Local -See Appendix II	Aug. 2019– May 2020	Formative Assessment: -Progress Reports -Report Cards -Agendas and minutes -Sign in logs Summative Assessment -80% of students passing the STAAR Test. -Decreased Retentions by 10%. -TELPAS-10% increase of students passing.

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>WRITING</u> -MacDonald -Writing Strategies Training - Jane Schaffer •Visual Grammar –demonstrate rules of grammar and techniques of writing → teacher led activities → arrange and rearrange sentence parts •Quick-Fix Grammar and Style Charts – efficient editing of text for effective communication – review areas where usage problems often occur – address most common writing mistakes made by students	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads	*Supplemental Materials *Workshops *Writing Workbooks *Colored Paper for foldables *Glencoe Language Arts *Grammar and Composition Handbooks *Student Workbook *Composition/ Interactive notebooks *Index color cards *Sentence strips *Vocabulary cards *colored pens editing & for revision *electronic dictionaries *assorted Highlighters	-Migrant -Local -SCE -Title I	Aug. 2019– May 2020	-Data desegregated and charted for planning and implementation of program to improve student achievement. -Increased number of passing scores on District Benchmarks -80% of students passing the STAAR Writing Tests.

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Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	
WRITING •Writing and Communication Skills -determine purpose, audience and topic -evaluate writing for revision -use proofreading strategies at any stage of writing process -organize writing by generating a topic sentence to show one main idea -make coherent and logical connections by using transition words and phrases -develop a thesis statement that clearly presents main idea and purpose -building compositions -use elaboration techniques -use sensory words -apply listening words -articulate interviewing skills -demonstrate effective speaking skills -use thinking maps & strategies •Follow the district's (6th-8th) writing timelines	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads	Same	-Migrant -Local	Aug. 2019– May 2020	Increased number of passing scores on District Benchmarks Increased number of passing scores on STAAR Tests by 5%. Progress Rpts Report Cards Student Growth Charts Progress monitoring charts	

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline		Evaluation/ Measurement
<ins>WRITING</ins> •Revising, Editing and Proofreading Models –write personal narrative –generate a character description –interpret and write a poem –write a cause and effect essay –write a comparison – contrast essay –write a proposal –generate a short story –write a research report •Revising, Editing & Proofreading Models --color coded •Implement state STAAR writing rubrics •Vocabulary and Spelling –provide instruction and model application of skills such as using context clues and word analysis strategies to determine the meaning of unfamiliar words. Context clues: -example, comparison & contrast, restatement word analysis, roots, prefixes, suffixes, word families •Opportunities to freely write about personal topic to encourage writing •Spotlight	-All Groups -ELL Students -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads --Students	Materials --multicolored pens --composition notebooks --paper mate markers (multicolor) --pencils --line paper --blank white paper --color pencils *spelling books --chart paper	-Migrant -Local	Aug. 2019– May 2020		Writing samples collected every weeks Increased number of passing scores on District Benchmarks Increased number of passing scores on STAAR Writing Tests by 5%. Individual Student Growth Charts •Personal feedback on weekly writing samples •spelling test •grammar checks on notebooks

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>WRITING</u> •Critical Thinking Graphic Organizers –use graphic organizers to generate ideas and organize information (i.e., observation chart, cluster diagram, spider map, Venn diagram, sequence chain, vertical category chart, main idea analysis frame, cause-and-effect chart, compare/contrast chart, problem-solution chart, open-ended question frame and rubric for evaluation) •DRE •Implement Thinking Maps & strategies •Identify, select and implement instructional programs to meet the needs of all population groups in all areas. * Provide supplemental educational services to all students in ELA -Language Enrichment class for remediation -Language Arts Tutorials -Read Aloud Tutorials •See Appendices I & II -OEYP -CM	-All Groups -LEP -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads	*Thinking Maps *District/Campus Selected Novels *Supplemental material *Glencoe Language Arts *Supplemental Materials -Writing Workbooks	-SCE -Title I	Aug. 2019– May 2020	Increased number of passing scores on District Benchmarks 80% of students passing the STAAR Tests. Progress Reports Report Cards -Student Growth Charts -TELPAS-10% increase of students passing.

Campus Goal: Academic Excellence	RYMS 2019-20 School Year – Campus Improvement Plan

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
Math – All Students •Implement a comprehensive plan to increase math scores for all students. •Provide instruction with supplemental materials to tutor. Reinforce identified students on the priority for services reports. •Hold teacher-parent meeting to discuss progress. * Provide supplemental educational services to some students in Math -Stem Lab •Conduct a Vertical and Horizontal curriculum alignment, grades 6th-8th •Employ ELL strategies •Enhance math curriculum –utilize Math Academy Activities –G.T. strategies, computation tests, -Instructional Games -District Warm-up -Content Vocabulary/Cognates -Growth Plans -SIOP strategies to teach vocabulary. -Mini-assessments -Meet 2 times a week by grade level to plan engaging lessons for all students groups. -Cooperative learning -Meet weekly as a dept. to share best practices. -Mimio - Differentiation, Design, and Delivery -Go Math -Engaging Mathematics -Supporting STAAR -Math Lab -Think Through Math -Achiever	-All Groups -ELL -Economically Disadvantaged -At Risk Students -Migrant -SP ED Students	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -Math Teachers -Migrant Counselor -Migrant Strategist	TEKS Hands on Kits Calculators Grid Post Ids Math Activities Timeline, Scope & Sequence, Math Tutors Aleks Program **Copies** **(white & color paper)** --assorted color pens --Highlighters pink ,yellow green, blue Spiral notebook --TI Inspire --Go Math --Post-It Easel Pad (anchor charts) --patty paper --post it graph --STAAR Master SIOP strategic Vocabulary (colored copies for word wall) --colored overlays --Motivating math	-Local **-Title I** -PFS Grant SCE	Aug. 2019– May 2020	–Passing Math scores --CBA STAAR -Benchmark tests -Lesson Plans -Week Mini Assessments Weekly Tests Informal/formal observations –Six week's grades –Six weeks exam –Progress reports –Growth Plan -Semester Exams -Student profiles TEKS Aligned -Tracking forms Analysis Lesson Plans –3 Minute Walk (Wednesday) Algebra EOC Geometry EOC

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Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**

Math – All Students
•Provide manipulative materials to help students with:
–problem-solving strategies
–graphing skills
–basic facts
–cooperative learning
–discovering concepts that lead to algorithms
 	
•Integrate technology into the curriculum to reinforce and enhance math skills
* Provide supplemental educational services to all students in Math
–Think Though Math
-TSI testing
   (see Appendix V-Educational
      Technology Plan)
 	
•Utilize Vertical Academic Team to identify and share effective math strategies through
–Grade level meetings
–Cross-grade level meetings
–Vertically aligned scope-and-sequence
-**Tutoring** 3 times a month dep. Meetings Curriculum mtgs (1 staff meeting)
	-All Groups
	
	-ELL
	
	-Economically Disadvantaged
	
	-At Risk Students
	
	-Migrant
	
	-SPED Students
		-Teachers
		
		-Principal
		
		-Asst. Principals
		
		-Dean of Instruction
		
		-Dept. Heads
		
		-Math Teachers
		
		-Special Ed. Teachers
			Manipulative Kits
			
			Computers/laptops
			
			Technology Software
			
			Calculators
			
			Ipads
			
			TEKS
			Item Analysis
			prinshop
			
			Region IV Resources
			
			Tutoring instruction
				-Local
				
				-Title I
				
				-PFS Grant
				
				SCE
					Aug. 2019– May 2020	Lesson plans
						
						Grade Book
						
						Agendas/Minutes of Meetings
						
						Sign In Sheets

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Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
Math – All Students •Participate in continuous staff development through * Provide ongoing subject-specific and high quality professional development. –Grade level Meetings –Scope & Sequence Writers curriculum -SIOP -Thinking Maps Benchmarking (Best Practices) - Classroom Coaching for Student Success - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review - Math Content Training See Appendices I & II -CAMT Conference for all teachers -HESTEC UTPA -PD360 trainings -Cscope core trainings *** Provide extended learning during after school tutorials and Saturdays** –before/after school -**Homebound Instruction** *provide extended year summer school intervention -individualized plan packets	-All Groups -ELL -Economically Disadvantaged -At Risk Students -Migrant -SPED Students	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -Co Teachers -Instructional Paraprofessional -Consultants	Consultants Supplemental material 3 ring folders with pockets Glue sticks Dry Erase markers Large Post-it paper	-Local **-Title I** PSF Grant SCE	Aug. 2019– May 2020 June 2020	Staff Development Calendar Meeting agendas/minutes Lesson Plans Administrative Walk Thru Students Work Level questioning used in classrooms Sign-In Sheets

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
MATH – ELL •Provide instruction with supplemental materials to tutor & reinforce identified students. * Provide supplemental educational services to all students in Math –Utilize SIOP/ESL Strategies •Provide tutoring * Provide extended learning during after school tutorials and Saturdays –After school and Saturdays •Enroll qualified ELL students in OEYP Program •Schedule teacher/parent conferences to discuss student progress •Develop a Growth Plan for all students. •Class Tracking Form • Master Scheduling to Support Inclusive Practices	-LEP -Migrant	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -Counselors	Telephone Numbers Supplemental Materials	-Local -SCE See Appendix II	Aug. 2019– May 2020	-Lesson Plans -Formal/Informal observations -LEP Growth Plan -OEYP Attendance Log -Student Growth Charts -Conference Log Meeting/Agenda -Teacher -Student Growth Charts -Formal/Informal Observations

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Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
<u>MATH – AT RISK</u> •Provide supplemental math instruction for identified 6th, 7th, and 8th grade students * Provide supplemental educational services to all students in Math •Provide students with tutoring * Provide extended learning during after school tutorials and Saturdays. –After school and Saturdays •Enroll qualified At-Risk students to OEYP Program •Reinforce teacher's instruction in areas of need. •Focus on the delivery of instructions •Questioning: -High Level of Blooms Taxonomy • Master Scheduling to Support Inclusive Practices	-At Risk	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -Sp. Ed. Teachers -Instructional Coaches	Supplemental Materials TTM Motivational Math Go Math	-Title I See Appendix II	Aug. 2019– May 2020	-Lesson Plans -Formal/Informal observations -OEYP Attendance Log -Student Growth Charts

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
SCIENCE – All Students •Implement the district adopted science program Gateways. •Implement the state adopted science program. •Modified Assignments •Conduct a Vertical and Horizontal curriculum alignment, grades 6th-8th –Implement the District Science timeline. -Follow /District Scope & Sequence -Unit Tests - Differentiation, Design, and Delivery -Virtual Labs -Gateway Science Text -Ignite (SE) Science Fusion, Brain-Pop -Modified Notes - Master Scheduling to Support Inclusive Practices **-Technology** Edu smart, ignite science fusion,Brain-Pop •**All classrooms are equipped w\labs** **–purchase science equipment and materials in order to implement hands-on activities that correlate to the STAAR. Mimio**, Brain Pop, and Document Readers. -Perform hands-on labs once a week. -Teacher will demonstrate instruction 100% of the time. -Laptops /Dyna Notes -Edible Labs -Interactive word walls/anchor charts -Interactive journals -classroom microphone and batteries	-All Group -Economically Disadvantaged -ELL -LEP -Migrant -At Risk -Sp. Ed.	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -CLL , CLF -Migrant Counselor -CIT -Co Teacher	-consumables *Science Equipment Supplies Materials/ resources -Dissecting Kits (set of 15/teacher 6-8th grade) -Ammonium Nitrate (granular) 500g (4 bottles) -Sodium, etc. Science prog. Mimio Bord **-Laptops** Printing resources Tech. Software Study Island Edible consumables for labs -Post-it posters -Hardware materials (labs) (washers, wooden boards, etc...) Glue sticks Copies (white & color paper) - Tutoring material list - Unit material list provided by district curriculum	-Title I -Local	Aug. 2019– May 2020	Informal/formal observations -6 weeks grades -Progress Rpts -Unit/weekly assessments, CBA unit /weekly assessments Analyzing district benchmarks -Interactive Journals (Notebooks) 55% Of 8th grade student's meets the Science STAAR Test 75% approaches 25% masters

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Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
SCIENCE – All Students •Provide opportunities for teachers to attend staff development * Provide ongoing subject-specific and high quality professional development. –RGVSA -ELL Training -Explore the outdoors as a classroom •Access to Internet for research/projects •Analyze data from unit/weekly assessments •Analyze data from district benchmarks and district science tests to ensure all groups are meeting –objectives and goals •Implementation of EdusmartVideos •Thinking Maps •Dyna Notes	-All Group	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -Co Teacher -CLF -CLL	District Scope& sequence Curriculum -State Release Test -Growth Plans -Release Test Trainings Conference -Test Data -Thinking Maps Supplemental materials -Tri-Fold Panel Boards Awards for prizes -laminating machine -cardstock -posters -poster paper	-Title I -SCE	Aug. 2019– May 2020	Attendance Teacher Training (peer presentation) Agenda Formal/informal observations -75% of students meeting standards on STAAR and District Benchmarks -Mini Assessments -Focus -Questioning -Student Work Display -Formal/Informal And Informal Evaluations -STAAR Objective

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
SCIENCE – All Students * Provide supplemental educational services to all students in * - Accountability and English Language Learners - Robotics - Technology - Benchmarking/weekly unit assessments -Learning walks - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review **-Tutoring** ***Provide educational instruction with supplemental materials to tutor and reinforce** **-homebound instruction**	-All Group	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -Co Teacher -CLF -CLL	District Curriculum -State Release Test -Growth Plans -Release Test Classroom project Materials -Research Lab -Test Data -Thinking Maps -Region IV Esc. -review guide booklets Snacks Tutoring -Tri-Fold Panel Boards Instr. Materials Awards Flip Charts **Tutoring/instruction** Rice/Tapia Science camp -motivation Science - Fusion - -Gateway - Study Island - Fridge	**-Title I** -Local -SCE	Aug. 2019– May 2020	Attendance Teacher Training (peer presentation) Agenda Formal/informal observations -75% of students meeting standards on STAAR and District Benchmarks -Mini Assessments -Focus -Questioning -Student Work Display -Formal/Informal And Informal Evaluations -STAAR Objective

Campus Goal: Academic Excellence			RYMS 2019-20 School Year – Campus Improvement Plan				
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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement	

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
SOCIAL STUDIES •Enhance the state-adopted Social Studies program to develop geographic skills by providing –map and globe skills integrated with technology **–TEKS-based instruction with historical and cultural connections to geography and technology** –Literature-based instruction with historical and cultural connections to geography and technology •Staff development training on: * Provide on going subject-specific and high quality professional development. –TEKS →geography →We the People →Social Studies Skills →**Technology Integration** -BrainPop --Thinking Maps --ELL Strategies --SIOP Lessons - Accountability and English Language Learners Benchmarking (Best Practices) Great Leaders, Great Teams, Great Results - Classroom Coaching for Student Success - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review -Best practices once a month -meet weekly dept. meeting -growth plans **-tutoring** 1 x a wk and/or saturdays **- Homebound instruction**	-All Group -All Students -ELL -At Risk -Migrant -SPED -GT	-Teachers -Principal -Asst. Principals -Instructional Coach -Dept. Heads -Coordinator -Teacher I.C. -CLFs -CLL -Spec. Ed Teacher -McGraw-Hill	-Wall Map -Computers -**Laptops** -Globes -Internet -Library books -Software -Periodicals Newspapers -National Geographic -Document Readers -Reference History Books Software/Books -Historical Software Scanner Jarrett Books Study Island **Copies** **(white & color paper)** Supplemental materials Primary Source Reader 8th Grade TEKS Booklet Anchor Charts(post it,EaselChart/Trifolds) McGHill Reading Essentials wrkbk McGHill Mastering the TEKS wrkbk McGHill History Txtbk Adoption McGHill Online Resources Word Wall (color printer) per grade level w/color ink -Teks Blue Books Tutoring/instruction -"Story of us" digital copies	-Title I -Local -GT -Sce	Aug. 2019– May 2020	*Data disaggregated & charted for planning and implementation of program to improve student achievement. *Increased number of passing scores on District Benchmarks by 15%. *Increased number of passing scores on STAAR Tests by 20%. *Progress Reports *Report cards *Student Growth Charts *mini assesments 3wks *Formative assesments *District Benchmarks *DMAC Lead forward *Grade cam

Campus Goal: Academic Excellence						RYMS 2019-2020 School Year – Campus Improvement Plan

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
SOCIAL STUDIES •Provide opportunities for teachers to attend staff development conferences: * Provide ongoing subject-specific and high quality professional development –TCSS –TAGE –TMSC - Region I Professional Dev. •Use computer / internet for research projects -6th TCI -7th Texas Computer Program -District Curriculum -8th grade Exploros •Engage diverse learners by connecting Language Arts to Social Studies through: –multiple intelligences –cooperative interaction –visual discovery –social studies skill builders -interactive student notebooks -CIFs strategies -Mimio Boards -Region I STAAR training -Jarrett Publishing workbooks - Mc Graw Hill Publishing - Social studies district curriculum	-All Students -Ell -At Risk -Migrant -Sped -Gt	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -CLFS -CLL -SPEC.ED TEACHER	-Curriculum Unit 6-8 -interactive student notebooks Glue sticks Highlighter -Binders Copies Flashcards Homework folder 2-pockets Spiral-daily journals WTL Instruct. Material Workbooks Password Social Studies (6th,7th,8th grade) Motivation Social Studies -Mc Graw-hill publication _Primary Readers - TEKS blue Booklet - -Jarrett Books	-Title I -Local -PSF Grant	Aug. 2019– May 2020	Sign-in Rosters -Social Studies District Benchmarks -Progress Reports -Report Cards -Student Growth Charts -Social Studies STAAR - Weekly Quizzes

Campus Goal: Academic Excellence Campus Goal: Academic Excellence					RYMS 2019-20 School Year – Campus Improvement Plan		
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Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**		**Evaluation/ Measurement**

SOCIAL STUDIES
 	
•Provide manipulative maps and globes to:
–integrate map and social studies skills with reading and technology
-vocabulary skills
–problem solve
–make decisions
–comprehend
–apply reason
–synthesize
–evaluate
-academics
  *Dec.
  *Jan.
  *April
 	
•Analyze data from STAAR and district benchmarks to ensure all groups are meeting objectives and goals.
 -STAAR Item Analysis
 -District Benchmark Item Analysis
	-All Students	-Teachers
		
		-Principal
		
		-Asst. Principals
		
		-Dean of Instruction
		
		-Dept. Heads
		
		-Support Facilitation
		
		-CLF's
		
		-CLL
			Maps
			Globes
			Internet
			Technology
			Ignite
			Brain Pop
			Clickers
			Supplemental
			Materials
			
			Reading Essentials booklets
			
			Scantron
			
			-Composition Books
			-Highlighters
			-glue sticks
			-crayons
			-Poster Boards
			-Butcher Paper
			-Color pencils
			-Colored paper
			-Colored card stock
			-Manila Envelope 61/2x 91/2
				-Title I
				
				-Local
					Aug. 2019– May 2020		*Data disaggregated and charted for planning and implementation of program to improve student achievement
							
							*Increased number of passing scores on District Benchmarks by 15%.
							
							*Increased number of passing scores on STAAR Tests By 20%.
							
							*Progress Reports
							*Report Cards
							*Student Growth
							  Charts

Campus Goal: Academic Excellence					RYMS 2019-2020 School Year – Campus Improvement Plan	

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
SOCIAL STUDIES •Implement a comprehensive program to meet the needs of all students. -6th, 7th, 8th grade •Continue on-going TEKS and STAAR vertical and horizontal curriculum alignment - Differentiation, Design, and Delivery •Enhance social studies curriculum with reading –biographies (non-fiction) –newspaper –Literature-based historical novels –primary and secondary sources –cultural-based text •Deliberate Planning to enhance Understanding of the STAAR Objectives. -Implement a enrichment class to meet the need of 8th graders.	-All Students -All Groups	-Teachers -Principal -Asst. Principals -Dean of Instruction -Dept. Heads -Support Facilitation -Librarian -CLF -CLL	-TEKS District Frameworks Newspapers -Biographies -AR Library Books -Internet -Technology United Streaming Brain Pop -Exploros program -History Channel -Supplemental Aids -binders -mimio clickers -student response system -color pencils -color cardstock	-Local	Aug. 2019– May 2020	*Increased number of passing scores on District Benchmarks by 15%. *Increased number of passing scores on STAAR Tests by 20%. *Increase number of students passing every six weeks by 5%. *Increase the number of students reading Non-Fiction by 10%. *Library Report *weekly assessment

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
DRAMA/THEATRE PRODUCTION • Four basic strands: perception, creative expression/performance, historical and cultural heritage, critical evaluation-provide broad, unfiguring structures for organizing knowledge and skills students are expected to acquire. Provide instructional supplies • Demonstrate safe use of body and voice. • Create characters • Plan, write brief dramatizations. • Provide continuous professional staff development in identified areas of need: - Accountability and English Language Learners - Benchmarking (Best Practices) - Great Leaders, Great Teams, Great Results - Classroom Coaching for Student Success - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review	-All Students -Migrant -LEP -At Risk -Economically Disadvantaged -SPED	-Drama Teacher -Principal -Asst. Principals -Instructional Coach	-Theatre Text Books -Teacher Work Book (manual) -Posters (multi color) -Markers -Index cards -Color Pencils -Stage Makeup (Ben Nye) -Computer's -Printer -Internet Access -Ink -Novell -Lumber for sets Tools, hammers, nails, staple gun, crafts for puppet show -Costumes -supplies/materials -Scripts -Royalties per performance -Show T-shirts(Fall & DAP) -Props -Medals & Snack for DAP competition	-Local	Aug. 2019– May 2020	*One-Act Play Performance/Play for Community. *UIL Competition- Tournaments *8th grade 99% of students will receive High School Credit for Theatre Arts. *98% of students passing class every 6 weeks. *Student work displayed. *80% of 6-8 grade students pass the STAAR Reading Test *80% will show Mastery on STAAR Writing. *UIL- A night of Theatre for students and parents.

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
ART: 6th and 7th grade •Perception- develop and organize ideas -illustrate -Analyze and use art elements. Use as vocabulary. -Analyze and use principles of art. Use as vocabulary. • Creative expression: -Express ideas in original art work. -Demonstrate technical skills using variety of mediums. • Historical/Cultural: -Influence of Art in history and politics. -Variety of culture art work. •Evaluation: Personal Critique of work. ART I: 8th grade • STAAR for Art I is essentially the same as the above. • Art I one students will be required to create more extensive works. •Art I students will have 6wks & final exam. Provide continuous professional staff development in identified areas of need: - Accountability and English Language Learners - Benchmarking (Best Practices) - Great Leaders, Great Teams, Great Results - Classroom Coaching for Student Success - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review	-All Groups -Migrant -LEP -At Risk -Economically Disadvantaged -SPED	-Teachers -Principal -Asst. Principals -Dean of Instruction -Art Teacher	Materials: *Book Covers for Port folios. *Tape: -scotch -masking -packing -strapping *Markers: -original -thin line -sharpies *Scissors *Rulers *Erasers *Colored Pencils *Paint -watercolors -tempera -acrylic *Brushes *Sketchbooks *Drawing Paper *Yarn *Foam board for printing *Lanyard supplies *cups for paint and water *paper towels *Pastels -chalk -oil *Printing Ink *Foam Plates *Scratch Art Scholastic art magazine TAEA Conference *Art workshops *Glue -stick and white *Adequate shelving *Adequate water accessibility *Construction paper -different sizes *Batik supplies		Aug. 2019– May 2020	*Formative Assessment -Evaluation -Teacher made test *Summative Assessments -80% of 6-8 grade students pass the STAAR test reading. -80% of students pass the Writing STAAR test *TELPAS-Improve student scores by 10% *STAAR Test Satisfactory Achievement on progress reports and report cards. *Students shall meet criteria set for each assignment. *Students will receive Art I High School Credit.

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
MUSIC DEPARTMENT • Conduct regularly department meetings to: -assure adherence to timelines -identify weakness and plan accordingly -track student progress -discuss and share best practices -staff development updates • Provide co-teaching interaction -small group instruction -one to one instruction -accommodations - Master Scheduling to Support Inclusive Practices • Provide music for school and community. • Promote school spirit in parades, pep-rallies, and school functions. • Provide supplemental educational/services to all students in music dept. BAND/ORCHESTRA/CHOIR: • Provide concert for school and community. • Provide continuous professional staff development in identified areas of need: - Accountability and English Language Learners - Benchmarking (Best Practices) - Great Leaders, Great Teams, Great Results - Classroom Coaching for Student Success - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review	-All Groups -Migrant -LEP -At Risk -Economically Disadvantaged -SPED	-Band Director -Orchestra Director -Choir Director -Principal -Asst. Principals -Instructional Coach -Fine Arts Supervisor	Materials: -Instruments -General Supplies -Professional Development -TMEA, TBA, TODA TCDA Clinic -Music -Method Books -Software: Sibelius, Finale, Smart Music. -Copy Machine -medals -trophies,plaques		Beginning of every 6 weeks – End of every 6 weeks Aug. 2019– May 2020	Formative Assessment -Timelines -Evaluation -Benchmarks -Teacher made test -Mini Assessments -Quizzes TELPAS-Improve student scores by 10% STAAR Test Satisfactory Achievement on progress reports and report cards. Satisfactory number of point on AR Reading Renaissance Program Community Involvement UIL Contest & Sightceading Solo and Ensemble Contest All – Region Concerts

Campus Goal: Academic Excellence	RYMS 2019-2020 School Year – Campus Improvement Plan

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
PE DEPARTMENT • Implement a continuous monitoring program to ensure student success. • Conduct weekly departmental meetings to: -review lesson plans and grade books. -staff development update -state monthly goals -make sure objectives are being met. -prepare for the fitness test. • Provide co-teaching instruction -small groups -accommodations -Master Scheduling to Support Inclusive Practices • Ensure that all of RYMS students learn and practice long healthy habits of exercising and proper eating. • Provide continuous professional staff development in identified areas of need: - Accountability and English Language Learners - Benchmarking (Best Practices) - Great Leaders, Great Teams, Great Results - Classroom Coaching for Student Success - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review . Incentives	-All Groups -Migrant -LEP -At Risk -Economically Disadvantaged -SPED	-Physical Education Teachers -Principal -Asst. Principals -Instructional Coach -Instructional Paraprofessional	Materials: *Balls --footballs --basketballs --soccer balls --tennis balls --soft balls --volley balls *Weight Room --weights *Mats *Tennis --courts --racquets *Cones *Nets *Gym *Field *Bleachers *Technology --Speaker System --Ipads --Desktops --Microphones --Laptops --CD Players --Aux. cables *Awards -Plaques -trophies -certificates *snacks	-General Account	Beginning of every 6 weeks – End of every 6 weeks Aug. 2019– May 2020	Formative Assessment -Timelines -Evaluation -Benchmarks -Teacher made test -Mini Assessments -Quizzes Summative Assessments -80% of 6-8 grade students pass the STAAR test reading. -80% of students pass the Writing STAAR test TELPAS-Improve student scores by 10% STAAR Test Satisfactory Achievement on progress reports and report cards. Satisfactory number of point on AR Reading Renaissance Program

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>DANCE / FOLKLORICO</u> • Teach basic folkloric steps • Teach basic dance technique steps • Teach dance routines • Have auditions for the dance recital • Apply choreography to each dance routine. • Dance recitals (December and May) • Vocabulary building (Science). • Incorporate conditioning and injury prevention practices. • Participate in various styles of dance, including: -jazz -folklorico -ballet -Ballroom -modern -Cultural -hip-hop • Winter Showcase • Spring Showcase 8th grade choreography project • Provide continuous professional staff development in identified areas of need: - Accountability and English Language Learners - Benchmarking (Best Practices) - Great Leaders, Great Teams, Great Results - Classroom Coaching for Student Success - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review	-All Groups -Migrant -LEP -At Risk -Economically Disadvantaged -SPED	-Dance Teacher -Principal -Asst. Principals -Instructional Coach	*Budget Money *Fundraiser Money *Dance Music *New Costumes for Boys and Girls *10 new Folkloric Shoes for Boys and Girls *I Pod * Sound System * Repair Broken Folklorico Shoes Boys and girls	-Activity Funds -Local Funds	Aug. 2019– May 2020	*Teacher made tests *Skills Test *Auditions *Recital Performances *6th weeks test End of the Semester Test *Fall and Spring performance for community. *High School credit for 8th grade students. *80% of students pass the STAAR Reading Test. *80% will show mastery on the Writing STAAR Test. *10% increase on TELPAS Scores.

Campus Goal: Academic Excellence	RYMS 2019-2020 School Year – Campus Improvement Plan

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
CAREER INVESTIGATION	-All Groups -Migrant -LEP -At Risk -Economically Disadvantaged -SPED	-Career Investigation Teacher -Principal -Asst. Principals -Instructional Coach	*Computer *Internet Service *Career Books *TEKS/STAAR Objectives *Learning.com *Typing Tutor 10 * Whyville.net * Attend Technology Conferences * Online Typing *Programs (Nimslefingers, BBC Typing	-Local	Aug. 2019– May 2020	Formative Assessment -Timelines -Evaluation -Benchmarks -Teacher made test -Mini Assessments -Quizzes Summative Assessments -80% of 6-8 grade students pass the TAKS test reading. -95% of students pass the Writing STAAR test TELPAS-Improve student scores by 10% STAAR Test Satisfactory Achievement on progress reports and report cards. Satisfactory number of point on AR Reading Renaissance Program *High School Credit for Keyboarding Class.

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Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
TECHNOLOGY /TSI • Develop Lesson Plans aligned with the technology TEKS. • Monitor student progress via: -Class generated projects -Learning.com • Provide students with T generated Guide-Sheets in order to facilitate the technology learning and establish technology skills sets. • Provide continuous professional staff development in identified areas of need: - Accountability and English Language Learners - Benchmarking (Best Practices) - Great Leaders, Great Teams, Great Results - Classroom Coaching for Student Success - Effective Questioning Strategies - Teacher-Student Interaction Strategies - Data Quality Review - Program Effectiveness Review	-All Groups -Migrant -LEP -At Risk -Economically Disadvantaged -SPED	-Technology Teachers -Principal -Asst. Principals -Instructional Coach	*Computer *Internet Service *Intranet Service *Ms. Office *Learning.com *Mavis Beacon Typing Program	-Local	Aug. 2019– May 2020	Formative Assessment -Timelines -Evaluation -Benchmarks -Teacher made test -Mini Assessments -Quizzes Summative Assessments -80% of 6-8 grade students pass the TAKS test reading. -80% of students pass the Writing STAAR test TELPAS-Improve student scores by 10% STAAR Test Satisfactory Achievement on progress reports and report cards. Satisfactory number of point on AR Reading Renaissance Program

Campus Goal: Staff Development	RYMS 2019-20 School Year – Campus Improvement Plan

Objective: By the end of 2020 school year, RYMS will provide on-going staff training to help promote student achievement.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
STAFF DEVELOPMENT Provide staff with opportunities to acquire professional development training: - Presentation -Learning Styles -Book Studies -Observation Protocol -Bullying -TAEA – Texas Association of Art & Educators Conference *ANGF – Association of National Dee Groups Folkloric Conference -Writing Conferences/Workshops -Inclusion Works Conference -Model Schools Conference **-Middle School Matters** -Summer PD *Creating Professional Teaching and Learning Communities *Effective Questioning Strategies * ELPS for Administrators -Data Driven Instruction - Teacher-Student Interaction Strategies - Accountability - Developing Language Objectives Through Content *Differentiation, Design, and Delivery * Master Scheduling to Support Inclusive Practices *School Improvement -Improved Student Performance	-All Groups -All Students -All Staff	-Teachers -Principal -Asst. Principals -Instructional Coach -Dept. Heads Dean of Instruction	-In service training -TEKS Supplemental Materials -Resource Manuals **-Conferences** -Region I ESC Consultants . SummitK12 Reading materials Campus PD Irma Duran .DMR Edu Consulting	-Local **-Title I**	Aug. 2019– May 2020	Formative Assessment -McREL -Needs Assessment Survey -Classroom observations -District Benchmark Data -STAAR Data -McREL -Classroom observations -District Benchmark Data -STAAR Data -6 wks Exams -3 wks Mini Assessments

Campus Goal: Staff Development					RYMS 2019-20 School Year – Campus Improvement Plan		
Objective: By the end of 2020 school year, RYMS will provide on-going staff training to help promote student achievement.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	
STAFF DEVELOPMENT **LANGUAGE ARTS:** -Integrating LA/SS Institute (6-8) - Response to Reading - Effective Writing Inst. For all students - ESL Strategies - Accountability and English Language Learners - ELPS for Administrators (STEM) Integration in English Language Classroom Building Rigorous Readers Cavi – Araceli Avila National Summer Institutes **MATHEMATICS:** -CIF -ESL Strategies -Connected Mathematics -Math Benchmark Item Analysis -STAAR Item Analysis -AGILE MINDS (for algebra) 7th & 8th --VMath - Math for Administrators - Math Content Training - Community Math Involvement -Glencoe Building Rigorous Readers -School Improvement -Improved Student Performance -essay and grammar training with gretchen Bernabei	-All Groups -All Students	-Teachers -Principal -Asst. Principals Dean of Instruction -Instructional Coach -Dept. Heads	-In service training -TAKS Supplemental Materials -Resource Manuals -**Conferences Trainings** -Region I ESC Consultants Reading materials Campus PD Irma Duran Araceli Avila --Cavi PD Personalized Training **Curriculum Team Meetings**	-Local **-Title I** PFS	Aug. 2019– May 2020	-McREL -Needs Assessment Survey -Classroom observations -District Benchmark Data -STAAR Data -6 wks Exams -3 wks Mini Assessments	

Campus Goal: Staff Development			RYMS 2019-20 School Year Campus Improvement Plan				

Objective: By the end of 2020 school year, RYMS will provide on-going staff training to help promote student achievement.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
STAFF DEVELOPMENT **SOCIAL STUDIES:** -Abridging the STAAR -ESL Strategies -Benchmark Item Analysis -STAAR Item Analysis -Ignite -Brain Pop -Curriculum Binders -ELPS -ePLC School Improvement Improve Student Performance Best Practices .Anchor Charts DOK Personalized Learning PD	-All Groups -All Students	-Teachers -Principal -Asst. Principals -Instructional Coach -Dept. Heads -Dean of Instruction -School Community	-PD -Irma Duran -Workshops -Conferences Post its Easel	-Local -Title I	Aug. 2019– May 2020	Formative Assessment: -McREL -Needs Assessment Survey -Classroom observations -District Benchmark Data -STAAR Data -6 wks Exams -3 wks Mini Assessments

Campus Goal: Staff Development			RYMS 2019-20 School Year – Campus Improvement Plan			
Objective: By the end of 2020 school year, RYMS will provide on-going staff training to help promote student achievement.						
Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>STAFF DEVELOPMENT</u> **SCIENCE:** -Data Analysis -ESL Strategies -Benchmark Item Analysis -Pre AP / Advanced -HolyCow Science Inc. -Technology/Smart boards -STEM conferences -Cast Conf. -Lead 4 Award -ELPS -RGVSA -Professional Developments	-All Groups -All Students	-Teachers -Principal -Asst. Principals -Instructional Coach -Dept. Heads -Dean of Instruction -School Community	-In service training -TAKS supplemental materials -Resource manuals -Conferences -Region I ESC Gateways Curriculum Glenco Curr. C-Scope UTPA Workshops Summer Professional Development Professional Development-Personalized Learning of Science	-Local -Title I	Aug. 2019– May 2020	Formative Assessment: -McREL -Needs Assessment Survey -Classroom observations -District Benchmark Data -STAAR Data Walkthroughs 3 & 6 wks Assessment

Campus Goal: Staff Development				RYMS 2019-20 School Year – Campus Improvement Plan			
Objective: By the end of 2020 school year, RYMS will provide on-going staff training to help promote student achievement.							
Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement	
STAFF DEVELOPMENT **NEW TEACHERS:** * Use, Champs, and Teen Leadership to create a shared value system that identifies core values, beliefs, expectations, and acceptable behaviors. -New Teachers Academy -Classroom Management Academy -McREL –Bullying/Conflict Resolution -G.T. Training -ESL Strategies -Cooperative Learning -Sexual Harassment -Mentor Program (Campus) •Provide staff with opportunities to acquire additional professional development: -State Benchmarking (Best Practices) -Region I -District -Campus *See Appendix III -Middle School Matters	-All Groups -All Students	-Teachers -Principal -Asst. Principals -Dept. Heads -Dean of Instruction	-In service training -STAAR supplemental materials -Resource manuals -Conferences -Region I ESC	-Local -See Appendix II	Aug. 2019– May 2020	-McREL -Needs Assessment Survey -Classroom observations -District Benchmark Data	

Campus Goal: Student Attendance					RYMS 2019-20 School Year – Campus Improvement Plan		
Objective: By the end of 2020 school year, RYMS will increase student attendance by 1.0%. The average daily attendance at RYMS will be 98.11%.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	
<u>STUDENT ATTENDANCE</u> •Develop strategies to meet the state's attendance mandates. –Establish an Attendance Committee –Committee will formulate plan to address attendance issue such as: – Truancy – Communication with parents – Motivational strategies – Incentives every six weeks – Take attendance every period –Communicate with students every week on the importance of coming to school. •Address attendance issues by implementing the following procedures: –Interdisciplinary teams will make parental contact (after 3rd absence) 4th abs - team/student conference 5th abs - referral to liaison (warning letter) 6th abs – detention 8th abs – referral to administration 10th abs – Truancy court	-All Groups	-Attendance committee -Principal -Comm. Liaison -Counselors -Nurse -Team Leaders -Teachers -Attend. Clerk -Parent Educator -Receptionist -Migrant Counselor -Migrant Clerk -Asst. Principal -Dean of Instruction -PEIMS Clerk	-Attendance Reports -Attendance Policy -Attendance Rosters -Absentee Notices -Daily Phone Logs -Attendance Warning -Letters -Memos -School Verification forms, probation office	-See Appendix II	Aug. 2019– May 2020	*Documentation from attendance committee and academic teams *Weekly district Percentage of attendance by campus reports. *Campus six weeks attendance report -Team Logs -Phone Logs -Campus weekly attendance rpt -Community liaison's attendance rpt -Campus six weeks attendance rpt	

Campus Goal: Student Attendance				RYMS 2019-20 School Year – Campus Improvement Plan			
Objective: By the end of 2020 school year, RYMS will increase student attendance by 1.0%. The average daily attendance at RYMS will be 98.11%.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
STUDENT ATTENDANCE • Request parent conference 4th absence and warning letter 5th absence • Document phone calls daily • Home visits • Provide attendance reports to all teachers @ team meetings • On 4th tardy have a admin./student meeting • Follow attendance policies and procedures •Increase attendance by establishing an incentive program – Every six weeks students with perfect attendance will be rewarded with one of the following incentives: →snacks – bear buck →dances, etc.	-All Groups -ELL's -Migrant at Risk -Economically Disadvantaged -Special Ed.	-Attendance committee -Principal -Comm. Liaison -Counselors -Teachers -Attend. Clerk -Receptionist -Migrant Counselor -Migrant Clerk -Asst. Principal -Dean of Instruction -PEIMS Clerk	-Schedule of various events -Attendance reports -Raffle prizes -Snacks -Music	-See Appendix II	Aug. 2019– May 2020	-Increase 1% Attendance for 2016-2017 School Year -Attendance Referral Forms -Attendance reports -Team documentation -Liaison report

Campus Goal: Student Attendance			RYMS 2019-20 School Year – Campus Improvement Plan				
Objective: By the end of 2019 school year, RYMS will increase student attendance by 1.0%. The average daily attendance at RYMS will be 98.11%.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	
STUDENT ATTENDANCE Provide information on attendance regulations for all campus staff, parents, and students Community Liaison will inform all RYMS students of Attendance Law holding a meeting by Academic Teams in the cafeteria. Provide staff with opportunities to acquire professional development training: - Data Quality Review Community Liaison will send attendance flyer w/student to parent and/or give to parents when meeting	-All Groups -ELL's -Migrant -At Risk -Economically Disadvantaged -Special Ed.	-Attendance committee -Principal -Comm. Liaison -Counselors -Teachers -Attend. Clerk -Parent Educator -Migrant Counselor -Migrant Clerk -Asst. Principal -Dean of Instruction	-TEA Guidelines -District Guidelines -District Attendance Reports -Student Code of Conduct -Student Handbook	-See Appendix II	Aug. 2019– May 2020	-Teacher sign in sheets -District attendance reports -Team documentation -Liaison report -Agendas -Increase Attendance	

Objective: By the end of 2020 school year, RYMS will maintain the drop-out rate at 0%. RYMS will have no drop-outs.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
DROP-OUT RATE •Identify potential dropout students by subgroups such as: -All students -Hispanic -White -African American -Economically Disadvantaged -Migrant -ELL -Special Education -By grade level •Provide staff dropout information from sources mentioned above •Conduct trainings for teachers at the beginning of the school year to ensure monitoring of potential drop-outs. - Master Scheduling to Support Inclusive Practices •Pull potential drop-out LIA 08 list monthly to investigate cases of student withdraw and drop-out status throughout the year by year Pet search, home visits, communicating among districts and excellent communication among our staff, counselors clerk, attendance clerk, counselors and nurse which a vital point for flagging potential students to Veronica Rodriguez. • Attend all Pertinent district meetings regarding PEIMS leaver drop-out accountability and training.	-All Students	-Campus Administrators -C.P.O.C. Members -Counselors -Prevention Specialist Liaison -Teachers -Parents -Attendance Clerk -PEIMS Clerk -Principal -Asst. Principals -Instructional Coaches -Dept. Heads -Co. Teachers	-School Attendance Reports -Identification List of At-Risk Students -Teacher Referrals -Counselor Referrals -Liaison Referrals Administration Referrals -Failure Lists -Drop out lists -No show lists -Leaver report -Problem Report -W/D report LIA 108 -Advance Search Code 94 with warning letters issued. -Drop-out list LIA 008 -End of the year entry/wd LIA 006	-See Appendix II	Aug. 2019– May 2020	-Campus weekly attendance reports -Campus six weeks' attendance reports -Campus drop-out report -Community liaison's monthly report -TEA Title IV annual evaluation -Academic team's documentation -Weekly phone logs •Daily attendance telephone contacts. •Problem report pulled by liaisons monthly. •Home visits parent/student conference to improve campus attendance and to prevent truancy violations. •Liaisons investigate cases of unexcused and excused absences and enforce provisions of compulsory school attendance law.

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Campus Goal: Drop-Out Rate			RYMS 2019-20 School Year – Campus Improvement Plan			
Objective: By the end of 2020 school year, RYMS will maintain the drop-out rate at 0%. RYMS will have no drop-outs.						
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
<u>DROP-OUT RATE</u> •Implement a strong drug and crime prevention program by implementing the following: –Classroom presentations and group sessions with students conducted by counselors –Positive Reinforcement • Incentives • Trips • –Drug Awareness Fair – Red Ribbon Week (last week in October) •Dropout recovery/countdown	-All Groups -Hispanic -White -African American -Economically Disadvantaged -Migrant -ELL -Special Ed.	-Campus Administrators -C.P.O.C. Members -Counselors -Community Liaison -Teachers -Team Leaders -Parent Educator -Principal -Asst. Principals -Dean of Instruction -Counselors -Entry & Withdrawal Dates -Cumulative Folder -Telephone Contact -Home visits -San Juan PD officer -Migrant Counselor -Migrant Clerk	-School Attendance Reports -Identification List of At-Risk Students -Teacher Referrals -Counselor Referrals Administration Referrals -Truancy Referrals -Police Dept. -Region One -District Drug Coordinator	-See Appendix II	Aug. 2019– May 2020	-Campus weekly attendance reports -Campus six weeks attendance reports -Campus drop-out report -Student liaison's monthly report -TEA Title IV safe & drug-free annual evaluation -Academic team's documentation -Counselor's Group Sessions -PD Documentation

Campus Goal: Drop-Out Rate	RYMS 2019-20 School Year – Campus Improvement Plan

Objective: By the end of 2020 school year, RYMS will maintain the drop-out rate at 0%. RYMS will have no drop-outs.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
DROP-OUT RATE •Communicate with Parents –Phone Contact –Notes, Memos –Team Meetings –Parent/Teacher Conferences –Home Visits –Parent Sessions	-All Groups -Hispanic -White -African American -Economically Disadvantaged -Migrant -ELL -Special Ed.	-Campus Administrators -C.P.O.C. Members -Counselors -Community Liaison -Teachers -Team Leaders -Parent Educator -Principal -Asst. Principals -Dean of Instruction -Counselors -Migrant Counselor -Migrant Clerk	-School Attendance Reports -Identification List of At-Risk Students -Teacher Referrals -Counselor Referrals Administration Referrals -Failure Lists -Entry / WD dates -Cumulative Folders	-See Appendix II	Aug. 2019– May 2020	-Campus weekly attendance reports -Campus six weeks attendance reports -Campus drop-out report -Student liaison's monthly report -TEA Title IV safe & drug-free annual evaluation -Academic team's documentation/minutes -Team logs of phone contact, parent conferences, team/parent conferences -Parent educator log of home visits -Calendar of parent sessions

Campus Goal: Drop-Out Rate				RYMS 2019-2020 School Year – Campus Improvement Plan			

Objective: By the end of 2020 school year, RYMS will maintain the drop-out rate at 0%. RYMS will have no drop-outs.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
<u>DROP-OUT RATE</u> •Provide counseling sessions for students: * Create a safe learning environment that is appealing to all and conducive to learning (TTIPS-CSF6B) –self-esteem –decision-making –self-discipline –time/anger management -bullying -discipline of time •Provide Academic Support * Provide supplemental educational services to all students (TTIPS-CSF1A) –student tutors provided –OEYP –Language Arts Enrichment --Math Enrichment --Social Studies Enrichment		-Community Liaison -Team Leaders -Principal -Asst. Principals -Dean of Instruction -Counselors	-School Attendance Reports -Identification List of At-Risk Students -Teacher Referrals -Counselor Referrals Administration Referrals Migrant List -At Risk Lists -Peer Mentors -Plato Labs -New Entries List	Local	Aug. 2019– May 2020	-Campus weekly attendance reports -Campus six weeks attendance reports -Campus drop-out report -Student liaison's monthly report -TEA Title IV safe & drug-free annual evaluation -Academic team's documentation -PEIMS failing list

Campus Goal: Drop-Out Rate				RYMS 2019-20 School Year – Campus Improvement Plan			
Objective: By the end of 2020 school year, RYMS will maintain the drop-out rate at 0%. RYMS will have no drop-outs.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	
DROP-OUT RATE •Establish a procedure to prevent/reduce the drop out rate •Make contact with At-Risk students •Develop a "No Show" List •Develop a step-by-step for adding and dropping students •Follow up on dropout students by conducting home visits as needed		-Campus Administrators -C.P.O.C. Members -Counselors -Community Liaison -Parent Educator -Teachers -Principal -Asst. Principal	-School Attendance Reports -Identification List of At-Risk Students -Teacher Referrals -Counselor Referrals Administration Referrals	-See Appendix II	Aug. 2019– May 2020	-Campus weekly attendance reports -Campus six weeks attendance reports -Campus drop-out report -Student liaison's monthly report -TEA Title IV safe & drug-free annual evaluation -Academic team's documentation -PEIMS failing list -Parent Educator log of home visits -No show lists	

Campus Goal: SCHOOL CLIMATE				RYMS 2019-20 School Year – Campus Improvement Plan			
Objective: By May 2020, RYMS will create a safe learning environment through implementation of effective discipline practices, order, and safe practices resulting in 50% decrease in discipline referrals and referrals to AEP.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
SCHOOL CLIMATE •Plan monthly events with staff members. •Advertise all school activities * Provide opportunities for all students to join extra-curricular clubs and organizations.	-All students	-Principal -Asst. Principals -Lead Teacher -Counselors -Teachers -Librarians -Parent Educator -Students	-Agendas -Activity calendar -Parent memos -Marquee Announcements -Program Invitations -School Announcements -Posters -News Release -Newsletter -Video production -Website		Aug. 2019– May 2020	-Sign-in Sheets -Program Agendas -Student Programs -Memos

Campus Goal: SCHOOL CLIMATE					RYMS 2019-2020 School Year – Campus Improvement Plan		
Objective: By May 2020, RYMS will create a safe learning environment through implementation of effective discipline practices, order and safe practices resulting in 50% decrease in discipline referrals and referrals to AEP.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
SCHOOL CLIMATE/DISCIPLINE RYMS will implement the following: • Enforce school Uniform • Safe and Civil Schools • CHAMPS • Staff meeting to disaggregate and review discipline data. • Identify staff with an abundance of referrals. • Identify population with high number of infractions and common type of infractions. • Conduct active discipline committee meetings on a bi-weekly basis. • Monthly staff meetings to hold the goals and visions. • Continue with services from: o Counselor Intern from UTPA o Positive Actions o Social Worker	-All Students -Migrant	-Principal -Asst. Principals -Dean of Instruction -Teachers -Counselors -Librarians -Parent Educator -Students	-Agendas -Activity Calendar -District Policy -Parent Memos -Marquee Announcements -Program Invitations -School Announcements -Posters -New Release -Newsletter -Video Production -Website	Title 1	Aug. 2019– May 2020	Formative Assessment -Sign in Sheets -Program Agendas -Student Programs -Higher Six Weeks Grades -Improved Benchmark Results -Memos -Sign in Sheets -Program Agendas -Students Programs Summative Assessment -50% Decreased on disciplinary referrals and referrals to AEP -1% increase on students attendance -Increase in school pride and spirit PEIMS Reports

Campus Goal: SCHOOL CLIMATE						RYMS 2019-20 School Year – Campus Improvement Plan
Objective: By May 2020, RYMS School will create a safe learning environment through implementation of effective discipline practices, order and safe practices resulting in 50% decrease in discipline referrals and referrals to AEP.						
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
SCHOOL CLIMATE •Organize a campus incentive committee to implement incentives for the following students activities: - Students of the Six Weeks - A.R. Readers/Bright Summer Readers - Academic Team Awards - Sports Recognition - Student Council Awards - UIL Awards - National Jr. Honor Society -Honor Roll Tea •Provide opportunities for students to participate in various extra-curricular/co-curricular activities: * Provide opportunities for all students to join extra-curricular clubs and organizations - Sports - Drill Team - Band - Orchestra - Dance - Junior NHS - Cheerleading - Yearbook - FCA - UIL - Student Council - DI - Drama - History Club	-All students	-Principal -Asst. Principals -Dean of Instruction -Teachers -Counselors -Librarians -Parents -Students -Librarians -Parents -Security Guards -Paraprofessionals	(Incentives) -Certificates -Trophies -Dances -Ribbons -Fieldtrips -Festival Teacher/Sponsors Equipment Uniforms Textbooks Supplies/Materials UIL COMPETITIONS UIL Academic Dues	-Local -Co. Curr.	Aug. 2019– May 2020	Formative Assessment -Campus Report card -Survey -Assemblies -Student performance -Student product -Student participation -Student award

Campus Goal: SCHOOL CLIMATE				RYMS 2019-20 School Year – Campus Improvement Plan		
Objective: By May 2020, RYMS will create a safe learning environment through implementation of effective discipline practices, order and safe practices resulting in 50% decrease in discipline referrals and referrals to AEP.						
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
<u>SCHOOL CLIMATE</u> •Recognize and reward teachers for accomplishments throughout the year * Create an appraisal system which will identify school improvements and reward leaders, teachers, and staff member for their success. -Faculty meeting/presentations -Teacher of the month -Teacher of the year -Breakfast Socials -Luncheons -Recognition Awards • Organize a Safety Committee * Create a safe learning environment that is appealing to all and conducive to learning. (TTIPS-CSF6B) • AdvancED Accreditation -Examine the safety, cleanliness and physical appearance of the campus. -Create strategies to meet the needs in the following areas: • Campus beautification • Safety hazards • Fire drills • Clear up responsibilities • Violence intervention • Conflict resolution • Bullying *Promote the success of the school and encourage highly qualified teachers to apply for employment. *Opportunities that will attract and retain high quality teachers. *Ensure that the principal is allowed final approval of all teachers assigned to the campus.	-All students -All campus	-Principal -Asst. Principal -Dean of Instruction -Counselors -Teachers -Parent Educator -CPOC -Members -Custodians -Parents -Students -Liaisons -Police Officer -Security -Officers	Incentives -Awards -Funding -Refreshments -Plaques -Trophies -Certificates -District Safety Policies -Staff Meetings -Faculty Meetings -Adequate Safety Equipment -Presenters -Safety videos -Posters Defining Violence -Staff Development **School Copiers** **-Rental Leases** **-Contract Services** **-staples for copiers**	-Local **Title I**	Aug. 2019– May 2020	-PDAS -Teacher input survey/questionnaire Increase by 10% on all areas STAAR scores 20% Decrease on Disciplinary Referrals by Teachers -School Appearance -Accident Reports

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Campus Goal: SCHOOL CLIMATE					RYMS 2019-20 School Year – Campus Improvement Plan		
Objective: By May 2020, RYMS will create a safe learning environment through implementation of effective discipline practices, order and safe practices resulting in 50% decrease in discipline referrals and referrals to AEP.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	
SCHOOL CLIMATE •Organize a safety committee • Examine the safety, cleanliness and physical appearance of the campus. • Create strategies to meet the needs in the following areas: -campus beautification -safety hazards -fire drills -clean up responsibilities -violence intervention -conflict resolution -bullying *Implement a Positive Behavior Intervention and Supports (PBIS) system to improve student discipline. *Apply appropriate respond to Intervention strategies and create support systems to address the different needs of all learners. *Provide opportunities for all students to join extra-curricular clubs and organizations.	-All students	-Principal -Asst. Principals -Dean of Instruction -CPOC members -Custodians -Teachers -Parents -Students -Counselors -Liaisons -Police officer -Security officers	-District safety policies -Staff meeting -Faculty meeting -Adequate safety equipment -Presenters -Safety in-service -safety video -posters defining violence -staff development		Aug. 2019– May 2020	-School appearance -Accident reports	

Campus Goal: SCHOOL CLIMATE					RYMS 2019-20 School Year – Campus Improvement Plan	
Objective: By May 2020, RYMS will create a safe learning environment through implementation of effective discipline practices, order and safe practices resulting in 50% decrease in discipline referrals and referrals to AEP.						
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
SCHOOL CLIMATE •Enforce a solid discipline plan to ensure on-task academic instruction * Create a safe learning environment that is appealing to all and conducive to learning. • Follow school district's policy on discipline management by complying with the following: -student offenses documentation -issue discipline management plans -document behavioral student contracts through teachers/team and administrators. -Issue code of conduct -Provide an in-school & alternative suspension center -Post teacher expectations in class	-All students	-Principal -Asst. Principals -Dean of Instruction -Teachers -Counselors -Police officer -Security officers Liaisons	-Discipline management system handbook -Academic Team/Teacher Behavioral Contracts		Aug. 2019– May 2020	Formative Assessment -Improve the number of parents visiting the school -Parent Sign-In Sheet in Front Office Summative Assessment -50% Decrease on number of referrals -50% Decrease number of referrals to AEP -Improve average daily attendance by 1%

Campus Goal: SCHOOL CLIMATE					RYMS 2019-20 School Year – Campus Improvement Plan		

Objective: By May 2020, RYMS will create a safe learning environment through implementation of effective discipline practices, order and safe practices resulting in 50% decrease in discipline referrals and referrals to AEP.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
SCHOOL CLIMATE • Enforce district code of conduct * Create a safe learning environment that is appealing to all and conducive to learning. -Teachers will follow discipline plan for consistent expectations of student behavior. -Administrators will be visible to all students and staff throughout the day and at extracurricular activities. -Campus Code of Conduct will be communicated to parents (signed receipts by parents will be kept on file) -Behavior Management Plans will be tailored for specific students when necessary. -Faculty and administrators will reinforce appropriate behavior to create a positive environment encouraging all students to behave appropriately.	-All students	-Principal -Asst. Principals -Dean of Instruction -Teacher/Teams -Counselors -Librarians -Parent Educator -Students -ARD Committee	-Agendas -Activity Calendar -District Policy -Parent Memos -Marquee Announcements -Program Invitations -School Announcements -Posters -New Release -Newsletter -Video Production -Website - IPads		Aug. 2019– May 2020	Formative Assessment -Sign in Sheets -Program Agendas -Student Programs -Higher Six Weeks Grades -Improved Benchmark Results -Memos -Sign in Sheets -Program Agendas -Students Programs Summative Assessment -50% Decreased on disciplinary referrals and referrals to AEP -1% increase on students attendance -Increase in school pride and spirit PEIMS Reports

Campus Goal: PARENTAL INVOLVEMENT				RYMS 2019-20 School Year – Campus Improvement Plan		

Objective: RYMS parents will participate as partners in their children's education by having active contact with our RYMS administration, teachers and staff.

Strategies and Action Steps	Student Sub-Group	Person(s) Responsible	Resources	Budget	Timeline	Evaluation/ Measurement
PARENT INVOLVEMENT •Nominate and select campus parental involvement PAC (Parental Advisory Committee) • Establish a positive network with the parents in the acknowledgement of students, parents, teachers, and administrators working towards a common goal-student success. • Provide continuous professional staff development in identified areas of need. - Creating Professional Teaching and Learning Communities • Improve Academic Achievement through Parental Involvement -Meet the Teacher Night -Open House -Parent Conference with Teams about academic or behavior concerns. -Call parents about after school and Saturday classes. • Keep phone logs by Team. • Binder for each Academic Team *Employ outreach activities and conduct meetings, training, and celebrations in church sites, neighborhoods, and community centers. *Create partnerships with community based organizations that will address the social, emotional, and health needs of parents and child.	-All students -All Groups -ELL -Sp. Ed -At Risk	-Principal -Asst. Principals -Dean of Instruction -Counselor -Parent Educator -Teachers -Students	-Parental Involvement Handbook (PSJA ISD) -Code of Conduct Handbook -Campus Compact Plan -Parental Involvement Policies -Calendar of Events -Parent Educator -Parental Classes -Calendar of Events	-Title I	Aug. 2019– May 2020	-Comprehensive Parental Involvement Plan -Memos -Sign in sheets -Return code of conduct signature pages -20% Increase of parents attending meetings -Narrow the achievement gap in all special populations by 10% -Meeting Agendas -Calendar of Events -Sign in Sheets -Improved Six Weeks Grades -Improved STAAR scores

Campus Goal: PARENTAL INVOLVEMENT			RYMS Campus Improvement Plan for 2019-2020				
Objective: RYMS parents will participate as partners in their children's education by having active contact with our RYMS administration, teachers and staff.							
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**	
PARENT INVOLVEMENT •Offer parent meetings which provide tips to enhance students' academic performance and promote their social skills. -Bullying -Self-Esteem -Family Violence -Drug Prevention -Sex Education -Health / Hygiene -Invite Parents to School -Student Success Initiative -Academic-Team/Parent Meetings •Parents will have the opportunity to attend parent training that will improve the home environment - Nutrition - Sewing - Arts & Crafts - Computer - E.S.L •Annual Parent Conference • Parent Seminars -PAC Meetings *Create a school-community council to include parents and community members. *Use ESC and SIRC experts to coach teachers on working and conferring with parents.	-All students -All Groups -ELL -Sp. Ed -At Risk -Migrant -Academic Teams	-Principal -Asst. Principals -Dean of Instruction -Counselors Parent Educator -Teachers -Parent Educator -Parents	-Parent Educator -Parental Involvement Handbook -Calendar of Events -Parent tips/Literature Refreshments/Snacks -Parent Educator -District approves classes: -arts/crafts -supplies -Parent Educator -Parents	-Title I	Aug. 2019– May 2020	-Meeting/Event Agendas -Calendar of Events -Sign in sheets -Literature -Team Binder -Reduction of Student Referrals by 10% -Agenda Sign in Sheets	

Campus Goal: PARENTAL INVOLVEMENT					RYMS 2019-20 School Year – Campus Improvement Plan	
Objective: RYMS parents will participate as partners in their children's education by having active contact with our RYMS administration, teachers and staff.						
Strategies and Action Steps	**Student Sub-Group**	**Person(s) Responsible**	**Resources**	**Budget**	**Timeline**	**Evaluation/ Measurement**
PARENT INVOLVEMENT *Use Needs Assessment data and development that addresses the expectations of the parents and the school. •Increase communication between teachers and parents regarding the academic performance and development of students: -Home Visits -Home contacts -Progress reports -Report Cards -Open House (2)-9th week -Meet the Teacher Night -Science fair -Parent conferences -Team/parent conferences -Band, Drama, Drill Team, Dance, Orchestra - Community Math Involvement •Provide opportunities for parents to serve as school volunteers	-All Groups	-Principal -Asst. Principal -Counselors -Community Liaison -Student Liaison -Parent educators -Coaches -Sponsors -Staff members	-School staff -Student incentive to attend: -school events -door prizes -progress reports -report cards -refreshments -Abriendo Puertas Program -Marquee Announcements -Parent Educator -Incentives	-Title I	Aug. 2019– May 2020	-Documentation on file -Calendar of events -Programs -Agendas -Sign in sheets 20% Increase of parents attending school activities/meetings 10% Decrease of Disciplinary Referrals -Sign in sheets -Calendar of Events -20% increase of parents attending meetings -Increase in Special Populations STAAR scores and attendance