

**BOARD APPROVAL ITEM**

**SUBJECT:** **APPROVAL OF THE RAUL YZAGUIRRE SCHOOLS FOR SUCCESS 2020-2021 CAMPUS IMPROVEMENT PLANS**

**BACKGROUND:** The Raul Yzaguirre Schools for Success (RYSS), is committed to meeting the educational needs of every child. We strive to close achievement gaps and hold our campus leaders and educators accountable for improving the teaching and learning on all our campuses.

The Campus Improvement Plans submitted for approval are the framework for improving and strengthening teaching and learning that will lead to high levels of learning. During this process, planning must be collaborative and aligned throughout the organization to ensure strategic steps that lead to educating and empowering students in a culturally relevant environment with a focus on successful college, career and community service.

Campus leadership, staff, parents and community members; developed the RYSS 2020-2021 Campus Improvement Plans and it incorporates state standards, the expectations of the RYSS instructional program, and the college/career aspirations of the students. It provides the overall goals and objectives for data-driven academic improvement and delineates the roadmap that will support campuses in the pursuit of mastery of high levels of learning. Specific alignment to budget and resources will be defined while allowing flexibility based on data analysis and student needs.

The following campus improvement plans for the 2020-2021 school year are below:

- Brownsville Raul Yzaguirre STEM Scholars Preparatory (BRYSS)
- Elite STEM Primary Academy
- Houston T-STEM and Early College High School and Houston STEM and Early College Middle School

In these plans you will find that goals are supported by measurable objectives and action steps to ensure successful accomplishments. The campus improvement plans will be submitted to the Texas Education Agency as required, but planning is an ongoing process. As performance data are received and as programs develop, adjustments may be made throughout the year to meet the established goals.

**RECOMMENDATION:** That the Board of Education approve 2020-2021 Campus Improvement Plans for P-TECH and Early College High School and Houston STEM Early College Middle School, Elite STEM Primary Academy, and Brownsville Raul Yzaguirre STEM Scholars Preparatory (BRYSS)

**COST:** N/A

**FUNDS TO BE USED:** N/A

**ATTACHMENT(S):** 2020-2021 Campus Improvement Plans are in a binder for your review in order not to print excess copies

Submitted by: *Adriana Tamez*  
Adriana Tamez, Chief Executive Officer and Superintendent  
Tejano Center for Community Concerns  
Raul Yzaguirre Schools for Success

Approved by Board on: October 27, 2020



Raul Yzaguirre Schools for Success

**Brownsville Raul Yzaguirre STEM Scholars Preparatory**  
**Campus Improvement Plan**  
**2020-2021**

222 N. Coria  
Brownsville, TX 78520

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



**Mission**

We the faculty, staff, family, and community of Brownsville Raul Yzaguirre STEM Scholars Preparatory, have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting. The pursuit of excellence is aimed at developing self-respect and pride among our students. Our ultimate goal is for our students to become critical thinkers and lifelong learners.

**Vision**

BRYSS will be a progressive school in which students will attain sustainable 21st century skills that will enable and empower them to become lifelong learners.

**Administrators**

Maria Knosel

Principal

**Description**

Brownsville Raul Yzaguirre STEM Scholars Preparatory opened its doors in 2002 and serves 400 students in grades Kindergarten through 8th. The student population is 100% Hispanic, 49% Male, 51% Female. Brownsville Raul Yzaguirre STEM Scholars Preparatory serves 5% Special Education students, 94% Economically Disadvantaged students, 70% English Language Learners; 71% At-Risk students, 2% Gifted & Talented students. The overall mobility rate for the campus is 10%. The average attendance rate for students is 96%.

**Planning Committee**

| <b>Member Name</b> | <b>Title</b>              | <b>Role</b>             |
|--------------------|---------------------------|-------------------------|
| Maria Knosel       | Principal                 | Principal               |
| Stephany Mendoza   | 6th-8th Grade Teacher     | Teacher                 |
| Kristina Guerra    | First Grade               | Teacher                 |
| Andrea Bernes      | 5th grade teacher         | Teacher                 |
| Adriana Burguete   | 6th Grade ELA             | Teacher                 |
| Raul Sanchez       | 7th and 8th Grade Teacher | Teacher                 |
| Sylvia De la Garza | Office Manager            | Non-Teaching Staff      |
| Erika Clark        | Parent                    | Parent                  |
| Ingrid Vicent      | CPA/ Tax Attorney         | Community Member        |
| David Chapa        | Owner Chapitas Catering   | Business Representative |

# Comprehensive Needs Assessment

## Summary

### **Demographics**

BRYSS has the advantage of serving a 100% population of Hispanic, English Language Learners. As a campus we are able to target the specific needs of this population. BRYSS also counts with a staff made up of 100% Hispanic, Bilingual teachers who represent and are able to target all the needs of our students. BRYSS will continue to offer its staff the professional development necessary to serve our ELL Learners.

### **Student Achievement**

The data reflects that there was improvement in some areas. We maintained our scores in most areas this past 2018-2019 school year. There is room for improvement in reading, writing and science for all grades. A special emphasis will be given to reading, writing and 8th grade science. Rigor, higher level and critical thinking skills will continue to be a priority in order to improve the number of students achieving Masters grade-level performance in all subject areas tested.

### **School Culture and Climate**

Providing all students the opportunity to participate in after-school enrichment programs as well as tutorials will continue to be a priority for our campus this year. Students are able to participate in our STEM, Robotics, LEGO, Chess, Painting, Dance, Author's Club and Editorial Clubs. Students can also participate in various team sports like volleyball, track and soccer.

### **Staff Quality, Recruitment and Retention**

Our BRYSS staff is 100% highly qualified. Our teachers and staff are trained in different areas to address the needs of all our students. Campus leadership takes an active role in training and modeling for teachers to improve quality of instruction. All teachers are provided opportunities to participate in campus leadership roles such as SDMC and grade specific leads. Our RISE Mentoring program continues to empower our new teachers. Principal will lead Mentoring PLC Meetings twice a month to assist new teachers.

### **Curriculum, Instruction and Assessment**

A strong focus in reading across all genres will be implemented. Article a Day, Poem a Week, sustained silent reading to increase stamina and AR will be emphasized. An aligned math curriculum which covers problem solving, math objectives and basic facts has been implemented in K-5th grades. Writing Across the Curriculum will continue to be implemented with an emphasis on editing and revising to address our writing scores. Social Studies scores have shown improvement; however, we will continue to align the curriculum that prepares students for 8th grade Social Studies TEKS and objectives. All students will participate in STEMScopes hands-on science activities and weekly labs to address all science objectives.

### **Family and Community Engagement**

BRYSS counts with strong parental involvement. We have an increasing number of parents participating in different activities planned by our parent liason and principal. Parents feel welcome and comfortable on campus. Parents are involved in their child's education understanding the impact this has in their education. BRYSS emphasizes effective parental involvement that improves student achievement. BRYSS parents are given multiple opportunities to be a part of our school community.

### **School Context and Organization**

BRYSS provides the staff and parents multiple opportunities to participate in the decision making process on our campus. Professional Development for RTI, researched based interventions and TEKS continues to be a need for our staff and parents. Data will continue to drive our instruction and parents will be presented with information in a timely manner.

### **Technology**

BRYSS technology has improved; however, more computers and Chromebooks are needed to address the needs of our students. BRYSS counts with one Technology lab that is available to all students. Two Chromebook carts also assists students in the Primary and Middle School as well as our science and social studies labs. Teachers do need more professional development in the area of technology. Our Robotic program has advanced but still needs upgraded materials and programs.

### **Special Populations**

BRYSS has made closing the performance gap for SPED and ELL students a priority. These students are provided with multiple intervention and extension activities to help them meet goals. Teachers provide students with in class support through the use of various language development strategies. All ELL and SPED students are invited to participate in our morning and afternoon labs and accelerated instruction classes. Our teachers will continue to receive intensive PD in ESL, vocabulary development and intervention strategies to provide all our students rigorous and engaging lessons to meet all objectives. Our Gifted and Talented students will participate in one project targeting various areas every nine weeks.

## Curriculum, Instruction and Assessment

### Strengths

- 1 Language Enrichment has been implemented in all grades K-2nd.
- 2 JELL and LTL reading units and novel studies have been implemented in all grades K-2nd.
- 3 Calendar "Circle" activities have been implemented in K-2nd.
- 4 Writing initiatives targeting editing and revising have been implemented in K-8th.
- 5 Focus on Science; planning and lessons. Targeting a cross-level science category (unit) throughout grades K-7th. Weekly science labs in grades K-8th have been implemented.
- 6 Imagine Math (TTM), Imagine Facts, STEMScopes Math, Math Clubs and CUBES Problem Solving have been implemented in all K-8th math classrooms.
- 7 Intervention Labs (groups) targeting 2nd-8th grade Reading using Guided Reading strategies with Leveled Readers have been implemented.
- 8 Teachers are incorporating anchor charts into their teaching in all subject areas. Anchor charts have built a culture of literacy and made thinking visible in the classroom.
- 9 Teachers are working with cross-level peers to align and implement engaging instruction.
- 11 Weekly Studies newspaper are implemented in grades K-8th for social studies.
- 12 K-8th Science Program to target all Science categories and labs using STEMscopes and Robotics (PLTW). Weekly Studies Science for 5th and 8th grade.

### Needs

- 1 Increase in quality of instruction in all content areas.
- 2 Implementation of writing across the curriculum to target writing across grade levels.
- 3 A reading focus across the campus to target all new ELAR TEKS, the genres and reading stamina.

### Summary

A strong focus in reading across all genres will be implemented. Article a Day, Poem a Week, sustained silent reading to increase stamina and AR will be emphasized. An aligned math curriculum which covers problem solving, math objectives and basic facts has been implemented in K-5th grades. Writing Across the Curriculum will continue to be implemented with an emphasis on editing and revising to address our writing scores. Social Studies scores have shown improvement; however, we will continue to align the curriculum that prepares students for 8th grade Social Studies TEKS and objectives. All students will participate in STEMScopes hands-on science activities and weekly labs to address all science objectives.

### Data

Student Achievement Data  
 Program Evaluations  
 Campus-Based Assessments  
 District-Based Assessments  
 Response to Intervention tracking  
 Formative Assessments  
 Curriculum-Based Assessments



STAAR / EOC Results

Classroom Walkthrough Data

## Demographics

### Strengths

- 1 100% of our BRYSS population is Hispanic.
- 2 70% of our students are coded as English Language Learners.
- 3 BRYSS adopted an Early Exit Transitional Bilingual Program to adequately serve our students.
- 4 100% of BRYSS staff is Hispanic and Bilingual.

### Needs

- 1 Continued Professional Development to target all the needs of our ELL students.
- 2 Professional Development to implement a strong virtual/in person reading program targeting the new ELAR TEKs to help all our students meet challenging academic and performance standards.

### Summary

BRYSS has the advantage of serving a 100% population of Hispanic, English Language Learners. As a campus we are able to target the specific needs of this population. BRYSS also counts with a staff made up of 100% Hispanic, Bilingual teachers who represent and are able to target all the needs of our students. BRYSS will continue to offer its staff the professional development necessary to serve our ELL Learners.

### Data

Staff Demographics  
Student Achievement Data  
Program Evaluations  
Individual Student Profiles  
Student Demographics  
Campus-Based Assessments  
Formative Assessments  
Promotion / Retention data  
Response to Intervention tracking  
STAAR / EOC Results

## Family and Community Engagement

### Strengths

- 1 Bi-Monthly principal/parent meetings addressing special topics and questions and concerns.
- 2 Monthly newsletter with calendar of events is distributed in both English and Spanish and posted on the website.
- 3 Monthly parenting classes offered to all parents with babysitting and snacks provided to children.
- 4 English language, technology and painting classes offered to all parents.
- 5 Open Houses and parent conferences are scheduled twice a year to address student achievement and needs.
- 6 Math, Science and Literacy Nights are scheduled to encourage the school to home connection and strengthen math, reading and science aptitudes with family interaction.
- 7 High School, College and University students participate as tutors for our students on a weekly basis.
- 8 United Nations Day is held once a year in October and is an opportunity for parents to visit and take part in the different activities taking place around campus.

### Needs

- 1 Community members to serve as tutors and mentors for our students.
- 2 A safe, healthy and secure environment on campus for students, staff and parents.
- 3 Additional opportunities for parents to be involved with their students at the school.
- 4 Need improvement in communication with family members.

### Summary

BRYSS counts with strong parental involvement. We have an increasing number of parents participating in different activities planned by our parent liason and principal. Parents feel welcome and comfortable on campus. Parents are involved in their child's education understanding the impact this has in their education. BRYSS emphasizes effective parental involvement that improves student achievement. BRYSS parents are given multiple opportunities to be a part of our school community.

### Data

Attendance Data  
Student Achievement Data  
Program Evaluations  
Discipline Data  
Student Demographics

## School Context and Organization

### Strengths

- 1 Accelerated Instruction and Intervention pull-outs are provided daily for small group math and reading instruction. Class time work stations also address the needs of all students.
- 2 Professional Development is ongoing for RTI process, research-based intervention activities, TEKS, PBL, Bilingual Instruction and progress monitoring.
- 3 Various computer programs are used to address specific needs for students that are struggling (Imagine Math, Educational Galaxy, Imagine Language and Literacy, Accelerated Reading, MyOn, Brain Pop).
- 4 Staff and parents are provided with opportunities to participate in the school's policies, procedures and or problems with regular staff meetings, PLC's, administrative open-door policy, parent-teacher conferences, PTO meetings, bi-monthly parent/principal meetings, Campus Leadership Team and SDMC meetings.
- 5 Intervention Spanish reading and ESL classes for all first and second year Bilingual students.

### Needs

- 1 Professional Development on RTI process and researched based interventions to all our staff and parents.
- 2 Parent opportunities to practice using online programs to address student needs at home.

### Summary

BRYSS provides the staff and parents multiple opportunities to participate in the decision making process on our campus. Professional Development for RTI, researched based interventions and TEKS continues to be a need for our staff and parents. Data will continue to drive our instruction and parents will be presented with information in a timely manner.

### Data

Program Evaluations  
Campus-Based Assessments  
Individual Student Profiles  
Response to Intervention tracking  
Classroom Walkthrough Data

## School Culture and Climate

### Strengths

- 1 School community feels BRYSS is a respectful and safe learning environment.
- 2 Teachers hold all students to high expectations.
- 3 BRYSS builds a college readiness culture with all students. Students are prepared for college by increasing the number of students meeting Masters grade-level performance on STAAR tests.
- 5 Weekly recognition for the good citizen girl and boy of the class by our school mascot "Mighty Eagle."
- 6 BRYSS' positive climate is setting the tone for success. Programs and practices motivate, support and protect.
- 7 After-school enrichment programs and extracurricular activities are provided to our students every Monday.

### Needs

- 1 Team-building and anti-bullying activities with all our students on a monthly basis.
- 2 Additional resources to assist with career and college decisions.
- 3 Additional athletic equipment is needed in order to address student's physical activity.
- 4 Additional technology and instructional resources for students to address both in school and virtual learning needs.
- 5 Parents lack adequate resources to help their students academically with career choices
- 7 Low student attendance is adversely affecting student achievement.

### Summary

Providing all students the opportunity to participate in after-school enrichment programs as well as tutorials will continue to be a priority for our campus this year. Students are able to participate in our STEM, Robotics, LEGO, Chess, Painting, Dance, Author's Club and Editorial Clubs. Students can also participate in various team sports like volleyball, track and soccer.

### Data

Response to Intervention tracking  
Student Achievement Data  
Program Evaluations  
Discipline Data  
Classroom Walkthrough Data

## Special Populations

### Strengths

- 1 Continued Professional Development on ELPS, Sheltered English Instruction and Academic Vocabulary.
- 2 Anchor Charts build a culture of Literacy in all classrooms making English visible to support English language instruction.
- 3 Accelerated Instruction targeting the needs of all ELL and SPED students with intervention activities before and after school school.
- 4 Resource, intervention and inclusion activities with leveled readers, fluency and Language Enrichment for all ELL and SPED.
- 5 Preferential seating in front of the room for all SPED and recent ELL students.
- 6 AR rewards for students earning target points reinforcing reading.
- 7 Imagine Facts, STEMScopes Math, Educational Galaxy and Imagine Math for all SPED students targeting all TEKS in reading, math, writing and science. Students must complete 90 minutes per week.
- 8 Peer tutoring for all SPED and recent ELL students during stations and group activities.
- 9 Strong ESL program that targets ELPS. ELPS icons are posted daily next to objectives to assist in instruction.
- 10 All Gifted and Talented students will participate in one specific project (PBL) targeting various areas every nine weeks.

### Needs

- 1 Activities that addresses academic language targeting the three vocabulary tiers for K-8th grade students.
- 2 Need for an increase in Writing across the curriculum, editing and revising daily review for all K-8th students.
- 3 Increase in resources for ELL, At-Risk and Special Education students.

### Summary

BRYSS has made closing the performance gap for SPED and ELL students a priority. These students are provided with multiple intervention and extension activities to help them meet goals. Teachers provide students with in class support through the use of various language development strategies. All ELL and SPED students are invited to participate in our morning and afternoon labs and accelerated instruction classes. Our teachers will continue to receive intensive PD in ESL, vocabulary development and intervention strategies to provide all our students rigorous and engaging lessons to meet all objectives. Our Gifted and Talented students will participate in one project targeting various areas every nine weeks.

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STAAR / EOC Results

Classroom Walkthrough Data  
Promotion / Retention data

## Staff Quality, Recruitment and Retention

### Strengths

- 1 100% of BRYSS' staff is highly qualified.
- 2 BRYSS provides a mentoring program for all new and novice teachers.
- 3 Professional Development addresses all needs as stated by teachers and staff.
- 4 Campus leadership helps improve quality of instruction.
- 5 All teachers are provided opportunities to serve in campus leadership roles.

### Needs

- 1 Staff development that closely addresses the goals and objectives for campus.
- 2 Mentor and guide faculty members to improve their skills
- 3 RISE Program and Mentoring PLC Meetings with all new teachers to address specific needs and mentoring.

### Summary

Our BRYSS staff is 100% highly qualified. Our teachers and staff are trained in different areas to address the needs of all our students. Campus leadership takes an active role in training and modeling for teachers to improve quality of instruction. All teachers are provided opportunities to participate in campus leadership roles such as SDMC and grade specific leads. Our RISE Mentoring program continues to empower our new teachers. Principal will lead Mentoring PLC Meetings twice a month to assist new teachers.

### Data

Staff Demographics  
Program Evaluations  
Student Demographics



## Student Achievement

### Strengths

- 1 Math: 95% passing rate of all students and 78% at Meets and 47% at Masters grade-level performance.
- 2 Fourth and seventh grade Writing: 88% passing rate of all students and 49% at Meets at grade-level performance.
- 3 89% of all BRYSS students met Approaches grade-level performance on all tests as compared to 2018 which was 88%.
- 4 61% of all BRYSS students reached Meets grade-level performance on STAAR as compared to 2018 which was 62%.
- 5 Fifth grade Science: 100% passing rate for all students and 85% at the Meets grade-level performance.
- 6 Reading: 81% passing rate of all students and 51% at Meets and 27% at Masters grade-level performance.

### Needs

- 1 Stronger emphasis on reading skills targeting new ELAR TEKS in order to increase number of students at the Meets and Masters performance levels.
- 2 Emphasize test-taking strategies for students during core subjects and interventions.
- 3 Professional Development for teachers in writing strategies and new ELAR TEKS making the writing/reading connection.
- 4 Provide students increased learning time both before and after school.
- 5 Coaching for teachers in both Math and Science in order for students to master both academic and performance standards.
- 6 Provide students intervention small group instruction to target specific needs.

### Summary

The data reflects that there was improvement in some areas. We maintained our scores in most areas this past 2018-2019 school year. There is room for improvement in reading, writing and science for all grades. A special emphasis will be given to reading, writing and 8th grade science. Rigor, higher level and critical thinking skills will continue to be a priority in order to improve the number of students achieving Masters grade-level performance in all subject areas tested.

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Curriculum-Based Assessments  
STAAR / EOC Results  
Classroom Walkthrough Data  
Program Evaluations  
Promotion / Retention data

## Technology

### Strengths

- 1 Teachers utilize technology available to enhance student learning.
- 2 All teachers count with a laptop in their classroom to assist in lessons, communication with administration and parents and access announcements and messages every morning.
- 3 BRYSS counts with a computer lab that is utilized regularly by all students. It opens before and after school to address different student needs.
- 4 All 8th grade students participate in keyboarding class. An elective advanced Tech Apps course is available to all 8th grade students.
- 5 Two Google Chromebook carts are available to our Primary and Middle School students. Student research and presentations are facilitated by the use of the Chromebooks.

### Needs

- 1 Ipads to assist students as well as teachers in the classrooms.
- 2 Computers for all students to assist in Blended Learning, research and intervention activities.
- 3 More Robotics materials and programs to assist our Robotics club.
- 4 Additional Google Chromebook carts to assist students in research and computer-based interventions.

### Summary

BRYSS technology has improved; however, more computers and Chromebooks are needed to address the needs of our students. BRYSS counts with one Technology lab that is available to all students. Two Chromebook carts also assist students in the Primary and Middle School as well as our science and social studies labs. Teachers do need more professional development in the area of technology. Our Robotic program has advanced but still needs upgraded materials and programs.

### Data

Student Achievement Data

Program Evaluations

Campus-Based Assessments

Response to Intervention tracking

Curriculum-Based Assessments

Classroom Walkthrough Data

**Priority Needs**

## A: Demographics

- A1 Continued Professional Development to target all the needs of our ELL students.
- A2 Professional Development to implement a strong virtual/in person reading program targeting the new ELAR TEKs to help all our students meet challenging academic and performance standards.

## B: Student Achievement

- B1 Stronger emphasis on reading skills targeting new ELAR TEKS in order to increase number of students at the Meets and Masters performance levels.
- B2 Emphasize test-taking strategies for students during core subjects and interventions.
- B3 Professional Development for teachers in writing strategies and new ELAR TEKS making the writing/reading connection.
- B4 Provide students increased learning time both before and after school.
- B5 Coaching for teachers in both Math and Science in order for students to master both academic and performance standards.
- B6 Provide students intervention small group instruction to target specific needs.

## C: School Culture and Climate

- C1 Team-building and anti-bullying activities with all our students on a monthly basis.
- C2 Additional resources to assist with career and college decisions.
- C3 Additional athletic equipment is needed in order to address student's physical activity.
- C4 Additional technology and instructional resources for students to address both in school and virtual learning needs.
- C5 Parents lack adequate resources to help their students academically with career choices
- C7 Low student attendance is adversely affecting student achievement.

## D: Staff Quality, Recruitment and Retention

- D1 Staff development that closely addresses the goals and objectives for campus.

D2 Mentor and guide faculty members to improve their skills

E: Curriculum, Instruction and Assessment

E1 Increase in quality of instruction in all content areas.

E2 Implementation of writing across the curriculum to target writing across grade levels.

E3 A reading focus across the campus to target all new ELAR TEKs, the genres and reading stamina.

F: Family and Community Engagement

F1 Community members to serve as tutors and mentors for our students.

F2 A safe, healthy and secure environment on campus for students, staff and parents.

F3 Additional opportunities for parents to be involved with their students at the school.

F4 Need improvement in communication with family members.

G: School Context and Organization

G1 Professional Development on RTI process and researched based interventions to all our staff and parents.

G2 Parent opportunities to practice using online programs to address student needs at home.

H: Technology

H1 Ipad to assist students as well as teachers in the classrooms.

H2 Computers for all students to assist in Blended Learning, research and intervention activities.

H3 More Robotics materials and programs to assist our Robotics club.

I : Special Populations

I1 Activities that addresses academic language targeting the three vocabulary tiers for K-8th grade students.

I2 Need for an increase in Writing across the curriculum, editing and revising daily review for all K-8th students.

I3 Increase in resources for ELL, At-Risk and Special Education students.

# Actions

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

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

|   |  |   |  |
|---|--|---|--|
| 1 | <b>Action:</b> Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs. | <b>Person(s) Responsible:</b> M. Knosel<br>Teachers   | <b>Resources:</b> Title I , Part A Funds<br>Checkpoints, Unit tests, Online programs; Title I, Part A Funds  |
|   | <b>Evidence of Implementation:</b> PLC sign in sheets<br>Data Reports<br>Data Walls<br>Lesson Plans<br>Intervention Plans              | <b>Ongoing Evaluation Method:</b> Walk-Throughs<br>Weekly Checkpoints<br>Unit Assessments<br>Benchmarks   | <b>Final Evaluation Method:</b> EOY Imagine<br>Learning/ Math<br>EOY TPRI<br>TELPAS<br>STAAR<br>Report Cards |
|   | <b>Timeline:</b> 8/19/2020 - 5/31/2021 (Monthly)   |   | <b>Needs:</b> B1; B2; B6; [Title I Components CNA, CIP]  |
| 2 | <b>Action:</b> Weekly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.         | <b>Person(s) Responsible:</b> M. Knosel   | <b>Resources:</b> Lesson Plan Books<br>Professional Development<br>Consultants; Title I, Part A Funds        |
|   | <b>Evidence of Implementation:</b> Walk-Through Data<br>PLC sign in sheets<br>Pacing Calendars<br>Weekly Checkpoints                   | <b>Ongoing Evaluation Method:</b> Unit Tests<br>Weekly Checkpoints<br>Benchmarks<br>Computer Program Data | <b>Final Evaluation Method:</b> STAAR<br>TELPAS<br>TPRI<br>Report Cards                                      |
|   | <b>Timeline:</b> 8/5/2020 - 5/31/2021 (Weekly)   |   | <b>Needs:</b> A1; A2; B2; B4; D1; E1; E4; I1; I 2; I 3 [Title I Components CNA, CIP]                         |
| 3 | <b>Action:</b> BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.            | <b>Person(s) Responsible:</b> Principal<br>Lead Teachers<br>Teachers                                      | <b>Resources:</b> Technology (Laptops, Chromebooks); Local Funds; State Comp Ed Funds; Title I, Part A Funds |
|   | <b>Evidence of Implementation:</b> Lesson Plans<br>Walk-Through Data<br>Observations<br>Group Rosters                                  | <b>Ongoing Evaluation Method:</b> BOY-MOY<br>REN-Star 360<br>Benchmark Data<br>Report Card Grades         | <b>Final Evaluation Method:</b> STAAR<br>TELPAS<br>REN Star360   |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (Daily)   |   | <b>Needs:</b> B1; B4; B6; C4; E1; H2; [Title I Components CIP]   |

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

**Objective #2: Curriculum: The campus will maintain an “A” rating on all domains in the state accountability system through an aligned curriculum and focus on the whole child.**

|   |  |  |   |
|---|--|--|---|
| 1 | <b>Action:</b> Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool. | <b>Person(s) Responsible:</b> Principal, Lead Teachers, Teachers   | <b>Resources:</b> File Folders, Journals notebooks, glue, scissors, markers, Lesson plan book, sign-in sheets; Title I, Part A Funds \$3,000.00 |
|   | <b>Evidence of Implementation:</b> Lesson Plans, Walk-throughs   | <b>Ongoing Evaluation Method:</b> Positioning tools, Benchmarks, Weekly checkpoints                      | <b>Final Evaluation Method:</b> STAAR, TELPAS,  |
|   | <b>Timeline:</b> 8/5/2020 - 6/5/2021 (Every 9 weeks)   |  | <b>Needs:</b> A1; A2; B1; B2; B3; B4; B5; B6; D1; E1; E2; E4; I1; I 2 [Title I Components CNA, CIP, Evaluation]                                 |
| 2 | <b>Action:</b> Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.  | <b>Person(s) Responsible:</b> Principal, Lead Teachers   | <b>Resources:</b> Lesson plan books, pacing calendars, Progress Monitoring and Consultants;   |
|   | <b>Evidence of Implementation:</b> Lesson plan books, Pacing calendars, Meeting sign-in sheets, Walk-throughs, Formal Observations, EEIP Binders   | <b>Ongoing Evaluation Method:</b> Progress Monitoring, Positioning Tools, Benchmarks, BOY, MOY, EOY Data | <b>Final Evaluation Method:</b> STAAR, TELPAS   |
|   | <b>Timeline:</b> 8/28/2020 - 6/5/2021 (Weekly)   |  | <b>Needs:</b> A1; A2; B1; D1; D2; E1; E2; E4; I1; I 2; I 3 [Title I Components CNA, CIP, Evaluation]  |
| 3 | <b>Action:</b> Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.  | <b>Person(s) Responsible:</b> Principal, Lead Teachers, Campus Interventionist                           | <b>Resources:</b> Student Data, Core subject curriculum, Lead4Ward blueprints, Binders;   |
|   | <b>Evidence of Implementation:</b> Meeting sign-in sheets, Lesson plans, Walk-throughs   | <b>Ongoing Evaluation Method:</b> Benchmarks, Positioning tools, Weekly checkpoints                      | <b>Final Evaluation Method:</b> STAAR, TELPAS   |
|   | <b>Timeline:</b> 8/5/2020 - 9/5/2021 (Every 9 weeks)   |  | <b>Needs:</b> B1; B2; B3; B4; B5; B6; D1; E1; E2; E4; I1; I 2; I 3 [Title I Components CNA, CIP, Evaluation]                                    |

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| 4 | <b>Action:</b> Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules. | <b>Person(s) Responsible:</b> Principal   | <b>Resources:</b> Title I, Part A Funds \$5,000.00  |
|   | <b>Evidence of Implementation:</b> Student logs for program; PLC discussion reports  | <b>Ongoing Evaluation Method:</b> Monthly teacher score reports; classroom observations | <b>Final Evaluation Method:</b> Increased students academic growth across all subjects by the end of the year; closing of achievement gap between sub-groups. |
|   | <b>Timeline:</b> 7/30/2020 - 5/15/2021 (Daily) <b>Needs:</b> B1; B2; B3; B4; B5; B6; D1; I1; I 2; I 3; [Title I Components CNA, CIP, Evaluation]   |   |   |
| 5 | <b>Action:</b> Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.   | <b>Person(s) Responsible:</b> Principal<br>Lead Teachers<br>Teachers                    | <b>Resources:</b> Computers (Chromebooks, Laptops); Title I, Part A Focus Grant Funds   |
|   | <b>Evidence of Implementation:</b> Lesson Plans<br>Schedules<br>Pacing calendar<br>Station Plans   | <b>Ongoing Evaluation Method:</b> EOY-MOY REN<br>Star 360<br>Benchmarks<br>Report Cards | <b>Final Evaluation Method:</b> STAAR<br>TELPAS<br>REN STAR 360   |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (Daily) <b>Needs:</b> B6; C4; E1; H1; H2; [Title I Components CNA]  |   |   |



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

**Objective #3: Academics: Increase the percent of students reaching the Meets Grade Level Performance Standard by 10% and Masters Grade Level Performance Standard by 5% in all tested subjects; close learning gaps.**

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| 1 | <b>Action:</b> Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".   | <b>Person(s) Responsible:</b> Principal, Lead Teachers   | <b>Resources:</b> Substitutes, PD cost, Materials, workbooks; Title III, Part A Funds \$3,000.00   |
|   | <b>Evidence of Implementation:</b> Lesson Plans, Pacing Calendars, Walk-Throughs, Sign-in sheets   | <b>Ongoing Evaluation Method:</b> Benchmarks, Positioning tools, Weekly checkpoints, Progress monitoring   | <b>Final Evaluation Method:</b> STAAR, TELPAS, REN Star 360  |
|   | <b>Timeline:</b> 8/5/2020 - 6/5/2021 (On-going) <b>Needs:</b> A1; A2; B3; B4; D1; I1; I 2; I 3 [Title I Components CNA, Evaluation]  |  |  |
| 2 | <b>Action:</b> Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps. | <b>Person(s) Responsible:</b> Principal, Lead Teachers, Campus Interventionist   | <b>Resources:</b> Flashcards, Games, Leveled readers, Hi-liters, Chart tablets, Manipulatives, Chess sets, Robotic sets, LEGO blocks, Extra duty teacher pay; CHISPA; TAME; Title I, Part A Funds \$5,000.00 |
|   | <b>Evidence of Implementation:</b> Sign-in sheets, walk-throughs, lesson plans   | <b>Ongoing Evaluation Method:</b> Progress Monitoring, Benchmarks, Weekly checkpoints, MOY Star REN  | <b>Final Evaluation Method:</b> STAAR, TELPAS, REN Star  |
|   | <b>Timeline:</b> 8/28/2020 - 5/15/2021 (On-going) <b>Needs:</b> A2; B1; B2; B3; B4; B5; B6; E1; E2; E4 [Title I Components CNA]  |  |  |
| 3 | <b>Action:</b> Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.  | <b>Person(s) Responsible:</b> Principal  | <b>Resources:</b> Title I, Part A Funds \$13,000.00  |
|   | <b>Evidence of Implementation:</b> Employment contract   | <b>Ongoing Evaluation Method:</b> Principal observations of classroom coaching; professional development sign-in forms, Pacing Calendars, Lesson Plans | <b>Final Evaluation Method:</b> Improve teacher proficiency in instruction for Math and Reading. STAAR, TELPAS, REN Star 360   |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Annually) <b>Needs:</b> B1; B2; B5; D2; E1 [Title I Components CNA, CIP]   |  |  |

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| 4 | <b>Action:</b> Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.  | <b>Person(s) Responsible:</b> Principal; Lead Teachers   | <b>Resources:</b> IMAS Planetarium/ Engineering \$800; UTB Mobile Bus- Math/ Science/ Literacy \$800, Book presentations/CHISPA/TAME; Title I, Part A Funds \$2,000.00   |
|   | <b>Evidence of Implementation:</b> Student participation/ Presentations<br>Parent Sign-ins<br>Pictures   | <b>Ongoing Evaluation Method:</b> Unit Tests; Weekly checkpoints; Benchmarks, BOY-MOY<br>REN Star 360 scores | <b>Final Evaluation Method:</b> STAAR; TELPAS; EOY REN Star 360 scores; Retention Grades   |
|   | <b>Timeline:</b> 10/1/2020 - 5/1/2021 (Bi-Annually) <b>Needs:</b> A2; B1; B2; B3; B4; B5; B6; C2; F3; [Title I Components CNA, CIP, Evaluation]  |  |  |
| 5 | <b>Action:</b> Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.   | <b>Person(s) Responsible:</b> Principal; Consultant , Lead Teachers  | <b>Resources:</b> Math Warm Ups; Total Motivation Math, Reading and Writing; Kamico ; STAAR Master ; Rise and Shine STAAR Prep Editing and Revising ; Measuring Up ; Test Ready, Education Galaxy, Imagine Math and Learning, STEMScopes Math and Science.; Title I, Part A Funds \$4,500.00 |
|   | <b>Evidence of Implementation:</b> Lesson Plans<br>Pacing Calendars<br>Grades<br>Online Log In Reports   | <b>Ongoing Evaluation Method:</b> Check Point Scores<br>REN Star EOY and MOY scores<br>STAAR<br>TELPAS       | <b>Final Evaluation Method:</b> STAAR Scores<br>REN STAR EOY<br>TELPAS<br>Retention Rates  |
|   | <b>Timeline:</b> 8/1/2020 - 5/27/2021 (On-going) <b>Needs:</b> B1; B2; B3; B5; E4 [Title I Components CNA, CIP]  |  |  |
| 6 | <b>Action:</b> Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels. | <b>Person(s) Responsible:</b> Principal; Reading Teachers  | <b>Resources:</b> AR Renaissance Learning; Studies Weekly Newspapers; Novel Class Sets; Educational Galaxy "Reading"; Materials/ Supplies for Study presentations (Boards, posters, markers, report covers, etc), Imagine Learning.; Title I, Part A Funds \$3,000.00                        |
|   | <b>Evidence of Implementation:</b> Lesson Plans; Pacing Calendars, Google Classroom Assignments, Walk-Throughs; AR point lists; Online Programs<br>Weekly Log-In Reports                                   | <b>Ongoing Evaluation Method:</b> Weekly Test Scores; Unit Tests; Report Cards; BOY-MOY<br>REN Star scores   | <b>Final Evaluation Method:</b> STAAR; TELPAS; TPRI; REN Star scores, Retention Rates  |
|   | <b>Timeline:</b> 8/20/2020 - 5/30/2021 (Daily) <b>Needs:</b> B1; B3; B4; B6; E2; E4; I1; I 2; I 3; [Title I Components CNA, CIP]   |  |  |

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| 7 | <b>Action:</b> Employ interventionist to assist with small group instruction & interventions.  | <b>Person(s) Responsible:</b> Principal   | <b>Resources:</b> Title I, Part A Funds \$18,000.00   |
|   | <b>Evidence of Implementation:</b> Employment contract; log of student groups receiving instruction, Lesson Plans; Walk-Throughs   | <b>Ongoing Evaluation Method:</b> REN Star 360<br>BOY-MOY TIER groupings<br>Six-Week grades<br>TPRI BOY-MOY<br>Benchmark scores | <b>Final Evaluation Method:</b> STAAR Results<br>TELPAS Scores<br>EOY REN Star  |
|   | <b>Timeline:</b> 8/1/2020 - 6/15/2021 (Weekly) <b>Needs:</b> A1; B1; B2; B5; B6; E2; I1; I 2; I 3; [Title I Components CNA, CIP]   |   |   |
| 8 | <b>Action:</b> Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard. | <b>Person(s) Responsible:</b> Principal, Assistant Principal, Lead teachers, Teachers,  | <b>Resources:</b> Extra duty pay, exemplar lessons, file folders, chart tablets, markers, Robotics, Chess sets, LEGOs, Computer Lab, CHISPA supplies, TAME supplies; Title I, Part A Funds \$4,000.00 |
|   | <b>Evidence of Implementation:</b> Afterschool Attendance Sheets, Student Sign-Ins, lesson plans, walk-throughs  | <b>Ongoing Evaluation Method:</b> heck Pint Data<br>BOY-MOY TPRI Data<br>REN Star BOY-MOY Data                                  | <b>Final Evaluation Method:</b> STAAR<br>TELPAS<br>EOY REN Star 360 Data  |
|   | <b>Timeline:</b> 8/28/2020 - 6/5/2021 (Weekly) <b>Needs:</b> B4; C1; C3; C7; H3 [Title I Components CIP, Evaluation]   |   |   |

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

**Objective #4: Academics: Increase Scale scores for Reading and Math REN Star to meet end-of-year performance goals.**

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| 1 | <b>Action:</b> Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.                         | <b>Person(s) Responsible:</b> Principal<br>Lead Teachers<br>Teachers<br>Teacher Assistants   | <b>Resources:</b> Laptops<br>Chromebooks; Title I, Part A Funds   |
|   | <b>Evidence of Implementation:</b> Lesson Plans<br>Pacing Calendars<br>Intervention Rosters/ Intervention Plans/ Intervention Schedules                  | <b>Ongoing Evaluation Method:</b> Bi-Monthly<br>Progress Monitoring<br>MOY REN Assessments<br>Report Card Grades<br>Benchmark/ Checkpoint Data | <b>Final Evaluation Method:</b> EOY REN Star Math and Reading<br>STAAR<br>TELPAS                                |
|   | <b>Timeline:</b> 9/28/2020 - 6/1/2021 (Daily)  |  | <b>Needs:</b> B1; B6; C4; D1; D2; E1; E3; G1; H1; H2; I1; I2; I3; [Title I Components CNA, CIP]                 |
| 2 | <b>Action:</b> Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data. | <b>Person(s) Responsible:</b> Principal<br>Lead teachers   | <b>Resources:</b> REN Star; Title I, Part A Funds   |
|   | <b>Evidence of Implementation:</b> Agendas<br>Teacher Sign-Ins<br>Surveys<br>Intervention Plans and Groupings  | <b>Ongoing Evaluation Method:</b> Progress<br>Monitoring<br>MOY REN Star Data<br>Benchmark/ Checkpoints  | <b>Final Evaluation Method:</b> EOY REN Star<br>Reading and Math scores   |
|   | <b>Timeline:</b> 9/1/2020 - 6/1/2021 (On-going)  |  | <b>Needs:</b> A2; B1; B2; B3; B4; B5; B6; C4; D1; D2; E1; E3; G1; H2; I1; I2; I3; [Title I Components CNA, CIP] |

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

**Objective #5: Attendance: By the end of the school year, increase and maintain student attendance to 98%, and decrease teacher absenteeism by 5%.**

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| 1 | <b>Action:</b> Administration will make teacher appreciation an on-going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Campus Interventionist will take over the class for teacher release time. | <b>Person(s) Responsible:</b> Principal, Campus Interventionist, Silvia de la Garza   | <b>Resources:</b> Coupons, Absence Reports, Planning Calendar; |
|   | <b>Evidence of Implementation:</b> List of Teachers, Teacher release sign-out, calendar with coverage dates   | <b>Ongoing Evaluation Method:</b> End of the Year comparison of First semester and second semester teacher absence percentages. | <b>Final Evaluation Method:</b> EOY Teacher Attendance avg.    |
|   | <b>Timeline:</b> 1/1/2020 - 6/5/2021 (Bi-Annually)  |   | <b>Needs:</b> B1; B2; B4; B5; D2; [Title I Components CIP]     |
| 2 | <b>Action:</b> Color Banners will be displayed in every classroom. A letter will be colored every day the class has 100% attendance. The class with a fully colored banner every six weeks will receive a reward.   | <b>Person(s) Responsible:</b> Principal, Data Entry, Teacher  | <b>Resources:</b> Banners, markers;                            |
|   | <b>Evidence of Implementation:</b> Number of completed banners every six weeks  | <b>Ongoing Evaluation Method:</b> Attendance rate   | <b>Final Evaluation Method:</b> EOY attendance rate            |
|   | <b>Timeline:</b> 8/28/2020 - 6/5/2021 (Daily)   |   | <b>Needs:</b> B1; C7; E1; [Title I Components CIP]             |
| 3 | <b>Action:</b> Students with perfect attendance every 6 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony.   | <b>Person(s) Responsible:</b> Principal, Counselor, Teachers  | <b>Resources:</b> Certificates, Medals;                        |
|   | <b>Evidence of Implementation:</b> Attendance sheets, Number of Perfect Attendance certificates, Number of Medals   | <b>Ongoing Evaluation Method:</b> Attendance rate every 6 weeks   | <b>Final Evaluation Method:</b> EOY school attendance rate     |
|   | <b>Timeline:</b> 8/28/2020 - 6/5/2021 (Every 6 weeks)   |   | <b>Needs:</b> B4; B6; C7; [Title I Components CIP]             |

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| 4 | <b>Action:</b> Students with perfect attendance the first semester will participate in a school-sponsored reward party, dance. Students with perfect attendance second semester will participate in a water-day. | <b>Person(s) Responsible:</b> Principal; Leader Teachers | <b>Resources:</b> BUS Driver over-time; Local Funds \$500.00  |
|   | <b>Evidence of Implementation:</b> Attendance sheets; 6 week attendance rates; Lists of students with perfect attendance   | <b>Ongoing Evaluation Method:</b> 6 week attendance rate | <b>Final Evaluation Method:</b> Number of students participating in first semester and second semester Field Trips. |
|   | <b>Timeline:</b> 8/20/2020 - 5/30/2021 (Daily) <b>Needs:</b> C7; F2; [Title I Components Evaluation]   |  |   |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #1: LEP: Increase understanding of the LEP Progress Measure and how it relates to state and federal accountability.**

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| 1 | <b>Action:</b> All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.    | <b>Person(s) Responsible:</b> Principal<br>Lead Teachers   | <b>Resources:</b> PD, Workbooks, Word Walls, Flashcards, Dictionaries, Anchor Charts, Leveled Readers, ZOOM, Google Classroom; Title III, Part A Funds \$1,000.00 |
|   | <b>Evidence of Implementation:</b> PD Agendas, Teacher sign-in sheets, Lesson Plans, Walk-throughs, Lesson Plans, Pacing Calendars  | <b>Ongoing Evaluation Method:</b> Weekly Checkpoints, Benchmarks, Positioning Tools, TELPAS, STAAR, REN Star 360 BOY-MOY | <b>Final Evaluation Method:</b> STAAR<br>TELPAS<br>REN Star 360 EOY   |
|   | <b>Timeline:</b> 8/1/2020 - 6/5/2021 (On-going)   |  | <b>Needs:</b> A1; A2; B1; B2; B3; E4; I1; I 2; I 3; [Title I Components CIP, Evaluation]  |
| 2 | <b>Action:</b> The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students. | <b>Person(s) Responsible:</b> Principal; Campus Interventionist, Teachers  | <b>Resources:</b> Computer Programs (Imagine Learning, Educational Galaxy); Title I, Part A Funds \$2,000.00  |
|   | <b>Evidence of Implementation:</b> Student sign-in sheets; Computer usage logs, ZOOM Log In information, Small group Rosters  | <b>Ongoing Evaluation Method:</b> Weekly checkpoints; Unit Tests; LE ; Benchmarks, BOY-MOY REN Star 360                  | <b>Final Evaluation Method:</b> STAAR<br>TELPAS<br>EOY TPRI<br>EOY REN Star360  |
|   | <b>Timeline:</b> 9/28/2020 - 5/30/2021 (Daily)  |  | <b>Needs:</b> B4; I 3; [Title I Components CIP, Evaluation]   |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #2: At-Risk: Close the achievement gap between student groups at the same grade level, including Special Education and other at-risk students, by 10%.**

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| 1 | <b>Action:</b> All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, Imagine Learning and AR activities in TIER small groups to target special needs. | <b>Person(s) Responsible:</b> Principal, Lead Teachers, Teachers   | <b>Resources:</b> Computer programs; Chromebooks; Title I, Part A Funds \$4,000.00   |
|   | <b>Evidence of Implementation:</b> Student sign in sheets; Teacher RTI paperwork; Teacher intervention schedules  | <b>Ongoing Evaluation Method:</b> Weekly Checkpoints; Unit/ Category Test; Benchmarks; BOY-MOY REN Star360 | <b>Final Evaluation Method:</b> STAAR; TELPAS; TPRI; EOY Grades; REN Star360   |
|   | <b>Timeline:</b> 9/28/2020 - 5/15/2021 (Daily)  |  | <b>Needs:</b> B6; [Title I Components Evaluation]  |
| 2 | <b>Action:</b> BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.  | <b>Person(s) Responsible:</b> M. Knosel<br>L. Sacramento   | <b>Resources:</b> Online programs<br>Practice resources (STAAR Master, Think it Up, Fast Focus, etc.)<br>Teacher salary; Title I, Part A Funds |
|   | <b>Evidence of Implementation:</b> Tutorial Lesson Plans<br>Tutorial Attendance sheets  | <b>Ongoing Evaluation Method:</b> Benchmarks<br>Weekly Assessments<br>Unit Tests<br>BOY-MOY REN Star 360   | <b>Final Evaluation Method:</b> STAAR<br>TELPAS<br>EOY TPRI<br>EOY REN Star 360  |
|   | <b>Timeline:</b> 12/1/2020 - 5/20/2021 (Weekly)   |  | <b>Needs:</b> B1; B4; B6; I 2; I 3; [Title I Components CNA]   |



**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #3: Increase all ELL student performance on TELPAS by one level.**

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|---|---|--|---|
| 1 | <b>Action:</b> Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities. | <b>Person(s) Responsible:</b> Principal, Campus Interventionist, Teachers                                  | <b>Resources:</b> Computers, microphone, speakers;        |
|   | <b>Evidence of Implementation:</b> Lesson plans, Walk-through data  | <b>Ongoing Evaluation Method:</b> Benchmarks, ELPS, Weekly checkpoints, BOY_MOY TPRI, BOY-MOY REN Star 360 | <b>Final Evaluation Method:</b> TELPAS STAAR REN Star 360 |
|   | <b>Timeline:</b> 8/20/2020 - 6/1/2021 (Daily)   |  |   |
|   | <b>Needs:</b> A1; B1; B2; B3; I1; I 2; I 3; [Title I Components CIP]  |  |   |

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

**Objective #1: Students will be able to recognize one's emotions and thoughts as well as their influence in behavior. They will be able to assess one's strengths and limitations and have a growth mindset.**

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| 1 | <b>Action:</b> 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses. | <b>Person(s) Responsible:</b> Student Council Sponsor; Principal; Counselor; Mr. Smith   | <b>Resources:</b> Power point presentation provided by Student Council Members; College Data/ Virtual Tours; |
|   | <b>Evidence of Implementation:</b> Sign in Sheets; Student Surveys  | <b>Ongoing Evaluation Method:</b> Number of 7th graders signing up for Advanced courses. | <b>Final Evaluation Method:</b> STAAR EOY REN Star360  |
|   | <b>Timeline:</b> 9/1/2020 - 5/30/2021 (Annually)  |  | <b>Needs:</b> B6; [Title I Components CNA, CIP]  |
| 2 | <b>Action:</b> All 8th grade students will participate in PSAT assessment, and engage in preparation activities.                  | <b>Person(s) Responsible:</b> Principal, Counselor                                       | <b>Resources:</b> PSAT registration;   |
|   | <b>Evidence of Implementation:</b> Student Registration   | <b>Ongoing Evaluation Method:</b> PSAT   | <b>Final Evaluation Method:</b> Number of students registering for the PSAT                                  |
|   | <b>Timeline:</b> 8/19/2020 - 7/1/2021 (Annually)  |  | <b>Needs:</b> B2; C2; [Title I Components CIP, Evaluation]   |

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

**Objective #2: College & Career Readiness: Teachers will increase and promote awareness of Universities/ Colleges, Careers, and Professions during classroom instruction.**

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| 1 | <b>Action:</b> All 8th grade students will participate in career pathway trainings in CCR Lab once a month.  | <b>Person(s) Responsible:</b> Principal; Eighth grade teachers                                    | <b>Resources:</b> CCR Lab; Lap tops; Virtual College tours; College Flyers; Career & Technology Funds; Title I, Part A Funds                                     |
|   | <b>Evidence of Implementation:</b> Sign-in sheets; Lesson Plans; Walkthroughs  | <b>Ongoing Evaluation Method:</b> Student Surveys   | <b>Final Evaluation Method:</b> STAAR, Placement in advanced courses in High School  |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (Monthly) <b>Needs:</b> C2; [Title I Components CNA, Evaluation]  |   |  |
| 2 | <b>Action:</b> Conduct Parent meetings on college and career readiness for all 8th grade parents.  | <b>Person(s) Responsible:</b> Principal; Parent Liaison   | <b>Resources:</b> Parent Center; Laptop; Agenda;   |
|   | <b>Evidence of Implementation:</b> Agendas; Sign in Sheets   | <b>Ongoing Evaluation Method:</b> Number of Students taking Advance Level courses in High School. | <b>Final Evaluation Method:</b> STAAR, 9th grade course selection  |
|   | <b>Timeline:</b> 10/1/2020 - 2/15/2021 (Bi-Annually) <b>Needs:</b> C5; F4; [Title I Components Evaluation]   |   |  |
| 3 | <b>Action:</b> Middle School students will participate in a Virtual Career Club where different community members will provide students insight into different careers on a monthly basis. | <b>Person(s) Responsible:</b> Principal<br>Lead Teacher<br>Counselor                              | <b>Resources:</b> Technology<br>Field Trips (Transportation, entry fees, t-shirts); TAME; Career & Technology Funds \$1,000.00; Title I, Part A Funds \$5,000.00 |
|   | <b>Evidence of Implementation:</b> Schedules<br>Sign-in Sheets<br>Zoom invites<br>Powerpoints/Agendas  | <b>Ongoing Evaluation Method:</b> Student Sign-ins<br>Report Card Grades                          | <b>Final Evaluation Method:</b> Surveys<br>Number of students taking Advanced Courses  |
|   | <b>Timeline:</b> 10/1/2020 - 6/1/2021 (Monthly) <b>Needs:</b> A1; C4; C5; C7; F1; H1; H2; [Title I Components CNA, CIP]  |   |  |

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

**Objective #3: Students will participate in the PSAT assessment, and advanced courses to prepare for PSAT.**

|   |   |   |  |
|---|---|---|--|
| 1 | <b>Action:</b> 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing. | <b>Person(s) Responsible:</b> Principal<br>Teachers   | <b>Resources:</b> Local Funds; Title I, Part A Funds                             |
|   | <b>Evidence of Implementation:</b> Lesson Plans<br>Schedules  | <b>Ongoing Evaluation Method:</b> Students participating in class.<br>BOY, MOY and EOY Benchmark and Formative assessment scores. | <b>Final Evaluation Method:</b> Number of students Taking and achieving on PSAT. |
|   | <b>Timeline:</b> 9/1/2020 - 7/1/2021 (Weekly)   |   | <b>Needs:</b> B1; B5; I 3;   |

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

**Objective #1: Communication: During Virtual and Live learning BRYSS will increase two-way communications with parents, family members, and the community.**

|   |  |  |   |
|---|--|--|---|
| 1 | <b>Action:</b> Weekly communication will be sent out to parents via e-mail, social media or message. Monthly Newsletter and Calendar of Events will also be sent out and posted on school website.   | <b>Person(s) Responsible:</b> Principal; Sylvia de La Garza; Parent Liason; Teachers                           | <b>Resources:</b> Monthly Calendars; Newsletters;   |
|   | <b>Evidence of Implementation:</b> Copy of Monthly Newsletters and Calendar of Events Postings on Website and Social Media   | <b>Ongoing Evaluation Method:</b> Discussions during monthly parent meetings.; Survey                          | <b>Final Evaluation Method:</b> Parent Surveys  |
|   | <b>Timeline:</b> 9/1/2020 - 5/1/2021 (Weekly) <b>Needs:</b> F3; F4; G2; [Title I Components Evaluation]  |  |   |
| 2 | <b>Action:</b> Principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. Principal and teachers will have weekly opportunities for parents to visit through ZOOM. | <b>Person(s) Responsible:</b> Principal; Counselor; Campus Interventionist                                     | <b>Resources:</b> ZOOM;   |
|   | <b>Evidence of Implementation:</b> Observations Parent Sign-Ins  | <b>Ongoing Evaluation Method:</b> Monthly School Safety Records  | <b>Final Evaluation Method:</b> Parent/Student Survey; School Safety Record                             |
|   | <b>Timeline:</b> 8/28/2020 - 6/5/2021 (Daily) <b>Needs:</b> F2; F4; [Title I Components Evaluation]  |  |   |
| 3 | <b>Action:</b> School website, progress reports and parent conferences in person and via ZOOM will update parents on school activities and student progress on a monthly basis.  | <b>Person(s) Responsible:</b> Principal; Asst. Principal; Teachers; Parent Liaison; IT; Campus Interventionist | <b>Resources:</b> Website; Progress Reports; Gradebook; Conference documentation; Title I, Part A Funds |
|   | <b>Evidence of Implementation:</b> Information updated on website; Parent signature on progress reports; Conference documentation forms  | <b>Ongoing Evaluation Method:</b> Number of conference documentation; Parent Surveys                           | <b>Final Evaluation Method:</b> STAAR; TELPAS   |
|   | <b>Timeline:</b> 9/1/2020 - 6/1/2021 (On-going) <b>Needs:</b> F4; [Title I Components Evaluation]  |  |   |

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

**Objective #2: Involvement: Create multiple opportunities for parents to be involved with their children and the school.**

|   |  |  |   |
|---|--|--|---|
| 1 | <b>Action:</b> Conduct monthly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness and advanced level performance.  | <b>Person(s) Responsible:</b> Principal; Campus Interventionist and Parent Liaison.            | <b>Resources:</b> Presenters; Refreshments; Presenter packets; Title I, Part A Funds; Title III, Part A Funds   |
|   | <b>Evidence of Implementation:</b> Sign-in sheets; Invites; Flyers; Pictures   | <b>Ongoing Evaluation Method:</b> Student Surveys; Parent Surveys                              | <b>Final Evaluation Method:</b> Surveys; STAAR; TELPAS  |
|   | <b>Timeline:</b> 8/20/2020 - 5/15/2021 (Monthly)   |  | <b>Needs:</b> F3; F4; [Title I Components Evaluation]   |
| 2 | <b>Action:</b> Bi-Monthly parent discussion groups and meetings with principal and other campus staff to assist parents in the implementation of virtual platforms, online programs, core subject practice activities and health and wellness support. | <b>Person(s) Responsible:</b> Principal  | <b>Resources:</b> Pictures; Snacks; MEND; Padres Comprometido; CHISPA; ZOOM; Blackboard Connect; Education Galaxy; MyOn; Brainpop; Field Trips; Title I, Part A Funds; Title III, Part A Funds \$2,000.00 |
|   | <b>Evidence of Implementation:</b> Sign-ins forms; pictures from meetings; agendas; Zoom invites/recordings  | <b>Ongoing Evaluation Method:</b> Parent Participation; Student Discipline; Report Card Grades | <b>Final Evaluation Method:</b> Parent Survey; Percentage of Student Referrals; Retention Grades  |
|   | <b>Timeline:</b> 8/15/2020 - 5/20/2021 (Bi-Monthly)  |  | <b>Needs:</b> F3; [Title I Components Evaluation]   |
| 3 | <b>Action:</b> Hold monthly Parent-Teacher-Organization meetings   | <b>Person(s) Responsible:</b> Principal; Parent Liaison  | <b>Resources:</b> Parent room for meeting; sign-in sheets; Agenda;; Title I, Part A Funds; Title III, Part A Funds \$200.00   |
|   | <b>Evidence of Implementation:</b> Agendas; sign-in sheets   | <b>Ongoing Evaluation Method:</b> Parent Survey  | <b>Final Evaluation Method:</b> EOY Parent Survey   |
|   | <b>Timeline:</b> 8/28/2020 - 6/5/2021 (Monthly)  |  | <b>Needs:</b> F3;   |

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

**Objective #3: Culture: Ensure students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.**

|   |   |   |  |
|---|---|---|--|
| 1 | <b>Action:</b> Safety Committee will conduct safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment.  | <b>Person(s) Responsible:</b> Safety Coordinator-Erika Clark; Principal; Parent Liaion                            | <b>Resources:</b> Safety Surveys; Topics;  |
|   | <b>Evidence of Implementation:</b> Sign In Sheets; Agendas  | <b>Ongoing Evaluation Method:</b> Safety Records  | <b>Final Evaluation Method:</b> EOY safety/incident records  |
|   | <b>Timeline:</b> 10/1/2020 - 5/1/2021 (Every 9 weeks)   |   | <b>Needs:</b> F2; [Title I Components Evaluation]  |
| 4 | <b>Action:</b> In the Spring, BRYSS SDMC (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives. | <b>Person(s) Responsible:</b> Principal   | <b>Resources:</b> Campus Improvement Plan,; Set2Plan training;;  |
|   | <b>Evidence of Implementation:</b> Completed comprehensive Needs Assessment, Campus improvement plan, and evaluation of the prior year plan. Sign in sheets, agendas, and minutes of all meetings used to complete the items listed.  | <b>Ongoing Evaluation Method:</b> discussions with committee members  | <b>Final Evaluation Method:</b> Completed Campus Improvement Plan  |
|   | <b>Timeline:</b> 2/1/2020 - 6/15/2021 (Daily)   |   | <b>Needs:</b> C2; [Title I Components CNA]   |
| 5 | <b>Action:</b> Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.   | <b>Person(s) Responsible:</b> Principal   | <b>Resources:</b> Comprehensive Needs Assessment;;   |
|   | <b>Evidence of Implementation:</b> Committee sign-in sheets, agendas, minutes   | <b>Ongoing Evaluation Method:</b> Measuring student achievement and other data to actions and in improvement plan | <b>Final Evaluation Method:</b> Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement |
|   | <b>Timeline:</b> 2/1/2020 - 6/15/2021 (Daily)   |   | <b>Needs:</b> B1; B2; B3; B4; B5; B6; [Title I Components CIP]   |

**Additional Targeted Support**

**Student Success   SpEd   Academic Achievement**

Goal #2, Objective #2, Strategy #3

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

**Funding**

|                                   |             |
|-----------------------------------|-------------|
| Career & Technology Funds         | \$1,000.00  |
| Local Funds                       | \$600.00    |
| State Comp Ed Funds               |             |
| Title I, Part A Funds             | \$68,800.00 |
| Title I, Part A Focus Grant Funds |             |
| Title III, Part A Funds           | \$6,200.00  |



# Title I

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

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**Element 1: Comprehensive Needs Assessment**

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## Conduct a Comprehensive Needs Assessment

**Goal # 1, Objective #1 , Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 1, Objective #1 , Strategy # 2:** Weekly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective #2 , Strategy # 1:** Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

**Goal # 1, Objective #2 , Strategy # 2:** Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective #2 , Strategy # 3:** Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

**Goal # 1, Objective #2 , Strategy # 4:** Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

**Goal # 1, Objective #2 , Strategy # 5:** Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

**Goal # 1, Objective #3 , Strategy # 1:** Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

**Goal # 1, Objective #3 , Strategy # 2:** Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

**Goal # 1, Objective #3 , Strategy # 3:** Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

**Goal # 1, Objective #3 , Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

**Goal # 1, Objective #3 , Strategy # 5:** Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

**Goal # 1, Objective #3 , Strategy # 6:** Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

**Goal # 1, Objective #3 , Strategy # 7:** Employ interventionist to assist with small group instruction & interventions.

**Goal # 1, Objective #4 , Strategy # 1:** Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

**Goal # 1, Objective #4 , Strategy # 2:** Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

**Goal # 2, Objective #2 , Strategy # 2:** BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

**Goal # 3, Objective #1 , Strategy # 1:** 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

**Goal # 3, Objective #2 , Strategy # 1:** All 8th grade students will participate in career pathway trainings in CCR Lab once a month.

**Goal # 3, Objective #2 , Strategy # 3:** Middle School students will participate in a Virtual Career Club where different community members will provide students insight into different careers on a monthly basis.

**Goal # 4, Objective #3 , Strategy # 4:** In the Spring, BRYSS SDMC (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

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## Element 2: Schoolwide Plan

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### Prepare a Comprehensive Schoolwide Plan

**Goal # 1, Objective #1 , Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 1, Objective #1 , Strategy # 2:** Weekly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective #1 , Strategy # 3:** BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

**Goal # 1, Objective #2 , Strategy # 1:** Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

**Goal # 1, Objective #2 , Strategy # 2:** Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective #2 , Strategy # 3:** Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

**Goal # 1, Objective #2 , Strategy # 4:** Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

- Goal # 1, Objective #3 , Strategy # 3:** Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.
- Goal # 1, Objective #3 , Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.
- Goal # 1, Objective #3 , Strategy # 5:** Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.
- Goal # 1, Objective #3 , Strategy # 6:** Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.
- Goal # 1, Objective #3 , Strategy # 7:** Employ interventionist to assist with small group instruction & interventions.
- Goal # 1, Objective #3 , Strategy # 8:** Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.
- Goal # 1, Objective #4 , Strategy # 1:** Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.
- Goal # 1, Objective #4 , Strategy # 2:** Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.
- Goal # 1, Objective #5 , Strategy # 1:** Administration will make teacher appreciation an on-going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Campus Interventionist will take over the class for teacher release time.
- Goal # 1, Objective #5 , Strategy # 2:** Color Banners will be displayed in every classroom. A letter will be colored every day the class has 100% attendance. The class with a fully colored banner every six weeks will receive a reward.
- Goal # 1, Objective #5 , Strategy # 3:** Students with perfect attendance every 6 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony.
- Goal # 2, Objective #1 , Strategy # 1:** All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.
- Goal # 2, Objective #1 , Strategy # 2:** The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.
- Goal # 2, Objective #3 , Strategy # 1:** Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.
- Goal # 3, Objective #1 , Strategy # 1:** 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.
- Goal # 3, Objective #1 , Strategy # 2:** All 8th grade students will participate in PSAT assessment, and engage in preparation activities.
- Goal # 3, Objective #2 , Strategy # 3:** Middle School students will participate in a Virtual Career Club where different community members will provide students insight into different careers on a monthly basis.

**Goal # 4, Objective #3 , Strategy # 5:** Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

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**Element 3: Parent and Family Engagement**

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

**Goal # 1, Objective # 2, Strategy # 1:** Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

**Goal # 1, Objective # 2, Strategy # 2:** Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective # 2, Strategy # 3:** Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

**Goal # 1, Objective # 2, Strategy # 4:** Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

**Goal # 1, Objective # 3, Strategy # 1:** Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

**Goal # 1, Objective # 3, Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

**Goal # 1, Objective # 3, Strategy # 8:** Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

**Goal # 1, Objective # 5, Strategy # 4:** Students with perfect attendance the first semester will participate in a school-sponsored reward party, dance. Students with perfect attendance second semester will participate in a water-day.

**Goal # 2, Objective # 1, Strategy # 1:** All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.

**Goal # 2, Objective # 1, Strategy # 2:** The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

**Goal # 2, Objective # 2, Strategy # 1:** All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, Imagine Learning and AR activities in TIER small groups to target special needs.

**Goal # 3, Objective # 1, Strategy # 2:** All 8th grade students will participate in PSAT assessment, and engage in preparation activities.

**Goal # 3, Objective # 2, Strategy # 1:** All 8th grade students will participate in career pathway trainings in CCR Lab once a month.

**Goal # 3, Objective # 2, Strategy # 2:** Conduct Parent meetings on college and career readiness for all 8th grade parents.

**Goal # 4, Objective # 1, Strategy # 1:** Weekly communication will be sent out to parents via e-mail, social media or message. Monthly Newsletter and Calendar of Events will also be sent out and posted on school website.

**Goal # 4, Objective # 1, Strategy # 2:** Principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. Principal and teachers will have weekly opportunities for parents to visit through ZOOM.

**Goal # 4, Objective # 1, Strategy # 3:** School website, progress reports and parent conferences in person and via ZOOM will update parents on school activities and student progress on a monthly basis.

**Goal # 4, Objective # 2, Strategy # 1:** Conduct monthly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness and advanced level performance.

**Goal # 4, Objective # 2, Strategy # 2:** Bi-Monthly parent discussion groups and meetings with principal and other campus staff to assist parents in the implementation of virtual platforms, online programs, core subject practice activities and health and wellness support.

**Goal # 4, Objective # 3, Strategy # 1:** Safety Committee will conduct safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment.

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

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**Goal # 1, Objective # 1, Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 1, Objective # 1, Strategy # 2:** Weekly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective # 1, Strategy # 3:** BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

**Goal # 1, Objective # 2, Strategy # 1:** Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

**Goal # 1, Objective # 2, Strategy # 2:** Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective # 2, Strategy # 3:** Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

**Goal # 1, Objective # 2, Strategy # 4:** Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

**Goal # 1, Objective # 3, Strategy # 1:** Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

**Goal # 1, Objective # 3, Strategy # 2:** Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

**Goal # 1, Objective # 3, Strategy # 3:** Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

**Goal # 1, Objective # 3, Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

**Goal # 1, Objective # 3, Strategy # 5:** Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

**Goal # 1, Objective # 3, Strategy # 6:** Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

**Goal # 1, Objective # 3, Strategy # 7:** Employ interventionist to assist with small group instruction & interventions.

**Goal # 1, Objective # 3, Strategy # 8:** Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

**Goal # 1, Objective # 4, Strategy # 1:** Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

**Goal # 1, Objective # 4, Strategy # 2:** Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

**Goal # 2, Objective # 1, Strategy # 1:** All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.

**Goal # 2, Objective # 1, Strategy # 2:** The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

**Goal # 2, Objective # 2, Strategy # 1:** All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, Imagine Learning and AR activities in TIER small groups to target special needs.

**Goal # 2, Objective # 2, Strategy # 2:** BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

**Goal # 3, Objective # 1, Strategy # 1:** 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

**Goal # 3, Objective # 2, Strategy # 1:** All 8th grade students will participate in career pathway trainings in CCR Lab once a month.

**Goal # 3, Objective # 2, Strategy # 2:** Conduct Parent meetings on college and career readiness for all 8th grade parents.

**Goal # 3, Objective # 3, Strategy # 1:** 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

**Goal # 4, Objective # 1, Strategy # 2:** Principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. Principal and teachers will have weekly opportunities for parents to visit through ZOOM.



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**Requirement: Opportunities for all children**

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**Goal # 1, Objective # 1, Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 1, Objective # 1, Strategy # 2:** Weekly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective # 1, Strategy # 3:** BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

**Goal # 1, Objective # 2, Strategy # 1:** Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

**Goal # 1, Objective # 2, Strategy # 2:** Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective # 2, Strategy # 3:** Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

**Goal # 1, Objective # 2, Strategy # 4:** Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

**Goal # 1, Objective # 2, Strategy # 5:** Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

**Goal # 1, Objective # 3, Strategy # 1:** Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

**Goal # 1, Objective # 3, Strategy # 2:** Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

**Goal # 1, Objective # 3, Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

**Goal # 1, Objective # 3, Strategy # 5:** Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

**Goal # 1, Objective # 3, Strategy # 6:** Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

**Goal # 1, Objective # 3, Strategy # 7:** Employ interventionist to assist with small group instruction & interventions.

**Goal # 1, Objective # 3, Strategy # 8:** Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

**Goal # 1, Objective # 4, Strategy # 1:** Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

**Goal # 1, Objective # 4, Strategy # 2:** Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

**Goal # 1, Objective # 5, Strategy # 1:** Administration will make teacher appreciation an on-going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Campus Interventionist will take over the class for teacher release time.

**Goal # 2, Objective # 1, Strategy # 1:** All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development.

**Goal # 2, Objective # 1, Strategy # 2:** The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

**Goal # 2, Objective # 2, Strategy # 1:** All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, Imagine Learning and AR activities in TIER small groups to target special needs.

**Goal # 2, Objective # 2, Strategy # 2:** BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

**Goal # 2, Objective # 3, Strategy # 1:** Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.

**Goal # 3, Objective # 1, Strategy # 1:** 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

**Goal # 3, Objective # 1, Strategy # 2:** All 8th grade students will participate in PSAT assessment, and engage in preparation activities.

**Goal # 3, Objective # 2, Strategy # 3:** Middle School students will participate in a Virtual Career Club where different community members will provide students insight into different careers on a monthly basis.

**Goal # 3, Objective # 3, Strategy # 1:** 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

**Goal # 4, Objective # 1, Strategy # 3:** School website, progress reports and parent conferences in person and via ZOOM will update parents on school activities and student progress on a monthly basis.

**Goal # 4, Objective # 3, Strategy # 1:** Safety Committee will conduct safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment.

**Goal # 4, Objective # 3, Strategy # 4:** In the Spring, BRYSS SDMC (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

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**Requirement: Increases the amount of quality learning time**

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**Goal # 1, Objective # 1, Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 1, Objective # 1, Strategy # 3:** BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

**Goal # 1, Objective # 2, Strategy # 1:** Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

**Goal # 1, Objective # 2, Strategy # 2:** Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective # 2, Strategy # 3:** Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

**Goal # 1, Objective # 2, Strategy # 4:** Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

**Goal # 1, Objective # 3, Strategy # 1:** Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

**Goal # 1, Objective # 3, Strategy # 2:** Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

**Goal # 1, Objective # 3, Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

**Goal # 1, Objective # 3, Strategy # 5:** Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

**Goal # 1, Objective # 3, Strategy # 6:** Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

**Goal # 1, Objective # 3, Strategy # 7:** Employ interventionist to assist with small group instruction & interventions.

**Goal # 1, Objective # 3, Strategy # 8:** Provide accelerated instruction, Saturday camps, and enrichment clubs (CHISPA, TAME, Robotics, Chess, Editorial, LEGO, Community Engagement) for students performing at Meets and Masters grade level performance standard.

**Goal # 1, Objective # 4, Strategy # 1:** Provide students with Blended Learning Station Rotations to target focus skills from BOY and MOY assessment data.

**Goal # 1, Objective # 4, Strategy # 2:** Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

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**Goal # 1, Objective # 5, Strategy # 3:** Students with perfect attendance every 6 weeks will be honored at the Honor's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year Honors Ceremony.

**Goal # 1, Objective # 5, Strategy # 4:** Students with perfect attendance the first semester will participate in a school-sponsored reward party, dance. Students with perfect attendance second semester will participate in a water-day.

**Goal # 2, Objective # 1, Strategy # 2:** The computer lab and chromebook lab will be open before and after school to serve all ELL students. ZOOM small group instruction will be provided to all TIER2 and # students.

**Goal # 2, Objective # 2, Strategy # 1:** All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, Imagine Learning and AR activities in TIER small groups to target special needs.

**Goal # 2, Objective # 2, Strategy # 2:** BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

**Goal # 2, Objective # 3, Strategy # 1:** Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.

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**Requirement: Provides an enriched and accelerated curriculum**

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**Goal # 1, Objective # 1, Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 1, Objective # 1, Strategy # 3:** BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

**Goal # 1, Objective # 2, Strategy # 1:** Analyze BOY, MOY and benchmark data and produce exemplar lessons that target higher-level and critical thinking skills strategies. PBL and and work-station activities to target advanced TEKS and objectives. Enrichment clubs provided afterschool.

**Goal # 1, Objective # 2, Strategy # 2:** Weekly PLC meetings to assess progress of coaching, PD, pacing calendars, and formative assessments.

**Goal # 1, Objective # 2, Strategy # 3:** Vertically align grade-levels to target all core subject areas by conducting cross-level meetings.

**Goal # 1, Objective # 2, Strategy # 4:** Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

**Goal # 1, Objective # 3, Strategy # 1:** Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

**Goal # 1, Objective # 3, Strategy # 2:** Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

**Goal # 1, Objective # 3, Strategy # 3:** Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

**Goal # 1, Objective # 3, Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

**Goal # 1, Objective # 3, Strategy # 5:** Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

**Goal # 1, Objective # 3, Strategy # 6:** Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

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**Goal # 1, Objective # 4, Strategy # 2:** Teachers will be provided with PD for grouping, differentiating the curriculum and targeting skills using REN Star Reading and Math data.

**Goal # 2, Objective # 2, Strategy # 1:** All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, Imagine Learning and AR activities in TIER small groups to target special needs.

**Goal # 3, Objective # 1, Strategy # 2:** All 8th grade students will participate in PSAT assessment, and engage in preparation activities.

**Goal # 3, Objective # 2, Strategy # 2:** Conduct Parent meetings on college and career readiness for all 8th grade parents.

**Goal # 3, Objective # 3, Strategy # 1:** 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

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**Requirement: Provides a well-rounded education**

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**Goal # 1, Objective # 1, Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 1, Objective # 1, Strategy # 2:** Weekly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

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**Goal # 1, Objective # 2, Strategy # 4:** Implement a Growth Measure assessment tool that can dynamically adjust to students learning ability. One that can also provide easy-to-understand reports and feedback modules.

**Goal # 1, Objective # 2, Strategy # 5:** Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

**Goal # 1, Objective # 3, Strategy # 1:** Ensure all staff receive PD on all core subjects. Writing, Imagine Math, STEMscopes, Think It Up Math/ Reading/ Writing, Social Studies "Weekly Studies".

**Goal # 1, Objective # 3, Strategy # 2:** Provide a well-rounded education by engaging all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps, and extension camps.

**Goal # 1, Objective # 3, Strategy # 3:** Employ Math and Reading coach teacher to provide professional development and classroom modeling for teachers.

**Goal # 1, Objective # 3, Strategy # 4:** Hold a math/science/reading night once a semester to target higher order thinking skills with all of our students.

**Goal # 1, Objective # 3, Strategy # 5:** Provide students with Mathematics, Reading, and Writing STAAR Test Preparation strategies, such as online programs, print practice books.

**Goal # 1, Objective # 3, Strategy # 6:** Provide opportunities for all student to participate in novel circles, Genre Studies, Studies Weekly newspaper, Text Structures and AR to increase reading proficiency at all grade levels.

**Goal # 1, Objective # 3, Strategy # 7:** Employ interventionist to assist with small group instruction & interventions.

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**Goal # 2, Objective # 3, Strategy # 1:** Students will participate in English oral language activities. Students will participate in plays, oral presentations and audio-taping activities.

**Goal # 3, Objective # 1, Strategy # 1:** 8th grade Peer mentors will meet with 7th and 6th grade students to provide an overview of advanced level courses.

**Goal # 3, Objective # 2, Strategy # 1:** All 8th grade students will participate in career pathway trainings in CCR Lab once a month.

**Goal # 3, Objective # 2, Strategy # 3:** Middle School students will participate in a Virtual Career Club where different community members will provide students insight into different careers on a monthly basis.

**Goal # 3, Objective # 3, Strategy # 1:** 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.



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**Requirement: Addresses the needs of at-risk students**

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**Goal # 1, Objective # 1, Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 1, Objective # 1, Strategy # 2:** Weekly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

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**Goal # 3, Objective # 2, Strategy # 3:** Middle School students will participate in a Virtual Career Club where different community members will provide students insight into different careers on a monthly basis.

**Goal # 3, Objective # 3, Strategy # 1:** 7th and 8th grade students will participate in advanced classes to prepare for PSAT testing.

**Goal # 4, Objective # 1, Strategy # 1:** Weekly communication will be sent out to parents via e-mail, social media or message. Monthly Newsletter and Calendar of Events will also be sent out and posted on school website.

**Goal # 4, Objective # 1, Strategy # 2:** Principal, and alternating staff will be at school entrance mornings and afternoons to welcome and dismiss students and chat to parents daily. Principal and teachers will have weekly opportunities for parents to visit through ZOOM.

**Goal # 4, Objective # 1, Strategy # 3:** School website, progress reports and parent conferences in person and via ZOOM will update parents on school activities and student progress on a monthly basis.

**Goal # 4, Objective # 3, Strategy # 1:** Safety Committee will conduct safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration



Raul Yzaguirre Schools for Success  
**Elite STEM Primary Academy**  
**Campus Improvement Plan**  
**2020-2021**

2950 Broadway Street  
Houston, TX 77017

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



**Mission**

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

**Vision**

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

**Administrators**

Ellie D. Garza

Principal

**Description**

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

**Planning Committee**

| <b>Member Name</b> | <b>Title</b>       | <b>Role</b>             |
|--------------------|--------------------|-------------------------|
| Joseline Echevoyen | Teacher            | Teacher                 |
| Amanda Sanchez     | Teacher            | Teacher                 |
| Gisela Palacios    | Teacher            | Teacher                 |
| Anali Martinez     | Teacher            | Teacher                 |
| Karla Moreno       | Teacher            | Teacher                 |
| Nidia Hernandez    | Instructional Aide | Instructional Aide      |
| Monica Torres      | Parent             | Parent                  |
| Kassandra Nava     | Community Member   | Community Member        |
| Blanca Garcia      | Business Member    | Business Representative |

# Comprehensive Needs Assessment



## Summary

### **Demographics**

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

### **Student Achievement**

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

### **School Culture and Climate**

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

### **Staff Quality, Recruitment and Retention**

Primary for the 2020-2021 school year has:

21 teacher positions

5/21 are certified teachers

16/21 are non-certified teachers

2/21 are first year teachers

### **Curriculum, Instruction and Assessment**

Primary teachers in alternative certification programs have not had the benefit of educational theory, background in best practices to support EL students and lack background in specific content/s, delivery of instruction and in supporting a student centered classroom environment.

Due to teacher's lack of a background in educational theory or a background in another field of study, teachers would benefit from receiving additional instructional support in order to better support student learning.

### **Family and Community Engagement**

Primary strives to develop our parents as partners in their children's education. We will continue to share and inform parents on not only what their student's are learning but also how they can also support their students continue to learn with them at home.

Monthly Zooms with the Principal are held in order to share all online learning opportunities for students, school events that showcase specific content areas for parents to experience what students are learning in our classrooms and to reinforce that our parents participation in their student's education is paramount and very much needed.

### **School Context and Organization**

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

**Technology**

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

**Special Populations**

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

## Curriculum, Instruction and Assessment

### Strengths

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

### Needs

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

### Summary

Primary teachers in alternative certification programs have not had the benefit of educational theory, background in best practices to support EL students and lack background in specific content/s, delivery of instruction and in supporting a student centered classroom environment.

Due to teacher's lack of a background in educational theory or a background in another field of study, teachers would benefit from receiving additional instructional support in order to better support student learning.

### Data

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

## Demographics

### Strengths

- 1 Elite STEM Primary benefits from being part of the Tejano Center for Community Concerns whose goal is to meet the needs of its students, parents and community members. Early childhood students are served by AVANCE. K through 12th students are served on the same RYSS campus. Senior citizens are served by Nueva Vida Senior Center. Elite STEM Primary students benefit not only from the activities and events offered in this community setting but also from guidance and leadership development that is fostered in all programs.
- 2 The state accountability system identifies Elite STEM Primary with an accountability rating of "B" for the 2019 school year.

### Needs

- 1 Acquisition and retention of Highly Qualified and Certified teachers (in critical shortage areas of Bilingual and ESL) is a challenge for Elite Primary
- 2 99.4% of students at Elite STEM Primary are identified as Economically Disadvantaged. 73.8% of students are identified as At-Risk as reported in the 2018 TAPR Report. Students present with very limited experiences and with home environments which may not adequately support them. These factors impact our students educational experience.
- 3 72.6% of students at Elite STEM Primary are identified as English Learners as reported in the 2018 TAPR Report. Student's lack of English proficiency directly impacts student's reading proficiency. The process of learning to read can be particularly challenging for English learners.

### Summary

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

### Data

Staff Demographics

Program Evaluations

Student Demographics

TAPR

STAAR / EOC Results

Student Achievement Data

Campus-Based Assessments

Formative Assessments

Response to Intervention tracking

## Family and Community Engagement

### Strengths

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

### Needs

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

### Summary

Primary strives to develop our parents as partners in their children's education. We will continue to share and inform parents on not only what their student's are learning but also how they can also support their students continue to learn with them at home.

Monthly Zooms with the Principal are held in order to share all online learning opportunities for students, school events that showcase specific content areas for parents to experience what students are learning in our classrooms and to reinforce that our parents participation in their student's education is paramount and very much needed.

### Data

Program Evaluations

Campus-Based Assessments

## School Context and Organization

### Strengths

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

### Needs

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

### Summary

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

### Data

Staff Demographics

Attendance Data

## School Culture and Climate

### Strengths

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

### Needs

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

### Summary

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

### Data

Program Evaluations

District-Based Assessments

## Special Populations

### Strengths

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

### Needs

- 1 Close the achievement gap for Special Education, EL, RTI, Emergent Bilingual students and general education students.
- 2 ELL students are slowly increasing or staying stagnant in English proficiency level as evidenced by TELPAS scores.

### Summary

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

### Data

TAPR



## Staff Quality, Recruitment and Retention

### Strengths

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

### Needs

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

### Summary

Primary for the 2020-2021 school year has:

21 teacher positions

5/21 are certified teachers

16/21 are non-certified teachers

2/21 are first year teachers

### Data

Staff Demographics

STAAR / EOC Results

## Student Achievement

### Strengths

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

### Needs

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

### Summary

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

### Data

Curriculum-Based Assessments  
Formative Assessments  
TAPR  
Student Achievement Data  
Campus-Based Assessments

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

## Technology

### Strengths

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

### Needs

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

### Summary

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

### Data

Program Evaluations

Classroom Walkthrough Data

**Priority Needs****B: Student Achievement**

- B1 Teachers need additional training in supporting students with direct instruction of reading strategies to develop student's comprehension and reading fluency. Acquiring three more COWS (computers on wheels) with 30 units each would support all grades levels with increased access to online programs and maximizing our student's learning.
- B2 Teachers need training in delivering direct instruction on mathematical operations, computation skills and problem solving.

**C: School Culture and Climate**

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

**F: Family and Community Engagement**

- F1 Primary needs to focus on increasing parent attendance at school meetings and events in order to secure that parents are cognizant of what their students are learning, how their students are progressing academically and how parents can support the school in making learning a priority in their home for their child.
- F2 Students and parents aren't aware of the signs of bullying, sexual abuse, and other violence scenarios.
- F3 Parents lack understanding of resources available to help their children academically.

**I : Special Populations**

- I1 Close the achievement gap for Special Education, EL, RTI, Emergent Bilingual students and general education students.
- I2 ELL students are slowly increasing or staying stagnant in English proficiency level as evidenced by TELPAS scores.

# Actions

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

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

|  |  |  |   |
|--|--|--|---|
| <p>1</p>   | <p><b>Action:</b> Primary teachers will engage in weekly focused professional development supporting all content areas for the purpose of building our teacher’s capacity in delivery of instruction with greater proficiency to benefit Primary students in their academic achievement. Primary will support RYSS in maintaining a TEA accountability rating of “A” by:</p> <ul style="list-style-type: none"> <li>• Primary has identified all of its teachers as participant’s in the Reading Academy, Blended Learning Cohort, ESL professional development</li> <li>• Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%</li> <li>• Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%</li> <li>• Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%</li> <li>• Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%</li> <li>• Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year’s growth in their Reading Performance as indicated by REN 360 EOY</li> <li>• Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year’s growth in their Math Performance as indicated by REN 360 EOY</li> <li>• Primary will increase the percent of students reaching one year’s growth and achieving the next level in English Language Proficiency as indicated by TELPAS</li> </ul> | <p><b>Person(s) Responsible:</b> ADM<br/>                 Teachers<br/>                 Consultants<br/>                 Director of Multilingual<br/>                 Director of Teacher Development</p> | <p><b>Resources:</b> Contracted Services, Title III Bilingual, Miscellaneous Services; Local Funds \$1,950.00; 0 FTEs; Title III, Part A Funds \$1,000.00; 6 FTEs</p>   |
|  | <p><b>Evidence of Implementation:</b> Observations, walkthroughs, scheduled PD, transfer/application of PD evidence in classroom instruction, scheduled feedback to teachers</p>   | <p><b>Ongoing Evaluation Method:</b> Observations, walkthroughs, benchmarks, MOY, student data</p>   | <p><b>Final Evaluation Method:</b> STAAR MATH 2021<br/>                 STAAR READING 2021<br/>                 STAAR SCIENCE 2021<br/>                 STAAR WRITING 2021<br/>                 TELPAS 2021<br/>                 REN MATH/READING EOY</p> |
| <p><b>Timeline:</b> 9/1/2020 - 6/30/2021 (Daily)</p> |  | <p><b>Needs:</b></p>   |   |





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

**Objective #2: Primary has identified all of its teachers as participant’s in Reading Academy ongoing self-paced professional learning to enhance teacher’s background and foundation in delivery of reading instruction, build teacher capacity and improve instructional support for our students.**

|   |   |  |  |
|---|---|--|--|
| 1 | <p><b>Action:</b> The goal of the Reading Academy online, self-paced learning is to equip teachers with the knowledge and skills needed to implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all children develop a strong foundation in reading and writing. Teachers will engage in modules that will support the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking, listening, speaking, reading, and writing skills.</p> | <p><b>Person(s) Responsible:</b> ADM, Region 4 Reading Academy, Director of Teacher Development, all teachers</p>  | <p><b>Resources:</b> Resources previously allocated. No new resources required. This is online self-paced program. Director of Teacher Development will lead Reading Academy PLCs.;</p>    |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations of delivery of reading instruction implementing the Explicit Instruction Tool.</p>   | <p><b>Ongoing Evaluation Method:</b> Weekly, observations with teacher feedback implementing the Explicit Instruction Tool to support teachers in delivery of explicit and systematic reading instruction.</p> | <p><b>Final Evaluation Method:</b> Student progress in reading levels as indicated by, 2021 STAAR, student progress in REN BOY to REN EOY. Student progress in running records levels.</p> |
|   | <p><b>Timeline:</b> 9/1/2020 - 3/26/2021 (On-going)</p>   |  | <p><b>Needs:</b></p>   |
| 2 | <p><b>Action:</b> Teachers will deliver explicit systematic reading instruction that includes: review of previous learning, identifying objective, activating background knowledge, modeling think aloud, providing examples and non-examples, maximizes student engagement, pacing of lesson, checking for understanding, delivering feedback to students, reteaching, intervention, ongoing assessment of reading progress.</p>   | <p><b>Person(s) Responsible:</b> ADM, all teachers</p>   | <p><b>Resources:</b> Resources previously allocated. No new resources required.;</p>   |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations, student work, student reading data, classroom realia.</p>   | <p><b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations, with implementation of Explicit Instruction Tool and providing corrective feedback to teachers.</p>                           | <p><b>Final Evaluation Method:</b> Student assessments, 2021 STAAR, student progress from REN BOY to REN EOY, EOY running records indicating student progress.</p>                         |
|   | <p><b>Timeline:</b> 9/1/2020 - 5/31/2021 (Weekly)</p>   |  | <p><b>Needs:</b></p>   |

|   |   |  |   |
|---|---|--|---|
| 3 | <p><b>Action:</b> Identified teachers will be supported with ongoing professional development in their content and on how to support fellow teachers with specific content (Math, Science, Reading, Writing) in a Trainer of Trainers model by consultant Charisse Lyman. Identified teachers will be observed by the consultant for evidence of transfer and application of their learning on their campus to support their fellow teachers. Consultant will deliver feedback to identified teachers on their application of their learning on supporting and leading teachers and on implementation and teaching of evidence-based practices for their fellow teachers.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Consultant<br/>Identified Teachers/Content Leads</p>   | <p><b>Resources:</b> Contracted Services<br/>Miscellaneous Operating Costs; Title I, Part A Funds \$1,000.00; 18 FTEs; Title II, Part A Funds \$1,950.00; 18 FTEs</p> |
|   | <p><b>Evidence of Implementation:</b> Scheduled planning sessions with content leads, scheduled PD with grade level teachers, scheduled feedback to teachers on their progress.</p>   | <p><b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.</p> | <p><b>Final Evaluation Method:</b> STAAR Math 2021<br/>STAAR Reading 2021<br/>STAAR Science 2021<br/>REN Reading/Math EOY</p>   |
|   | <p><b>Timeline:</b> 9/1/2020 - 6/30/2021 (Daily)</p>  |  | <p><b>Needs:</b></p>  |

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

**Objective #3: Primary has identified all of its teachers as participant’s in Blended Learning Cohort ongoing professional learning to enhance teacher’s background and foundation in delivery of student-centered instruction, build teacher capacity in student agency and improve instructional support for our students.**

|   |  |   |  |
|---|--|---|--|
| 1 | <p><b>Action:</b> Activity: The goal of the Blended Learning Cohort, is to equip teachers with the knowledge and skills needed to personalize instruction and meet the specific needs of students, in which students can, in part, control time, pace, and place of learning. Teachers will engage in ongoing Blended Learning professional supporting their use of online apps and programs to teach concepts which will promote student’s ownership of their own learning.</p> | <p><b>Person(s) Responsible:</b> ADM, Director of Teacher Development, all teachers</p>   | <p><b>Resources:</b> No new resources needed. In-house professional development.;</p>                              |
|   | <p><b>Evidence of Implementation:</b> Walkthroughs, observations, with implementation of BL rubric.</p>  | <p><b>Ongoing Evaluation Method:</b> Walkthroughs, observations, with implementation of BL rubric to support corrective feedback to teachers.</p> | <p><b>Final Evaluation Method:</b> Student academic achievement, 2021 STAAR, progress from REN BOY to REN EOY.</p> |
|   | <p><b>Timeline:</b> 9/14/2020 - 5/30/2021 (On-going)</p>   |   | <p><b>Needs:</b></p>   |
| 2 | <p><b>Action:</b> Activity: Teachers will engage in an “APPS - 101” PLC to receive the critical support they need to more effectively integrate technology into the classroom and facilitate online and blended learning for their students. Primary teachers will lead the PLC each sharing their mastery of apps or online programs that they have incorporated into their virtual classrooms to support student learning.</p>   | <p><b>Person(s) Responsible:</b> ADM, teachers</p>  | <p><b>Resources:</b> In-house professional development led by and for teachers.;</p>                               |
|   | <p><b>Evidence of Implementation:</b> Walkthroughs, observations, with implementation of BL rubric.</p>  | <p><b>Ongoing Evaluation Method:</b> Walkthroughs, observations, with implementation of BL rubric to support corrective feedback to teachers.</p> | <p><b>Final Evaluation Method:</b> Student academic achievement, 2021 STAAR, progress from REN BOY to REN EOY.</p> |
|   | <p><b>Timeline:</b> 10/1/2020 - 5/1/2021 (Monthly)</p>   |   | <p><b>Needs:</b></p>   |

|   |  |   |  |
|---|--|---|--|
| 3 | <p><b>Action:</b> Teachers will meet in a Blended Learning PLC with lead for the cohort, Director of Teacher Development to collaborate on blended and remote learning strategies, resources, challenges, and current topics of interest. Teachers will implement and engage students in Blended Learning best practices to support a student-centered classroom that will support students gaining choice and voice with their activities and in developing and taking ownership of their own learning.</p> | <p><b>Person(s) Responsible:</b> ADM, Teachers, Director of Teacher Development</p>   | <p><b>Resources:</b> None needed.;</p>                                     |
|   | <p><b>Evidence of Implementation:</b> Blended Learning PLC Agenda, teacher attendance taken through CHAT.</p>  | <p><b>Ongoing Evaluation Method:</b> Walkthroughs and observations to capture implementation of Blended Learning best practices in Primary classrooms using rubric.</p> | <p><b>Final Evaluation Method:</b> Teacher surveys sent out after PLC.</p> |
|   | <p><b>Timeline:</b> 9/14/2020 - 6/30/2021 (Monthly)</p>  |   | <p><b>Needs:</b></p>   |

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

**Objective #4: Primary has identified all of its teachers as participant’s in ESL ongoing professional learning to enhance teacher’s background and foundation in delivery of student-centered instruction, build teacher capacity in student agency and improve instructional support for our students.**

**In 2020-2021, Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS.**

|   |   |  |  |
|---|---|--|--|
| 1 | <p><b>Action:</b> All teachers will be supported with ongoing professional development on building their background in in delivery of ESL best practices from the Director of Multilingual. Grade level teachers will be observed by the Director of Multilingual for evidence of transfer and application of their ESL strategies into their classrooms to support their students. Director of Multilingual will deliver feedback to teachers on their application of ESL strategies, utilization of evidence-based practices as measured through weekly content team agendas, and teacher lesson plans.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Director of Multilingual</p>   | <p><b>Resources:</b> None needed.;</p>   |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations of delivery of ESL instruction implementing the best practices</p>   | <p><b>Ongoing Evaluation Method:</b> Walkthroughs, observations, feedback from ADM and Director of Multilingual</p>                                | <p><b>Final Evaluation Method:</b> TELPAS 2021 scores<br/>Number of students advancing one year's growth in TELPAS</p> |
|   | <p><b>Timeline:</b> 10/1/2020 - 6/30/2021 (Weekly)</p>  |  | <p><b>Needs:</b></p>   |
| 2 | <p><b>Action:</b> Increase EL students' English language production and peer interaction. EL students will verbally demonstrate their English speaking abilities in classroom work at least three times a week. Teacher’s will identify a topic with a home to school connection for students to share with each other by speaking about the topic.(LS)</p>   | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Director of Multilingual</p>   | <p><b>Resources:</b> None needed.;</p>   |
|   | <p><b>Evidence of Implementation:</b> Walkthroughs, observations, feedback from ADM and Director of Multilingual</p>  | <p><b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations of delivery of ESL instruction implementing the best practices</p> | <p><b>Final Evaluation Method:</b> TELPAS 2021 scores<br/>Number of students advancing one year's growth in TELPAS</p> |
|   | <p><b>Timeline:</b> 10/1/2020 - 6/30/2021 (Daily)</p>   |  | <p><b>Needs:</b></p>   |

|   |   |   |  |
|---|---|---|--|
| 3 | <b>Action:</b> Explicitly teach English language vocabulary and structures. Teachers will identify, teach, and post key academic vocabulary and structures for one content lesson each day. Students will be supported with instruction of HFW, sight words, academic vocabulary for each content. (LSRW)   | <b>Person(s) Responsible:</b> ADM<br>Teachers<br>Director of Multilingual   | <b>Resources:</b> None needed.;  |
|   | <b>Evidence of Implementation:</b> Walkthroughs, observations, feedback from ADM and Director of Multilingual   | <b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices | <b>Final Evaluation Method:</b> TELPAS 2021 scores<br>Number of students advancing one year's growth in TELPAS |
|   | <b>Timeline:</b> 10/1/2020 - 6/30/2021 (Daily) <b>Needs:</b>  |   |  |
| 4 | <b>Action:</b> Teachers will build on ELs' background knowledge to increase comprehension by eliciting background knowledge from ELs in one content area through a variety of activities, including questioning and graphic organizers. Students will create visuals with labels to demonstrate their comprehension of the lesson objective.(LSRW)  | <b>Person(s) Responsible:</b> ADM<br>Teachers<br>Director of Multilingual   | <b>Resources:</b> None.;   |
|   | <b>Evidence of Implementation:</b> Walkthroughs, observations, feedback from ADM and Director of Multilingual   | <b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices | <b>Final Evaluation Method:</b> TELPAS 2021 scores<br>Number of students advancing one year's growth in TELPAS |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily) <b>Needs:</b>  |   |  |
| 5 | <b>Action:</b> Teachers will increase writing opportunities for EL students who will engage in a weekly writing activity that will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW) | <b>Person(s) Responsible:</b> ADM<br>Teachers<br>Director of Multilingual   | <b>Resources:</b> None.;   |
|   | <b>Evidence of Implementation:</b> Walkthroughs, observations, feedback from ADM and Director of Multilingual   | <b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices | <b>Final Evaluation Method:</b> TELPAS 2021 scores<br>Number of students advancing one year's growth in TELPAS |
|   | <b>Timeline:</b> 10/1/2020 - 6/30/2021 (Daily) <b>Needs:</b>  |   |  |

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

**Objective #5: In 2020-2021, Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in: STAAR Reading from 38% to 42%**

|   |  |   |  |
|---|--|---|--|
| 1 | <p><b>Action:</b> Teachers will receive support and professional development led by Consultant and ELAR content leader to support alignment of ELAR lesson plans, follow a curriculum map for delivery of ELAR TEKS to support teacher's capacity in planning and delivery of reading/writing instruction.</p>   | <p><b>Person(s) Responsible:</b> ADM, Consultant, Content Lead Teachers, teachers</p>   | <p><b>Resources:</b> Contracted Services; Title II, Part A Funds \$1,950.00; 18 FTEs</p>   |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations, lesson plans in shared drive, sequencing of objectives following curriculum maps.</p>  | <p><b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations. Student data from checkpoints, benchmarks.</p> | <p><b>Final Evaluation Method:</b> Student assessment data, 2021 STAAR scores, student progress from REN BOY to REN EOY.</p>       |
|   | <p><b>Timeline:</b> 9/1/2020 - 6/30/2021 (Daily)</p>   |   | <p><b>Needs:</b></p>   |
| 2 | <p><b>Action:</b> Teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Consultant</p>  | <p><b>Resources:</b> Contracted Services; Title II, Part A Funds \$1,950.00; 18 FTEs</p>   |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.</p>  | <p><b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations.</p>  | <p><b>Final Evaluation Method:</b> Student data from checkpoints, benchmarks.<br/>STAAR Reading 2021<br/>REN STAAR Reading EOY</p> |
|   | <p><b>Timeline:</b> 9/1/2020 - 6/30/2021 (Daily)</p>   |   | <p><b>Needs:</b></p>   |



|   |   |  |  |
|---|---|--|--|
| 3 | <b>Action:</b> Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5.                    | <b>Person(s) Responsible:</b> ADM<br>Teachers<br>Teacher Assistants  | <b>Resources:</b> None.;   |
|   | <b>Evidence of Implementation:</b> Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs   | <b>Ongoing Evaluation Method:</b> Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY  | <b>Final Evaluation Method:</b> STAAR Reading 2021<br>REN Reading EOY  |
|   | <b>Timeline:</b> 9/1/2020 - 6/30/2021 (Daily) <b>Needs:</b>   |  |  |
| 4 | <b>Action:</b> Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading in grades K-5. | <b>Person(s) Responsible:</b> ADM<br>Teachers<br>Support staff   | <b>Resources:</b> 420 13 6499 00 102 0 11 0 04<br>Miscellaneous Operating Costs; Title I, Part A Funds \$1,000.00; 18 FTEs |
|   | <b>Evidence of Implementation:</b> Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials  | <b>Ongoing Evaluation Method:</b> Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY, student data, benchmarks, REN Reading MOY | <b>Final Evaluation Method:</b> STAAR Reading 2021<br>REN Reading EOY  |
|   | <b>Timeline:</b> 1/1/2020 - 5/20/2021 (Daily) <b>Needs:</b>   |  |  |

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

**Objective #6: In 2020-2021, Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in: Math from 48% to 52%**

|   |  |  |   |
|---|--|--|---|
| 1 | <p><b>Action:</b> To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Dr. Carolyn White at Rice University to build their skill set in alignment of math objectives and lesson activities, delivery of math instruction in support of their students.</p> | <p><b>Person(s) Responsible:</b> All teachers<br/>3rd- 4th - 5th - Math Teachers<br/>Math Consultant<br/>Administration</p>  | <p><b>Resources:</b> Materials for students and teachers.<br/>6 1/2 days of professional development sessions:\$5400.<br/>9/24/20<br/>10/22/20<br/>11/18/20<br/>1/28/21<br/>2/25/21<br/>3/25/21; Title II, Part A Funds \$5,400.00; 18 FTEs</p> |
|   | <p><b>Evidence of Implementation:</b> Walkthroughs, observations, artifacts in the classrooms, student math journals.</p>  | <p><b>Ongoing Evaluation Method:</b> Student grades, benchmarks.</p>   | <p><b>Final Evaluation Method:</b> 2020 Math STAAR Imagine Learning Math EOY student performance<br/>REN EOY</p>  |
|   | <p><b>Timeline:</b> 9/24/2020 - 3/25/2021 (PD sessions x4 )</p>  |  |   |
|   | <p><b>Needs:</b></p>   |  |   |
| 2 | <p><b>Action:</b> Teachers will acquire additional targeted instructional strategies through participation in professional development training, using a trainer of trainer approach, led by Consultant Charisse Lyman. Professional development will support alignment of math lesson plans, follow a curriculum map for delivery of Math TEKS to support teacher's capacity in planning and delivery of proficient math instruction to support student academic achievement.</p>   | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Consultant<br/>Content Leads</p>   | <p><b>Resources:</b> Misc Contracted Services; Local Funds \$1,950.00; 14 FTEs; Title II, Part A Funds \$1,000.00; 14 FTEs</p>  |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations, lesson plans in shared drive, sequencing of objectives, fidelity to curriculum maps.</p>   | <p><b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations, feedback to teachers, evidence of implementation and application of learning in math classrooms</p> | <p><b>Final Evaluation Method:</b> STAAR Math 2021<br/>REN MATH EOY</p>   |
|   | <p><b>Timeline:</b> 9/1/2020 - 6/30/2021 (Weekly)</p>  |  |   |
|   | <p><b>Needs:</b></p>   |  |   |

|   |  |   |  |
|---|--|---|--|
| 3 | <b>Action:</b> Teachers will implement and provide daily targeted instruction (RTI), based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in math in grades K-5.                    | <b>Person(s) Responsible:</b> ADM<br>Teachers<br>Teacher Assistants   | <b>Resources:</b> None.;   |
|   | <b>Evidence of Implementation:</b> Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs  | <b>Ongoing Evaluation Method:</b> Observations, walkthroughs, student data from weekly assessments, benchmarks, REN Math MOY  | <b>Final Evaluation Method:</b> STAAR Math 2021<br>REN Math EOY  |
|   | <b>Timeline:</b> 9/1/2020 - 6/30/2021 (Daily) <b>Needs:</b>  |   |  |
| 4 | <b>Action:</b> Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in math in grades K-5. | <b>Person(s) Responsible:</b> ADM<br>Teachers<br>Support staff  | <b>Resources:</b> Miscellaneous Operating Costs; Title I, Part A Focus Grant Funds \$2,000.00; 18 FTEs |
|   | <b>Evidence of Implementation:</b> Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials   | <b>Ongoing Evaluation Method:</b> Observations, walkthroughs, student data from weekly assessments, benchmarks, REN Math MOY, student data, benchmarks, REN Reading MOY | <b>Final Evaluation Method:</b> STAAR Math 2021<br>REN Math EOY  |
|   | <b>Timeline:</b> 1/1/2020 - 5/20/2021 (Weekly) <b>Needs:</b>   |   |  |

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**Objective #7: In 2020-2021, Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one years growth in their Reading Performance as indicated by REN 360 EOY.**

|   |  |   |   |
|---|--|---|---|
| 1 | <p><b>Action:</b> Teachers will engage in professional development led by the content lead and consultant to gain background and build teacher capacity in delivery of literacy routines (word study, reading, writing) to develop student's foundational language skills (listening, speaking, writing, thinking).</p>  | <p><b>Person(s) Responsible:</b> ADM<br/>Kinder, 1st, 2nd teachers<br/>Consultant<br/>Content Leads</p>   | <p><b>Resources:</b> Contracted Services; Title II, Part A Funds \$1,950.00; 9 FTEs</p>               |
|   | <p><b>Evidence of Implementation:</b> Walkthroughs, observations of reading instruction. Classroom artifacts - HFW classroom chart, Reading Levels Classroom chart<br/>Teacher Data Binder at small group table</p>  | <p><b>Ongoing Evaluation Method:</b> TPRI/Tejas Lee MOY<br/>Running Records MOY<br/>REN Reading MOY<br/>HFW monthly evaluation<br/>Student grades and assessments.</p>            | <p><b>Final Evaluation Method:</b> TPRI/Tejas Lee EOY<br/>Running Records EOY<br/>REN Reading EOY</p> |
|   | <p><b>Timeline:</b> 9/1/2020 - 5/30/2021 (Weekly)</p>  |   | <p><b>Needs:</b></p>  |
| 2 | <p><b>Action:</b> Kinder, 1st and 2nd teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Consultant</p>  | <p><b>Resources:</b> Contracted Services; Local Funds \$1,950.00; 18 FTEs</p>                         |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.</p>  | <p><b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations. Evidence of implementation of learning applied in delivery of teacher's reading instruction.</p> | <p><b>Final Evaluation Method:</b> REN Reading EOY<br/>TPRI/Tejas Lee EOY<br/>TX KEA EOY</p>          |
|   | <p><b>Timeline:</b> 9/1/2020 - 6/30/2021 (Weekly)</p>  |   | <p><b>Needs:</b></p>  |

|   |  |   |  |
|---|--|---|--|
| 3 | <p><b>Action:</b> Kinder, 1st and 2nd teachers will use REN, TX KEA, TPRI/Tejas Lee student data to effectively identify struggling readers and appropriately differentiate instruction to enhance literacy outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>Kinder, 1st and 2nd teachers</p>   | <p><b>Resources:</b> None.;</p>  |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations. Student up to date data charts, scheduled and delivered student intervention groups</p>  | <p><b>Ongoing Evaluation Method:</b> REN Reading MOY<br/>TPRI/TEJAS LEE MOY<br/>TX KEA MOY<br/>Student grades</p> | <p><b>Final Evaluation Method:</b> REN Reading EOY<br/>TPRI/TEJAS LEE EOY<br/>TX KEA EOY</p> |
|   | <p><b>Timeline:</b> 10/1/2020 - 5/30/2021 (Daily)</p>  |   | <p><b>Needs:</b></p>   |

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

**Objective #8: In 2020-2021, Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one years growth in their Math Performance as indicated by REN 360 EOY.**

|   |   |  |   |
|---|---|--|---|
| 1 | <p><b>Action:</b> Kinder, 1st and 2nd teachers will engage in professional development led by the content lead and consultant to build teacher capacity in planning a math lesson with activities that are aligned to the math objective. Teachers will be supported in learning how to create a math curriculum map to proficiently deliver math instruction and increase student academic achievement.</p>            | <p><b>Person(s) Responsible:</b> ADM<br/>Kinder, 1st, 2nd teachers<br/>Lead Content teacher<br/>Consultant</p> | <p><b>Resources:</b> 420 11 6299 0 102 0 24 0 04 Misc Contracted Services; Title II, Part A Funds \$1,950.00; 18 FTEs</p> |
|   | <p><b>Evidence of Implementation:</b> Classroom walkthroughs and observations<br/>Classroom artifacts<br/>Lesson plans<br/>Scheduled PD with Kinder, 1st, 2nd teachers</p>  | <p><b>Ongoing Evaluation Method:</b> Student grades, assessments<br/>REN Math MOY</p>                          | <p><b>Final Evaluation Method:</b> REN Math EOY</p>   |
|   | <p><b>Timeline:</b> 9/1/2020 - 6/30/2021 (Weekly)</p>   |  | <p><b>Needs:</b></p>  |
| 2 | <p><b>Action:</b> Kinder, 1st and 2nd teachers will use REN BOY and student assessment data to effectively identify students struggling with math literacy and appropriately differentiate instruction to enhance student progress and outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>Kinder, 1st and 2nd teachers</p>                                      | <p><b>Resources:</b> None.;</p>   |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations. Student up to date data charts tracking mastery of math TEKS, scheduled and delivered student intervention groups</p>   | <p><b>Ongoing Evaluation Method:</b> REN Math MOY<br/>Student grades</p>                                       | <p><b>Final Evaluation Method:</b> REN Math EOY</p>   |
|   | <p><b>Timeline:</b> 9/1/2020 - 6/30/2021 (Daily)</p>  |  | <p><b>Needs:</b></p>  |

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

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

**Objective #9: In 2020-2021, Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in: STAAR Science from 41% to 45%**

|   |   |  |  |
|---|---|--|--|
| 1 | <b>Action:</b> Continue to spiral identified science TEKS for students with mastery levels of 81% - 100%:<br><br>Through these activities:<br>Do Now's, Warm-ups, Enrichment and Workstations.              | <b>Person(s) Responsible:</b> ADM<br>Teachers  | <b>Resources:</b> Resources at Primary;                  |
|   | <b>Evidence of Implementation:</b> Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments   | <b>Ongoing Evaluation Method:</b> Weekly Teacher WT/OBS<br>Weekly Teacher PLC updates/review of identified student progress<br>Student assessments | <b>Final Evaluation Method:</b> STAAR Science 2021       |
|   | <b>Timeline:</b> 2/7/2021 - 5/28/2021 (Daily)   |  | <b>Needs:</b>  |
| 2 | <b>Action:</b> Continue to spiral identified TEKS for students with mastery levels of 65%- 80%:<br><br>Through these activities:<br>Spiral in small group, Do Now's, Warm-ups, Enrichment and Workstations. | <b>Person(s) Responsible:</b> ADM<br>Teacher   | <b>Resources:</b> Primary Resources;                     |
|   | <b>Evidence of Implementation:</b><br>Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments  | <b>Ongoing Evaluation Method:</b> Weekly Teacher WT/OBS<br>Weekly Teacher PLC updates/review of identified student progress<br>Student assessments | <b>Final Evaluation Method:</b> 5th Science STAAR scores |
|   | <b>Timeline:</b> 2/7/2021 - 5/28/2021 (Daily)   |  | <b>Needs:</b>  |



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|---|---|---|--|
| 3 | <p><b>Action:</b> Continue to spiral identified TEKS for students identified in 50% - 64% mastery levels.</p> <p>Through these activities:<br/>Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.</p> | <p><b>Person(s) Responsible:</b> ADM Teacher</p>  | <p><b>Resources:</b> Primary Resources;</p>                              |
|   | <p><b>Evidence of Implementation:</b> Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments</p>  | <p><b>Ongoing Evaluation Method:</b> Weekly Teacher WT/OBS<br/>Weekly Teacher PLC updates/review of identified student progress<br/>Student assessments</p> | <p><b>Final Evaluation Method:</b> 5th Science STAAR scores</p>          |
|   | <p><b>Timeline:</b> 2/7/2021 - 5/28/2021 (Daily) <b>Needs:</b></p>  |   |  |
| 4 | <p><b>Action:</b> Re-teach identified TEKS for students with mastery levels of 0% - 49%.</p> <p>Through these activities:<br/>Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.</p>            | <p><b>Person(s) Responsible:</b> ADM Teacher</p>  | <p><b>Resources:</b> Primary Resources, Title I funds for tutorials;</p> |
|   | <p><b>Evidence of Implementation:</b> Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments</p>  | <p><b>Ongoing Evaluation Method:</b> Weekly Teacher WT/OBS<br/>Weekly Teacher PLC updates/review of identified student progress<br/>Student assessments</p> | <p><b>Final Evaluation Method:</b> 5th Science STAAR scores</p>          |
|   | <p><b>Timeline:</b> 2/7/2021 - 5/28/2021 (Daily) <b>Needs:</b></p>  |   |  |

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

**Objective #10: In 2020-2021, Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in: STAAR Writing from 17% to 30%.**

|   |  |   |   |
|---|--|---|---|
| 1 | <p><b>Action:</b> Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".<br/>Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.</p> | <p><b>Person(s) Responsible:</b> ADM, Kinder, 1st, 2nd, 3rd teachers, Consultant, Content Lead ELAR</p>   | <p><b>Resources:</b> No resources are required.;</p>  |
|   | <p><b>Evidence of Implementation:</b> Informal/formal walkthroughs, observations, student work, implementing the Explicit Instruction Rubric.</p>  | <p><b>Ongoing Evaluation Method:</b> Informal/formal walkthroughs, observations, student work, implementing the Explicit Instruction Rubric to issue corrective feedback to teachers.</p> | <p><b>Final Evaluation Method:</b> REN BOY-REN EOY Student assessment data, student 2021 STAAR Writing scores, 2021 TELPAS scores</p> |
|   | <p><b>Timeline:</b> 8/12/2020 - 5/31/2021 (Daily) <span style="margin-left: 150px;"><b>Needs:</b></span></p>   |   |   |

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

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #1: In 2020-2021, 80% of Kinder to 5th grade special education students receiving pull-out and inclusion support in Reading/ELA/Math will show one year’s growth in their IEP objectives from the beginning of the year to the end as indicated by their REN 360, TX KEA and EOY assessments.**

|   |  |  |   |
|---|--|--|---|
| 1 | <p><b>Action:</b> Special Populations students will supported by special education teacher in push-in and pull-out sessions following IEP minutes on a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>SPED Teachers</p>   | <p><b>Resources:</b> None.;</p>   |
|   | <p><b>Evidence of Implementation:</b> Schedules of service, observation and walkthroughs of instruction</p>  | <p><b>Ongoing Evaluation Method:</b> Observations, walkthrough, student assessments, student progress charted.</p> | <p><b>Final Evaluation Method:</b> EOY assessments</p>                                      |
|   | <p><b>Timeline:</b> 9/28/2020 - 6/30/2021 (Daily) <span style="float: right;"><b>Needs:</b></span></p>   |  |   |
| 2 | <p><b>Action:</b> Special needs students will be introduced to a "reward system" to motivate them to complete and achieve mastery of the learning. Using an assortment of physical small toys or stickers or edible reinforcers (healthy snacks) as something tangible for good behavior, time on task, completion of task or progress, for student to link their behavior to a reward.</p>                                | <p><b>Person(s) Responsible:</b> ADM<br/>SPED Teacher<br/>Teachers</p>   | <p><b>Resources:</b> Rewards, edible reinforcers;<br/>Special Ed Funds \$250.00; 5 FTEs</p> |
|   | <p><b>Evidence of Implementation:</b> Introduction and implementation of reward system, student progress chart, completed tasks</p>  | <p><b>Ongoing Evaluation Method:</b> Observations, walkthroughs, student progress, assessments</p>                 | <p><b>Final Evaluation Method:</b> EOY student assessments</p>                              |
|   | <p><b>Timeline:</b> 11/1/2020 - 5/29/2021 (Daily) <span style="float: right;"><b>Needs:</b></span></p>   |  |   |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #2: In 2020-2021, 70% of Primary RTI students receiving pull-out support in Reading/ELA/Math will show growth in their identified area of support as indicated by classroom assessments, REN 360 and EOY assessments.**

|   |  |   |  |
|---|--|---|--|
| 1 | <p><b>Action:</b> RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Teacher Assistants</p>  | <p><b>Resources:</b> None;</p>   |
|   | <p><b>Evidence of Implementation:</b> Observations, walkthrough, student assessments, student progress charted.</p>  | <p><b>Ongoing Evaluation Method:</b> Observations, walkthrough, student assessments, student progress charted and reviewed at RTI PLC to create next steps for student instruction. Student assessments and grades.</p> | <p><b>Final Evaluation Method:</b> REN Math/Reading EOY<br/>STAAR 2021<br/>TPRI/Tejas Lee EOY</p>              |
|   | <p><b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)</p>  |   | <p><b>Needs:</b></p>   |
| 2 | <p><b>Action:</b> Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.</p>  | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Support staff</p>   | <p><b>Resources:</b> Miscellaneous Operating Costs; Title I, Part A Funds \$2,000.00; 18 FTEs</p>              |
|   | <p><b>Evidence of Implementation:</b> Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials</p>  | <p><b>Ongoing Evaluation Method:</b> Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY, student data, benchmarks, REN Reading MOY</p>   | <p><b>Final Evaluation Method:</b> STAAR Reading/Math 2021<br/>REN Reading/Math EOY<br/>TPRI/Tejas Lee EOY</p> |
|   | <p><b>Timeline:</b> 1/1/2020 - 5/30/2021 (Weekly)</p>  |   | <p><b>Needs:</b></p>   |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #3: In 2020-2021, 70% of Primary Beginning/Intermediate/Advanced EL students will show one year’s growth in Reading/Listening/Speaking scores as indicated by 2021 TELPAS scores.**

|   |   |   |  |
|---|---|---|--|
| 1 | <p><b>Action:</b> EL students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing building their foundational English language skills. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>Teachers<br/>Teacher Assistants</p>  | <p><b>Resources:</b> None;</p>   |
|   | <p><b>Evidence of Implementation:</b> Observations, walkthrough, student assessments, student progress charted.</p>   | <p><b>Ongoing Evaluation Method:</b> Observations, walkthrough, student assessments, student progress charted and reviewed at RTI PLC to create next steps for student instruction. Student assessments and grades.</p> | <p><b>Final Evaluation Method:</b> EN Math/Reading EOY<br/>STAAR 2021<br/>TPRI/Tejas Lee EOY<br/>TELPAS 2021</p> |
|   | <p><b>Timeline:</b> 10/1/2020 - 6/30/2021 (Daily) <span style="float: right;"><b>Needs:</b></span></p>  |   |  |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #4: In 2020-2021, 100% of Primary GT students will show one year’s growth as indicated by REN 360 and EOY assessments.**

|   |  |   |   |
|---|--|---|---|
| 1 | <p><b>Action:</b> In order to better support identified GT students, GT teacher will engage and complete professional development in gifted and talented coursework. Completion of gifted and talented coursework will secure teacher's 30 hour gifted and talented certification. Teacher will implement her gifted and talented background to support all Primary students.</p>  | <p><b>Person(s) Responsible:</b> GT Teacher<br/>ADM<br/>Director of Special Populations</p> | <p><b>Resources:</b> Special Populations will fund gifted and talented coursework and materials.;</p> |
|   | <p><b>Evidence of Implementation:</b> Registration and attendance to gifted and talented professional development.</p>   | <p><b>Ongoing Evaluation Method:</b> Certificate after completion of 6 hour courses.</p>    | <p><b>Final Evaluation Method:</b> Certification in Gifted and Talented instruction; 30 hours.</p>    |
|   | <p><b>Timeline:</b> 10/1/2020 - 5/29/2021 (Weekly) <span style="float: right;"><b>Needs:</b></span></p>  |   |   |
| 2 | <p><b>Action:</b> GT students will meet weekly during Genius Hours with GT teacher, every Friday from 12:00 to 3:00 pm. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.</p> | <p><b>Person(s) Responsible:</b> ADM<br/>GT Teacher</p>                                     | <p><b>Resources:</b> General Supplies; Title I, Part A Funds \$500.00; 1 FTEs</p>                     |
|   | <p><b>Evidence of Implementation:</b> Observations, walkthroughs, during Genius Hours</p>  | <p><b>Ongoing Evaluation Method:</b> Projects and activities completed by students</p>      | <p><b>Final Evaluation Method:</b> REN 360 and all EOY assessments</p>                                |
|   | <p><b>Timeline:</b> 10/1/2020 - 6/30/2021 (Weekly) <span style="float: right;"><b>Needs:</b></span></p>  |   |   |

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

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

|   |   |  |   |
|---|---|--|---|
| 1 | <b>Action:</b> Allow students to wear college/university T-shirts on Fridays to promote higher education awareness. | <b>Person(s) Responsible:</b> Principal; Teachers  | <b>Resources:</b> Parent letters promoting University Fridays.;   |
|   | <b>Evidence of Implementation:</b> Teachers and students will wear University/College t-shirts on Fridays           | <b>Ongoing Evaluation Method:</b> Student discussions regarding awareness of higher education opportunities.                                       | <b>Final Evaluation Method:</b> Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores. |
|   | <b>Timeline:</b> 10/1/2020 - 6/30/2021 (Weekly)   |  | <b>Needs:</b> J1; J2;   |
| 2 | <b>Action:</b> Display college flags around campus, and in common areas on the campus.                              | <b>Person(s) Responsible:</b> ADM Teachers   | <b>Resources:</b> College Flags; College Banners; Staples; Stick on material; Title I, Part A Funds \$5,000.00                        |
|   | <b>Evidence of Implementation:</b> College flags and pennants posted around the campus.                             | <b>Ongoing Evaluation Method:</b> Students will be able to identify the location of the college flags and even name the Universities and Colleges. | <b>Final Evaluation Method:</b> Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores. |
|   | <b>Timeline:</b> 10/1/2020 - 6/1/2021 (On-going)  |  | <b>Needs:</b> J1; J2;   |



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

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

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

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

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

|   |   |   |   |
|---|---|---|---|
| 1 | <p><b>Action:</b> Primary will invite guests who can speak directly to certain fields of study. Speakers will share their stories with students to support students in realizing potential careers. Speakers might talk about places they've traveled to, for example, and what they experienced during different chapters of their lives. This allows students to understand the benefits of working hard in school and achieving goals.</p> | <p><b>Person(s) Responsible:</b> ADM Teachers</p> | <p><b>Resources:</b> None;</p>  |
|   | <p><b>Evidence of Implementation:</b> Scheduled event in master calendar. Identifying speakers (via Zoom). Scheduling students to view event.</p>   | <p><b>Ongoing Evaluation Method:</b> None</p>     | <p><b>Final Evaluation Method:</b> Completed event and student survey on event.</p> |
|   | <p><b>Timeline:</b> 5/1/2020 - 5/30/2021 (Annually) <span style="float: right;"><b>Needs:</b></span></p>  |   |   |

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

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

|   |   |   |   |
|---|---|---|---|
| 1 | <b>Action:</b> Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs. | <b>Person(s) Responsible:</b> Principal; FACE Director, FACE Staff  | <b>Resources:</b> Title I, Part A Funds \$500.00  |
|   | <b>Evidence of Implementation:</b> Sign in sheets ; Agendas; Flyers; Minutes if applicable ; Increase of parental engagement and involvement.   | <b>Ongoing Evaluation Method:</b> Face Parent Engagement Survey   | <b>Final Evaluation Method:</b> Increased parental involvement and engagement.  |
|   | <b>Timeline:</b> 10/1/2020 - 6/30/2021 (On-going) <b>Needs:</b> F1; F3; [Title I Components Evaluation]   |   |   |
| 2 | <b>Action:</b> Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.   | <b>Person(s) Responsible:</b> Principal; Director of FACE, Family and Community Engagement Department Team  | <b>Resources:</b> Flyers; Meeting Announcements; Powerpoint. Resources previously allocated. No new resources are needed.;            |
|   | <b>Evidence of Implementation:</b> Meeting Agendas; Meeting Sign in Sheets; Question to ask principals; Powerpoint presentation   | <b>Ongoing Evaluation Method:</b> Increase in parental involvement at the campus level; Increase awareness of school's action plan to target Academics and the whole child. | <b>Final Evaluation Method:</b> Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores. |
|   | <b>Timeline:</b> 10/1/2020 - 6/30/2021 (On-going) <b>Needs:</b> F1; F3; [Title I Components Evaluation]   |   |   |

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

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

|   |  |  |   |
|---|--|--|---|
| 1 | <p><b>Action:</b> In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.</p> | <p><b>Person(s) Responsible:</b> Principal; Administrative Team</p>  | <p><b>Resources:</b> Campus Improvement Plan; Set2Plan training; No cost.;</p>  |
|   | <p><b>Evidence of Implementation:</b> Completed comprehensive Needs Assessment, Campus improvement plan, and evaluation of the prior year plan. Sign in sheets, agendas, and minutes of all meetings used to complete the items listed.</p>  | <p><b>Ongoing Evaluation Method:</b> Discussions with committee members</p>  | <p><b>Final Evaluation Method:</b> Completed Campus Improvement Plan</p>  |
|   | <p><b>Timeline:</b> 2/1/2020 - 7/1/2021 (Annually)</p>   |  | <p><b>Needs:</b> C6; [Title I Components CNA]</p>   |
| 2 | <p><b>Action:</b> Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.</p>   | <p><b>Person(s) Responsible:</b> Principal, Administrative Team</p>  | <p><b>Resources:</b> Comprehensive Needs Assessment;;</p>   |
|   | <p><b>Evidence of Implementation:</b> Committee sign-in sheets, agendas, minutes</p>   | <p><b>Ongoing Evaluation Method:</b> Measuring student achievement and other data to actions and in improvement plan</p> | <p><b>Final Evaluation Method:</b> Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement</p> |
|   | <p><b>Timeline:</b> 2/1/2020 - 7/1/2021 (Annually)</p>   |  | <p><b>Needs:</b> C6; [Title I Components CIP]</p>   |

|   |  |   |   |
|---|--|---|---|
| 3 | <p><b>Action:</b> Maintain a safe and secure environment for each instructional and non-instructional facility. [A] Conduct standard safety drills (Fire Drills, Obstructed, Shelter in Place, Unauthorized Person (Inside), Severe Weather, Threatening Person (Outside); [B] Improve safety of the campus (purchase of Speed Limit signs, addition of Speed Bumps, safety equipment, and supplies to ensure student and family safety while on campus especially during drop off and pickup times, maintenance of security radios.</p> | <p><b>Person(s) Responsible:</b> Director, Food Services; Director, FACE; School Nurse; Principals, K-12; PE Coach, K-12; Coordinator, Special Populations; Community Representative; Parents; Superintendent; RYSS Board</p> | <p><b>Resources:</b> Houston Police Department; Harris County Sheriff Office; State and Federal Compliance; Precinct 2; City of Houston Fire Marshall.;</p> |
|   | <p><b>Evidence of Implementation:</b> Records of completed designated drills by campus principals kept at District Office and TCCC President &amp; CEO Office; Records of mandatory trainings at schools and district</p>  | <p><b>Ongoing Evaluation Method:</b> Monthly Safety Committee debriefs that include Principals, IT, Facilities Director, and Intervention Team Debrief</p>  | <p><b>Final Evaluation Method:</b> Complete student questionnaire about school culture and safety.</p>  |
|   | <p><b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)</p>   |   | <p><b>Needs:</b> C7;</p>  |
| 5 | <p><b>Action:</b> Implement the RYSS District Wellness Plan and provide a coordinated school health program. Students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Use criterion-based reporting for each students health education program.</p>  | <p><b>Person(s) Responsible:</b> Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach</p>  | <p><b>Resources:</b> USDA Website; Healthy School Program Online Tools - free to access online - no cost.;</p>  |
|   | <p><b>Evidence of Implementation:</b> Agenda; Minutes; Sign In; Post on Website</p>  | <p><b>Ongoing Evaluation Method:</b> Parent Surveys; Department meetings</p>  | <p><b>Final Evaluation Method:</b> Review of student health data.</p>   |
|   | <p><b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)</p>   |   | <p><b>Needs:</b> C5;</p>  |

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

**Additional Targeted Support**

**Student Success SpEd Academic Achievement**

Goal #2, Objective #2, Strategy #3

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

**Funding**

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

# Title I



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

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**Element 1: Comprehensive Needs Assessment**

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Conduct a Comprehensive Needs Assessment

**Goal # 4, Objective #2 , Strategy # 1:** In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

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**Element 2: Schoolwide Plan**

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Prepare a Comprehensive Schoolwide Plan

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

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**Element 3: Parent and Family Engagement**

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

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

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

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

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

- Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%
  
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
  
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal # 1, Objective # 8, Strategy # 3:** Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.

Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

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

Through these activities:

Do Now's, Warm-ups, Enrichment and Workstations.

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

Through these activities:

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

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

Through these activities:

Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

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

Through these activities:

Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

**Goal # 1, Objective # 10, Strategy # 1:** Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".

Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Requirement: Opportunities for all children**

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

- Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%
  
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
  
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal # 1, Objective # 8, Strategy # 3:** Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.

Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

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

Through these activities:

Do Now's, Warm-ups, Enrichment and Workstations.

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

Through these activities:

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

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

Through these activities:

Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

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

Through these activities:

Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

**Goal # 1, Objective # 10, Strategy # 1:** Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".

Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

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

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

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

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

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

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

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

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

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

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**Requirement: Increases the amount of quality learning time**

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

- Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%
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- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**Goal # 1, Objective # 8, Strategy # 3:** Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.

Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

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

Through these activities:

Do Now's, Warm-ups, Enrichment and Workstations.

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

Through these activities:

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

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

Through these activities:

Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

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

Through these activities:

Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

**Goal # 1, Objective # 10, Strategy # 1:** Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".

Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Requirement: Provides an enriched and accelerated curriculum**

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

- Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%
  
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
  
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal # 1, Objective # 8, Strategy # 3:** Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.

Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

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

Through these activities:

Do Now's, Warm-ups, Enrichment and Workstations.

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

Through these activities:

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

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

Through these activities:

Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

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

Through these activities:

Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

**Goal # 1, Objective # 10, Strategy # 1:** Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".

Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

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

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

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

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

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

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

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

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

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

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

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

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**Requirement: Provides a well-rounded education**

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

- Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%
  
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
  
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal # 1, Objective # 8, Strategy # 3:** Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills.

Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.

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

Through these activities:

Do Now's, Warm-ups, Enrichment and Workstations.

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

Through these activities:

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

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

Through these activities:

Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.

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

Through these activities:

Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.

**Goal # 1, Objective # 10, Strategy # 1:** Kinder, 1st, 2nd, 3rd teachers will support students with activities that build student's writing background by implementing a daily "morning message".

Kinder, 1st, 2nd, 3rd – will open ELAR/SLAR instruction with a "morning message". The morning message integrates reading, writing, and word study into the daily lesson. The message is planned before the lesson to integrate the ELAR/SLAR TEKS that will be taught that day. The morning message supports introduction and reinforcement of reading, writing, and spelling standards and is a component of balanced literacy.

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

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

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

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

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

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

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

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

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

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

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

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

**Goal # 4, Objective # 2, Strategy # 5:** Implement the RYSS District Wellness Plan and provide a coordinated school health program. Students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Use criterion-based reporting for each students health education program.

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**Requirement: Addresses the needs of at-risk students**

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

- Primary has identified all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 38% to 42%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Writing from 17% to 30%
  
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 41% to 45%
- Primary will increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 48% to 52%
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
  
- Primary will increase the percent of students (Kinder, 1st, 2nd) achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Primary will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Through these activities:

Do Now's, Warm-ups, Enrichment and Workstations.

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Through these activities:

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

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

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration



Raul Yzaguirre Schools for Success

## **Houston STEM and Early College Middle School**

### **Campus Improvement Plan**

**2020-2021**

2950 Broadway Street

Houston, TX 77017

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



### Mission

We the faculty, staff, family, and community of Raul Yzaguirre TSTEM & ECHS Academies 6th-8th and 9th-12th, have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting. The pursuit of excellence in all expectations are aimed at developing self-respect and pride among our students. Our ultimate goal is for our students to become critical thinkers and leaders that will take on our school's vision.

### Vision

At Raul Yzaguirre TSTEM ECHS, we empower all students to attain sustainable 21st century skills through participation in innovative college and career readiness programs.

### Administrators

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

### Description

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



**TSTEM - Texas Science Technology Engineering and Mathematics Designation****T-STEM**

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

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

**OBJECTIVES**

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

**Planning Committee**

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

# Comprehensive Needs Assessment

## Summary

### **Demographics**

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

### **Student Achievement**

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

### **School Culture and Climate**

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

### **Staff Quality, Recruitment and Retention**

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

### **Curriculum, Instruction and Assessment**

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

### **Family and Community Engagement**

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

### **School Context and Organization**

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

### **Technology**

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

### **Special Populations**

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

## Curriculum, Instruction and Assessment

### Strengths

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

### Needs

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

### Summary

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

### Data

Attendance Data

Campus-Based Assessments

District-Based Assessments

Individual Student Profiles

Response to Intervention tracking

Formative Assessments

Curriculum-Based Assessments

Student Demographics

Classroom Walkthrough Data

STAAR / EOC Results

LEP, ELL achievement data

## Demographics

### Strengths

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

### Needs

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

### Summary

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

### Data

Staff Demographics

Program Evaluations

Attendance Data

Campus-Based Assessments

Individual Student Profiles

Response to Intervention tracking

Graduation Records

Promotion / Retention data

Student Demographics

Parent Surveys/Discussions

## Family and Community Engagement

### Strengths

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

### Needs

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

### Summary

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

### Data

Parent Workshop Evaluations

Parent Surveys/Discussions

## School Context and Organization

### Strengths

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

### Needs

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

### Summary

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

### Data

Staff Demographics  
Parent Workshop Evaluations  
Parent Surveys/Discussions  
Program Evaluations



## School Culture and Climate

### Strengths

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

### Needs

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

### Summary

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

### Data

Staff Demographics

Student Achievement Data

Program Evaluations

Classroom Walkthrough Data

Campus Safety Exercise Data

Student Physical Education grade reports & evaluations

Student Data from the Coordinated Health program

## Special Populations

### Strengths

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

### Needs

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

### Summary

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

### Data

Program Evaluations  
Classroom Walkthrough Data  
Campus-Based Assessments  
Curriculum-Based Assessments  
Formative Assessments  
STAAR / EOC Results  
LEP, ELL achievement data

## Staff Quality, Recruitment and Retention

### Strengths

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

### Needs

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

### Summary

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

### Data

Attendance Data  
Staff Attendance Data  
Staff Demographics  
Program Evaluations

## Student Achievement

### Strengths

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

### Needs

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

### Summary

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

### Data

Staff Demographics

Student Achievement Data

Program Evaluations

TAPR

Attendance Data

Campus-Based Assessments

District-Based Assessments

Individual Student Profiles

Response to Intervention tracking

Formative Assessments

Curriculum-Based Assessments

STAAR / EOC Results

## Technology

### Strengths

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

### Needs

- 1 Not enough computers are available to students in the classroom
- 2 Students need laptops to take home to keep up with instructional technology assignments.
- 3 Access to the internet is not available in most classrooms

### Summary

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

### Data

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

**Priority Needs**

## A: Demographics

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

## B: Student Achievement

- B1 Teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies and providing effective interventions (Rtl).
- B3 Teacher training in implementing lessons that support TEKS alignment and higher order learning processes.
- B5 Student workshops that motivate engage and provide hands-on experience and exposure to career interests
- B6 Students are not adequately prepared for PSAT, ACT, SAT, and AP courses.
- B7 Our teachers need further development with small-group instruction and other TEKS aligned instructional strategies.

## C: School Culture and Climate

- C1 Our campus lacks sufficient amount of cameras.
- C2 We need to increase our social emotional learning awareness campus wide.
- C4 Our students need a full time counselor to support their social, emotional and academic well-being.

## D: Staff Quality, Recruitment and Retention

- D1 A clear and concise updated manual of policies, procedures, and practices that also includes delineated roles and responsibilities of those within the organization.
- D2 A comprehensive and coordinated teacher recruitment and selection system; whereby the HR department and campus administrators timely coordinate the recruitment and selection of teachers who, at minimum, meet highly qualified requirements to be in place for the first day of instruction and meet the needs of the ECHS/STEM campus.

## E: Curriculum, Instruction and Assessment

- E1 More business partnerships that provide learning opportunities for students.
- E2 Comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.

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

F: Family and Community Engagement

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

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

H: Technology

H1 Not enough computers are available to students in the classroom

I : Special Populations

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

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

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

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

# Actions



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

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

|   |   |  |  |
|---|---|--|--|
| 1 | <b>Action:</b> Engage in a (Data Driven Instruction) DDI protocol that will allow campus leadership and teaching team to identify root cause.   | <b>Person(s) Responsible:</b> April Coleman, Dr. Angie Miranda, Sergio Moreno  | <b>Resources:</b> DMAC Formative and Summative Reports, Lead4ward, STAAR Reports, DDI Protocol;  |
|   | <b>Evidence of Implementation:</b> Data analysis report including root cause and plan to address weaknesses.  | <b>Ongoing Evaluation Method:</b> Weekly Data Analysis of formative assessments and student data trackers will be used to conduct ongoing evaluations. | <b>Final Evaluation Method:</b> The final evaluation that will be used to determine effectiveness is our STAAR data in all tested areas. |
|   | <b>Timeline:</b> 8/15/2020 - 7/1/2021 (Weekly)  |  | <b>Needs:</b> B1; B3; B5; B7;  |
| 2 | <b>Action:</b> Utilize the Effective Schools Framework Plan (ESF) to guide the improvement of TEA targeted areas. Specifically we will address<br>1. Strong Leadership and Planning (lever 1)<br>2. Effective Instruction (Lever 3)<br>3. Effective Well-supported teachers (lever 2) | <b>Person(s) Responsible:</b> Academic Director<br>Principal<br>District Improvement Compliance Officer  | <b>Resources:</b> Effective School Framework Region IV PD on ESF; Local Funds \$1,500.00   |
|   | <b>Evidence of Implementation:</b> ESF Plan<br>Progress Monitoring of levers implementation<br>Data Reports   | <b>Ongoing Evaluation Method:</b> Observations and feedback<br>Weekly check ins with campus leader and teachers  | <b>Final Evaluation Method:</b> All indicators will meet targets per TEA   |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)  |  | <b>Needs:</b>  |

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

**Objective #2: The campus will meet or exceed TEA target in all indicators as stated by the TEA Targeted Support and Improvement report.**

|   |   |   |   |
|---|---|---|---|
| 1 | <b>Action:</b> All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments for each activity, differentiation, and paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments with exemplar responses. | <b>Person(s) Responsible:</b> Principal, Instructional Coach, Consultants, teachers   | <b>Resources:</b> Effective Schools Framework, Google drive, lesson plan template, Lead4ward;   |
|   | <b>Evidence of Implementation:</b> Lesson Plans submitted and checked weekly  | <b>Ongoing Evaluation Method:</b> Ongoing checks of lesson plans; lesson plan look fors: curriculum and assessment aligned to the objective, informed by data, detailed and aligned execution | <b>Final Evaluation Method:</b> STAAR learning reports  |
|   | <b>Timeline:</b> 8/19/2020 - 6/1/2021 (Daily)   |   | <b>Needs:</b>   |
| 2 | <b>Action:</b> Teachers use a corrective instruction action planning process in PLCs to analyze data, student misconceptions, determine root cause, and create reteach plan.  | <b>Person(s) Responsible:</b> Principal, Instructional Coach, Consultants, Teachers   | <b>Resources:</b> Effective Schools Framework, Lead4ward, Scope and Sequence, Corrective Instruction Protocol;  |
|   | <b>Evidence of Implementation:</b> Unpacking the Standards and Identify Gaps in the planning process in PLCs, At Bats practice in PLCs  | <b>Ongoing Evaluation Method:</b> PLC agendas and minutes, feedback given on lesson plans, ongoing formative assessment data, reteach plans and measured effectiveness through data           | <b>Final Evaluation Method:</b> Summative data on STAAR assessments   |
|   | <b>Timeline:</b> 8/19/2020 - 6/1/2021 (Daily)   |   | <b>Needs:</b>   |
| 3 | <b>Action:</b> Analyze TEKS performance and identify areas of strength and weaknesses per historical STAAR data and current checks for understanding assessments.   | <b>Person(s) Responsible:</b> Instructional coach, consultants, principal   | <b>Resources:</b> DMAC, DDI Protocols, Lead4Ward, Release tests, common assessments, exit tickets, notes on CFU, progress monitoring. Imagine Learning; |
|   | <b>Evidence of Implementation:</b> Data reports, assessments  | <b>Ongoing Evaluation Method:</b> Progress monitoring   | <b>Final Evaluation Method:</b> Meet the targets established by approaches, meets and masters   |
|   | <b>Timeline:</b> 8/27/2020 - 5/31/2021 (Daily)  |   | <b>Needs:</b> B8;   |

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

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

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

|   |   |   |  |
|---|---|---|--|
| 1 | <b>Action:</b> Engage in a Data Driven Instructional protocol that will allow campus leadership and teaching team to identify root cause.   | <b>Person(s) Responsible:</b> Instructional coach, principal, consultants   | <b>Resources:</b> Effective Schools Framework, Leverage Leadership Books, Region 4 Effective Schools Framework Conference, Region 4 Making the Grade-Closing the Gap Conference; State Comp Ed Funds \$50,000.00 |
|   | <b>Evidence of Implementation:</b> Assessment Calendars with data-analysis window; Lesson Plans; Walk-throughs; Observations; DDI protocol; PLC agendas and minutes; scheduled calibration instructional walks with consultants; analysis of student work samples | <b>Ongoing Evaluation Method:</b> Common assessments, exit tickets, DMAC reports; Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data | <b>Final Evaluation Method:</b> Summative assessment data from STAAR Reading   |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (Daily)  |   | <b>Needs:</b> H1;  |
| 2 | <b>Action:</b> Provide staff with training on how to analyze BOY, MOY and Benchmark Data and produce exemplar lessons that target higher level and critical thinking strategies. Plan Station activities to target advanced TEKS and objectives.                  | <b>Person(s) Responsible:</b> Principal; Lead Teachers; Teachers  | <b>Resources:</b> Student folders; data trackers;  |
|   | <b>Evidence of Implementation:</b> Lesson Plans; Walkthroughs   | <b>Ongoing Evaluation Method:</b> Positioning Tools; Benchmarks; Weekly checkpoints; student data tracking folders or notebooks   | <b>Final Evaluation Method:</b> Summative assessment data on STAAR Reading   |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)   |   | <b>Needs:</b> B1;  |
| 3 | <b>Action:</b> Teachers will participate in professional development to employ higher order, critical and academic vocabulary so that our student growth and performance increases.   | <b>Person(s) Responsible:</b> Principal; Teachers   | <b>Resources:</b> Research Based; Professional Development; Texas Charter Conference; Imagine Learning; Local Funds \$5,000.00   |
|   | <b>Evidence of Implementation:</b> Classroom observations using the T-TESS appraisal process to improve teaching and learning, small group instruction, differentiation of instruction, Depth of Knowledge  | <b>Ongoing Evaluation Method:</b> Teacher walk-through and observation feedback data using T-TESS; ongoing formative assessment data  | <b>Final Evaluation Method:</b> Summative assessment data from STAAR   |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)   |   | <b>Needs:</b> B3;  |

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

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

**Objective #4: Academic Achievement: Increase the percent of all students reaching the Meets Level Performance from 40% to 50% in Math. In addition, students will meet all indicators per TEA.**

|   |   |   |   |
|---|---|---|---|
| 1 | <b>Action:</b> Engage in a Data Driven Instructional protocol that will allow campus leadership and teaching team to identify root cause.   | <b>Person(s) Responsible:</b> Instructional Coach, Principal, Teachers  | <b>Resources:</b> Effective Schools Framework, Leverage Leadership Books, Region 4 Effective Schools Framework Conference, Region 4 Making the Grade-Closing the Gap Conference; Local Funds \$1,500.00 |
|   | <b>Evidence of Implementation:</b> Assessment Calendars with data-analysis window; Lesson Plans; Walk-throughs; Observations; DDI protocol; PLC agendas and minutes; scheduled calibration instructional walks with consultants; analysis of student work samples | <b>Ongoing Evaluation Method:</b> Common Assessments, Exit Tickets, DMAC student learning data reports; Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data | <b>Final Evaluation Method:</b> Summative assessment data on STAAR Math   |
|   | <b>Timeline:</b> 8/12/2020 - 6/1/2021 (Daily) <b>Needs:</b>   |   |   |
| 2 | <b>Action:</b> Instructional Coaches and Consultants will facilitate modeling, coaching and feedback weekly. Additionally, they will plan with teachers and facilitate At-bat lesson delivery sessions with our teachers.   | <b>Person(s) Responsible:</b> Instructional Coach, Teachers, Principal  | <b>Resources:</b> Teach Like A Champion, Lead4ward, PLC protocol;   |
|   | <b>Evidence of Implementation:</b> PLC meetings, PLC protocol, lesson plans, DDI protocol   | <b>Ongoing Evaluation Method:</b> Principal observations of classroom coaching; professional development sign-in forms  | <b>Final Evaluation Method:</b> Summative assessment data on STAAR  |
|   | <b>Timeline:</b> 8/12/2020 - 6/1/2021 (Daily) <b>Needs:</b>   |   |   |
| 3 | <b>Action:</b> Provide staff with training on how to analyze BOY, MOY and Benchmark Data and produce exemplar lessons that target higher level and critical thinking strategies. Use Imagine Math as a progress monitoring tool throughout the year.              | <b>Person(s) Responsible:</b> Math Instructional Coach, Principal, Teachers   | <b>Resources:</b> Region 4 TEKS aligned learning stations, Imagine Math;  |
|   | <b>Evidence of Implementation:</b> PLC protocol, PLC minutes, DDI Protocol  | <b>Ongoing Evaluation Method:</b> Progress monitoring using Imagine Math data; Benchmarks; Weekly checkpoints; student data tracking folders or notebooks   | <b>Final Evaluation Method:</b> Summative assessment data on STAAR Math   |
|   | <b>Timeline:</b> 8/12/2020 - 6/1/2021 (Daily) <b>Needs:</b>   |   |   |

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

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

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

|   |  |  |   |
|---|--|--|---|
| 1 | <b>Action:</b> The leadership team and Consultants will facilitate modeling, coaching and feedback on a weekly basis. Additionally, they will plan with teachers and facilitate At-bat lesson delivery sessions. | <b>Person(s) Responsible:</b> Principal, Instructional Coach, Consultants, Teachers                | <b>Resources:</b> PLC meeting time, PLC protocol, Teach Like A Champion;                              |
|   | <b>Evidence of Implementation:</b> PLC protocol, At-bat sessions, classroom observations, ongoing, data-analysis   | <b>Ongoing Evaluation Method:</b> Weekly classroom observation and calibrated instructional rounds | <b>Final Evaluation Method:</b> STAAR data  |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)   |  | <b>Needs:</b> B1; B3; B7; E2;   |
| 2 | <b>Action:</b> Identify students that are targeted for master level achievement and personalize instruction to target gaps.  | <b>Person(s) Responsible:</b> Teachers, instructional coach, principal                             | <b>Resources:</b> Forde Ferrier, Regaion I resources, Data templates; State Comp Ed Funds \$10,000.00 |
|   | <b>Evidence of Implementation:</b> Daily CFU, Common assessments, checkpoints  | <b>Ongoing Evaluation Method:</b> Progress monitoring, Common assessments, observations            | <b>Final Evaluation Method:</b> STAAR Scores  |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)   |  | <b>Needs:</b>   |



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

**Objective #6: Academic Achievement: In Math, students will increase the percent passing at the Masters level in 6th grade from 9% to 20%; in 7th grade from 22% to 30% and in 8th grade from 12% to 30%**

|   |   |   |  |
|---|---|---|--|
| 1 | <b>Action:</b> Provide PD on TEKS so that teachers understand the level of rigor of the standard.         | <b>Person(s) Responsible:</b> Instructional coach, consultants  | <b>Resources:</b> Rice University PD, Lead4Ward, TEKS RS; State Comp Ed Funds \$15,000.00              |
|   | <b>Evidence of Implementation:</b> Sign in sheets, attendance logs, lesson plans                          | <b>Ongoing Evaluation Method:</b> observations, data analysis   | <b>Final Evaluation Method:</b> STAAR Scores   |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)  |   | <b>Needs:</b>  |
| 2 | <b>Action:</b> Provide ongoing support for lesson planning including modeling and at-bats sessions.       | <b>Person(s) Responsible:</b> Instructional coaches, consultants  | <b>Resources:</b> TEKS RS, Lead4Ward;  |
|   | <b>Evidence of Implementation:</b> Weekly PLC, coaching notes   | <b>Ongoing Evaluation Method:</b> Coaching notes, lesson planning and classroom observations with a focus on student learning, intervention plans | <b>Final Evaluation Method:</b> STAAR Scores   |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)  |   | <b>Needs:</b>  |
| 3 | <b>Action:</b> Additional instructional targeted support will be provided during after school tutorials.  | <b>Person(s) Responsible:</b> Teachers, principal, 21st Century staff   | <b>Resources:</b> STAAR Masters, Motivation (Think Up), DMAC reports; Title I, Part A Funds \$5,000.00 |
|   | <b>Evidence of Implementation:</b> Sign in sheets, intervention plan, student work, data analysis reports | <b>Ongoing Evaluation Method:</b> Exit tickets, CFU   | <b>Final Evaluation Method:</b> STAAR Scores   |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)  |   | <b>Needs:</b>  |

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

**Objective #7: Attendance: By the end of the school year, increase and maintain student attendance to 98%, and decrease teacher absenteeism by 5%.**

|   |   |  |   |
|---|---|--|---|
| 1 | <b>Action:</b> Reach and Maintain 98% student attendance rate by (1) Using the Awards Committee to provide students with awards and acknowledgement for high standards and attendance, and (2) establish an ADA committee to meet each week to review student attendance and take immediate corrective and preventive action. | <b>Person(s) Responsible:</b> Principal; PEIMS Manager; Teachers   | <b>Resources:</b> TXeis reports; DMAC; BlackBoard Connect; Local Funds \$5,000.00 |
|   | <b>Evidence of Implementation:</b> TXEis reports, Sign in sheets, participation in activity, logs   | <b>Ongoing Evaluation Method:</b> Review of Attendance & Truancy Data  | <b>Final Evaluation Method:</b> Improved attendance rate across the campus        |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)   |  | <b>Needs:</b> A3;   |
| 2 | <b>Action:</b> Increase staff education and development at the campus level in compliance with Truancy Prevention Measures under HB 2398: (a) Purchase materials and supplies to provide ongoing training and workshops, (b) Contract for consultants to provide training and workshops                                       | <b>Person(s) Responsible:</b> Principals; FACE; Intervention TEAM; Facilities Management Department                      | <b>Resources:</b> ESC 4; State Requirements;                                      |
|   | <b>Evidence of Implementation:</b> Truancy Prevention Measures  | <b>Ongoing Evaluation Method:</b> Attendance Records   | <b>Final Evaluation Method:</b> Improvement in student attendance rates           |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)  |  | <b>Needs:</b> A3;   |
| 3 | <b>Action:</b> Administration will make teacher appreciation an on going priority. There will be frequent incentives, prizes, and recognition treats every two to three weeks.  | <b>Person(s) Responsible:</b> Principal; Administrative Assistant  | <b>Resources:</b> Coupons; Absence Reports; Planning Calendar;                    |
|   | <b>Evidence of Implementation:</b> Biweekly incentives; pictures; recognition   | <b>Ongoing Evaluation Method:</b> End of the year comparison of First semester and Second semester absentee percentages. | <b>Final Evaluation Method:</b> Review of data and CIP Progress.                  |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)   |  | <b>Needs:</b> D1; D2;   |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #1: EL: Increase understanding of the EL Progress Measure and how it relates to state and federal accountability.**

|   |   |  |  |
|---|---|--|--|
| 1 | <b>Action:</b> An Intervention Plan will be developed and implemented to increase the percentage of at-risk students in the Bilingual or ESL Program obtaining LIII-Advanced Level of Performance in the State assessments.   | <b>Person(s) Responsible:</b> Principal; Lead Teachers Special; Pops Manager ESL TEAM                | <b>Resources:</b> Files Trackers; Data;  |
|   | <b>Evidence of Implementation:</b> AEIS Reports AMAO Report   | <b>Ongoing Evaluation Method:</b> State Assessment Data  | <b>Final Evaluation Method:</b> Data review will show an increase of 10% for all EL students                               |
|   | <b>Timeline:</b> 10/1/2020 - 6/1/2021 () <b>Needs:</b> E1; I1; I 5;   |  |  |
| 2 | <b>Action:</b> Special Populations Department will provide training opportunities regarding the impact of LEP Progress Measure and its impact on State and Federal indicators to all teachers and support   | <b>Person(s) Responsible:</b> Special Populations Coordinator; Principal; ESL Program; Lead Teachers | <b>Resources:</b> Registration; Files; Supplies;   |
|   | <b>Evidence of Implementation:</b> Training Registration forms; Powerpoints; Training Certificates  | <b>Ongoing Evaluation Method:</b> Evaluations; TELPAS; System Safeguards; AMAOs                      | <b>Final Evaluation Method:</b> All teacher will increase their effectiveness as evidenced by an increase in score by 10%  |
|   | <b>Timeline:</b> 9/1/2020 - 6/1/2021 () <b>Needs:</b> E3; E4;   |  |  |
| 3 | <b>Action:</b> Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2018-2019 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level. | <b>Person(s) Responsible:</b> Principal; Lead Teachers; PTO; Content Leads                           | <b>Resources:</b> Research based; literature and data; Free literature and support; Title I, Part A Funds; PTA Funds Funds |
|   | <b>Evidence of Implementation:</b> Sign in sheets; Flyers; Data; Meeting sessions   | <b>Ongoing Evaluation Method:</b> Student achievement; Every grading cycle and progress report       | <b>Final Evaluation Method:</b> 80% of students will meet the criteria on TELPAS to exit program by the end of 2019        |
|   | <b>Timeline:</b> 9/1/2020 - 6/1/2021 (On-going) <b>Needs:</b> E3;   |  |  |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #2: EL: Close the achievement gap and increase student performance at the Meets Grade Level or above in Reading for our LEP student group from 27% to 33%.**

|   |   |   |  |
|---|---|---|--|
| 1   | <b>Action:</b> Review disaggregated data to track and monitor the progress of our EL students and provide evidence-based feedback to teachers | <b>Person(s) Responsible:</b> Principal, Special Population Coordinator, Instructional Coach, teachers  | <b>Resources:</b> DDI Protocol, PLC Protocol, Agenda and Minutes, DMAC student learning reports, Lead4ward, TELPAS data; |
|   | <b>Evidence of Implementation:</b> Assessment Calendars with data-analysis window   | <b>Ongoing Evaluation Method:</b> Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data | <b>Final Evaluation Method:</b> Summative assessment data from STAAR reading   |
| <b>Timeline:</b> 8/12/2020 - 6/1/2021 (Daily) |   | <b>Needs:</b>   |  |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #3: LEP: Close the achievement gap and increase student performance at the Meets Grade Level or above in Math for our LEP student group from 37% to 44%.**

|   |   |  |   |
|---|---|--|---|
| 1   | <p><b>Action:</b> Review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers</p> | <p><b>Person(s) Responsible:</b> Principal, Special Populations Coordinator, Instructional Coach, teachers</p>   | <p><b>Resources:</b> DDI Protocol, PLC Protocol, Agenda and Minutes, DMAC student learning reports, Lead4ward, Imagine Math data;</p> |
|   | <p><b>Evidence of Implementation:</b> Assessment Calendars with data-analysis window</p>  | <p><b>Ongoing Evaluation Method:</b> Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions.<br/>Coaching and teacher support is informed by data</p> | <p><b>Final Evaluation Method:</b> Summative assessment data from STAAR Math</p>  |
| <p><b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)</p> |   | <p><b>Needs:</b></p>   |   |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #4: SPED: Increase the overall Student Achievement Domain Score for our Special Ed students from 10 to 27.**

|   |   |   |   |
|---|---|---|---|
| 1 | <b>Action:</b> Review disaggregated data to track and monitor the progress of our Special Education students and provide evidence-based feedback to teachers. | <b>Person(s) Responsible:</b> Special Education Coordinator, Principal, teachers  | <b>Resources:</b> Imagine Learning, Imagine Math, student data tracker folders, student data trackers, Think Up Math, Think Up Reading; |
|   | <b>Evidence of Implementation:</b> Assessment Calendars with data-analysis window   | <b>Ongoing Evaluation Method:</b> Instructional Leaders will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data | <b>Final Evaluation Method:</b> Summative Assessment data for student achievement on STAAR  |
|   | <b>Timeline:</b> 8/19/2020 - 6/1/2021 (Daily)   |   | <b>Needs:</b>   |

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #5: At-Risk: Close the achievement gap between student groups at the same grade level, including Special Education and other at-risk students, by 10%.**

|   |  |   |   |
|---|--|---|---|
| 1 | <b>Action:</b> Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development.   | <b>Person(s) Responsible:</b> Principal; Lead Teachers; Teachers  | <b>Resources:</b> Professional Development; Workbooks; Word Walls; Flashcards;  |
|   | <b>Evidence of Implementation:</b> PD Agendas; Sign in Sheets; Lesson Plans; Walkthroughs  | <b>Ongoing Evaluation Method:</b> Weekly Checkpoints; Benchmarks; Positioning tools; TELPAS; STAAR              | <b>Final Evaluation Method:</b> Students will increase ELA STAAR scores by 10% of approaches, 10% meets, and 5% masters |
|   | <b>Timeline:</b> 8/27/2020 - 5/31/2021 (Daily)   |   | <b>Needs:</b> E3;   |
| 2 | <b>Action:</b> Continue to teach effective parenting and coping skills to students who are pregnant or parenting to ensure that they receive a high school diploma. These students will be closely monitored for attendance and grades with immediate interventions applied for at - risk performance. | <b>Person(s) Responsible:</b> CCR; Principal; Parents   | <b>Resources:</b> BCM; Specialized Consulting; VOCA;  |
|   | <b>Evidence of Implementation:</b> Teacher training for at-risk students; classes and session for student-parents.   | <b>Ongoing Evaluation Method:</b> Monitoring of academic achievement for pregnant students and student-parents. | <b>Final Evaluation Method:</b> Increase graduation rates by 2%   |
|   | <b>Timeline:</b> 8/27/2020 - 5/31/2021 ()  |   | <b>Needs:</b> I 4;  |
| 3 | <b>Action:</b> Implement academic tracking system to better track the academic achievement of Special Education and other at-risk students, including meetings for teachers to coordinate efforts across all academic subjects.  | <b>Person(s) Responsible:</b> Principal, Lead Teachers, Special Education teachers                              | <b>Resources:</b> Special Ed Funds  |
|   | <b>Evidence of Implementation:</b> Meeting notes, Interventions plans for Special Education students   | <b>Ongoing Evaluation Method:</b> Teacher discussion, classroom evaluations                                     | <b>Final Evaluation Method:</b> increase the number of students meeting IEP goals by 50%                                |
|   | <b>Timeline:</b> 8/27/2020 - 5/31/2021 ()  |   | <b>Needs:</b> I3;   |

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

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

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



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

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

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

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

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

|   |   |   |  |
|---|---|---|--|
| 1 | <b>Action:</b> PSAT practice with 7th and 8th graders during Advocacy   | <b>Person(s) Responsible:</b> District Testing Coordinator, Counselor, Principal, Dean of Students, Instructional Coach       | <b>Resources:</b> Naviance, College Board, Practice Materials, Khan Academy; |
|   | <b>Evidence of Implementation:</b> Calendared Advocacy lessons  | <b>Ongoing Evaluation Method:</b> Student check-ins during Advocacy   | <b>Final Evaluation Method:</b> Evidence of growth on EOY assessments        |
|   | <b>Timeline:</b> 11/1/2020 - 5/28/2021 (On-going)   |   | <b>Needs:</b>  |
| 2 | <b>Action:</b> Teachers will take SAT practice tests to identify key areas to address in their own instruction. | <b>Person(s) Responsible:</b> District Testing Coordinator, Counselor, Principal, Dean of Students, Instructional Coordinator | <b>Resources:</b> Practice SAT tests;  |
|   | <b>Evidence of Implementation:</b> Calendared SAT practice test sessions with teachers                          | <b>Ongoing Evaluation Method:</b>   | <b>Final Evaluation Method:</b>  |
|   | <b>Timeline:</b> 11/1/2020 - 5/28/2021 (On-going)   |   | <b>Needs:</b>  |

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

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

|   |   |   |   |
|---|---|---|---|
| 1 | <b>Action:</b> Post social media and Blackboard Connect communication to keep parents abreast of on-campus and virtual events and updates   | <b>Person(s) Responsible:</b> Principals, Lead teachers, Family and Community Engagement staff                                | <b>Resources:</b> Blackboard Connect services, social media, teacher Remind app;  |
|   | <b>Evidence of Implementation:</b> Social media postings, call outs, text blasts  | <b>Ongoing Evaluation Method:</b> Virtual or on-campus parent meetings attendance   | <b>Final Evaluation Method:</b> Parent survey   |
|   | <b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)   |   | <b>Needs:</b> F2; [Title I Components Evaluation]   |
| 2 | <b>Action:</b> Parent meetings will be held to communicate with campus principal, Family and Community Engagement (FACE) Department and other stakeholders.   | <b>Person(s) Responsible:</b> Principal, Family and Community Engagement ,CCR   | <b>Resources:</b> Parent surveys;   |
|   | <b>Evidence of Implementation:</b> Monthly parent meeting agendas   | <b>Ongoing Evaluation Method:</b> Surveys; photos of parent meeting sessions; chat transcript from Zoom                       | <b>Final Evaluation Method:</b> EOY parent survey   |
|   | <b>Timeline:</b> 9/1/2020 - 5/1/2021 (Monthly)  |   | <b>Needs:</b> F3; [Title I Components Evaluation]   |
| 3 | <b>Action:</b> Invite and promote opportunities to share information and gather input from parents and community members that will aid and benefit all stakeholders; to promote engagement to increase and support overall student achievement. | <b>Person(s) Responsible:</b> Family and Community Engagement Department, Principal PTO CCR Teachers;                         | <b>Resources:</b> Flyers; Promotional events; Post-secondary institutions, Memorandums of Understanding; Strategic Partnership Agreements; Carl Perkins   |
|   | <b>Evidence of Implementation:</b> Sign-in sheets Field trips; Meeting Agendas; Fairs/workshops   | <b>Ongoing Evaluation Method:</b> Informal surveys and discussions with parents and community members, partnership agreements | <b>Final Evaluation Method:</b> Review of student achievement data; renew agreements  |
|   | <b>Timeline:</b> 10/1/2020 - 5/1/2021 (Monthly)   |   | <b>Needs:</b> F2; [Title I Components Evaluation]   |
| 4 | <b>Action:</b> Provide parents with resources, training, and workshops that help increase student achievement.  | <b>Person(s) Responsible:</b> Principal; CCR; FACE Dept.; Academic Services Special Populations                               | <b>Resources:</b> Parent literature; CCR & College FAFSA/TAFSA; Parent Center Lab; Upward Bound Program; Padres Comprometidos; Padres Comprometidos con CHISPA; 400 Voices; Project Grad; Title I, Part A Funds |
|   | <b>Evidence of Implementation:</b> Agendas Sign-in Sheets   | <b>Ongoing Evaluation Method:</b> Parent surveys and evaluations; student and parent feedback                                 | <b>Final Evaluation Method:</b> Increase in student achievement data  |
|   | <b>Timeline:</b> 9/1/2020 - 7/1/2021 (On-going)   |   | <b>Needs:</b> F1; [Title I Components Evaluation]   |



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

**Objective #2: Community: Provide opportunities for strategic partnerships expansion.**

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

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

**Objective #3: Culture: Ensure students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.**

|   |   |   |  |
|---|---|---|--|
| 1 | <b>Action:</b> Safety committee will meet weekly to discuss campus grounds, classroom and surrounding area safety concerns and improvements.  | <b>Person(s) Responsible:</b> Principal; Intervention TEAM  | <b>Resources:</b> Safety Drills; Calendar; Minutes;                            |
|   | <b>Evidence of Implementation:</b> Sign-in sheets; Calendar; Agendas  | <b>Ongoing Evaluation Method:</b> Evaluation of periodic safety exercises   | <b>Final Evaluation Method:</b> Positive evaluation of campus safety exercises |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (Weekly)   |   | <b>Needs:</b> C1;  |
| 2 | <b>Action:</b> Maintain a safe and secure environment for each instructional and non-instructional facility. [A] Conduct standard safety drills (Fire Drills, Obstructed, Shelter in Place, Unauthorized Person (Inside), Severe Weather, Threatening Person (Outside); [B] Improve safety of the campus (purchase of Speed Limit signs, addition of Speed Bumps, safety equipment, and supplies to ensure student and family safety while on campus especially during drop off and pickup times, maintenance of security radios. | <b>Person(s) Responsible:</b> Principals; FACE; Intervention TEAM; Facilities Management Department                       | <b>Resources:</b> Trackers; Binders; COH Policies and Regulations; Local Funds |
|   | <b>Evidence of Implementation:</b> Binder Tracker   | <b>Ongoing Evaluation Method:</b> Evaluation of Drills and Meetings   | <b>Final Evaluation Method:</b> Review of campus safety data                   |
|   | <b>Timeline:</b> 7/1/2020 - 7/1/2021 (On-going)   |   | <b>Needs:</b> C1;  |
| 4 | <b>Action:</b> Implement the RYSS District Wellness Plan and provide a coordinated school health program. Students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Use criterion-based reporting for each students health education program.  | <b>Person(s) Responsible:</b> Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach | <b>Resources:</b> Literature; Curriculum; Communication;                       |
|   | <b>Evidence of Implementation:</b> Meetings and communication   | <b>Ongoing Evaluation Method:</b> Parent Surveys; Department meetings   | <b>Final Evaluation Method:</b> Review of student health data.                 |
|   | <b>Timeline:</b> 12/1/2020 - 5/1/2021 (Daily)   |   | <b>Needs:</b> C2;  |

|   |   |   |  |
|---|---|---|--|
| 5 | <b>Action:</b> In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives. | <b>Person(s) Responsible:</b> Principal   | <b>Resources:</b> Campus Improvement Plan, Set2Plan training;  |
|   | <b>Evidence of Implementation:</b> Completed comprehensive Needs Assessment, Campus improvement plan, and evaluation of the prior year plan. Sign in sheets, agendas, and minutes of all meetings used to complete the items listed.  | <b>Ongoing Evaluation Method:</b> discussions with committee members  | <b>Final Evaluation Method:</b> Completed Campus Improvement Plan  |
|   | <b>Timeline:</b> 2/1/2020 - 7/1/2021 (Annually)   |   | <b>Needs:</b> C4; [Title I Components CNA]   |
| 6 | <b>Action:</b> Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.   | <b>Person(s) Responsible:</b> Principal   | <b>Resources:</b> Comprehensive Needs Assessment;  |
|   | <b>Evidence of Implementation:</b> Committee sign-in sheets, agendas, minutes   | <b>Ongoing Evaluation Method:</b> Measuring student achievement and other data to actions and in improvement plan         | <b>Final Evaluation Method:</b> Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement |
|   | <b>Timeline:</b> 2/1/2020 - 7/1/2021 (Annually)   |   | <b>Needs:</b> C4; [Title I Components CIP]   |
| 7 | <b>Action:</b> Provide routine health services in conjunction with BCM and PE/Health courses. Alignment with district/campus wellness policy and programs.  | <b>Person(s) Responsible:</b> Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach | <b>Resources:</b> Equipment; Technology Devices Data; Tracking documents and reports; FMNV Charts and website;   |
|   | <b>Evidence of Implementation:</b> Policy; Meetings; Fitness Gram Lessons   | <b>Ongoing Evaluation Method:</b> Parent and student; feedback/surveys; Evaluations                                       | <b>Final Evaluation Method:</b> Review of student health data  |
|   | <b>Timeline:</b> 7/1/2020 - 4/1/2021 (Daily)  |   | <b>Needs:</b> C2;  |

### Additional Targeted Support

#### Student Success SpEd Academic Achievement

Goal #2, Objective #2, Strategy #3

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

**Funding**

Career & Technology Funds

High School Allotment Funds

Local Funds \$28,000.00

Carl Perkins

PTA Funds Funds

State Comp Ed Funds \$75,000.00

Special Ed Funds

Title I, Part A Funds \$15,000.00

Title III, Part A Funds



# Title I

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

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**Element 1: Comprehensive Needs Assessment**

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Conduct a Comprehensive Needs Assessment

**Goal # 4, Objective #3 , Strategy # 5:** In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

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**Element 2: Schoolwide Plan**

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Prepare a Comprehensive Schoolwide Plan

**Goal # 4, Objective #3 , Strategy # 6:** Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

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**Element 3: Parent and Family Engagement**

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

**Goal # 4, Objective # 1, Strategy # 1:** Post social media and Blackboard Connect communication to keep parents abreast of on-campus and virtual events and updates

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

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

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

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

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

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**No actions have been associated with this component**

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**Requirement: Opportunities for all children**

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**No actions have been associated with this component**

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**Requirement: Increases the amount of quality learning time**

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

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**Requirement: Provides an enriched and accelerated curriculum**

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**No actions have been associated with this component**

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**Requirement: Provides a well-rounded education**

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

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**Requirement: Addresses the needs of at-risk students**

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

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

**Goal # 2, Objective # 5, Strategy # 3:** Implement academic tracking system to better track the academic achievement of Special Education and other at-risk students, including meetings for teachers to coordinate efforts across all academic subjects.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration



Raul Yzaguirre Schools for Success

## **Houston T-STEM and Early College High School**

### **Campus Improvement Plan**

**2020-2021**

2950 Broadway Street

Houston, TX 77017

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



### Mission

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

### Vision

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

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

### Administrators

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

### Description

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

### Special Programs

#### P-TECH

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

**ECHS - Early College High School Academy Designation**

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

**Planning Committee**

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



# Comprehensive Needs Assessment

## Summary

### **Demographics**

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

### **Student Achievement**

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

### **School Culture and Climate**

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

### **Staff Quality, Recruitment and Retention**

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

### **Curriculum, Instruction and Assessment**

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

### **Family and Community Engagement**

Measure attendance/participation of meetings and planning sessions.

### **School Context and Organization**

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

### **Technology**

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

### **Special Populations**

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

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

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

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

## Curriculum, Instruction and Assessment

### Strengths

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

### Needs

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

### Summary

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

### Data

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

## Demographics

### Strengths

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

### Needs

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

### Summary

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

### Data

Staff Demographics

Program Evaluations

Attendance Data

Campus-Based Assessments

Response to Intervention tracking

Classroom Walkthrough Data

Formative Assessments

STAAR / EOC Results

Student Achievement Data

## Family and Community Engagement

### Strengths

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

### Needs

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

### Summary

Measure attendance/participation of meetings and planning sessions.

### Data

Student Achievement Data  
Program Evaluations  
Attendance Data

## School Context and Organization

### Strengths

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

### Needs

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

### Summary

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

### Data

Program Evaluations  
Attendance Data

## School Culture and Climate

### Strengths

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

### Needs

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

### Summary

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

### Data

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



## Special Populations

### Strengths

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

### Needs

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

### Summary

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

### Data

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

## Staff Quality, Recruitment and Retention

### Strengths

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

### Needs

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

### Summary

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

### Data

Staff Demographics  
Program Evaluations

## Student Achievement

### Strengths

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

### Needs

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

### Summary

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

### Data

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

## Technology

### Strengths

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

### Needs

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

### Summary

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

### Data

Staff Demographics

Student Achievement Data

Program Evaluations

Response to Intervention tracking

Classroom Walkthrough Data

**Priority Needs**

## A: Demographics

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

## B: Student Achievement

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

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

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

## C: School Culture and Climate

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

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

## D: Staff Quality, Recruitment and Retention

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

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

## E: Curriculum, Instruction and Assessment

E1 Improve instructional delivery and lesson cycle overall.

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

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

## F: Family and Community Engagement

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

F2 Increase communication with stakeholders

G: School Context and Organization

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

I : Special Populations

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

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

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

# Actions

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

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

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



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

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

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

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

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

**Objective #4: By the end of the school year, we will maintain student and teacher average attendance rate to 96%, synchronously and asynchronously.**

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

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

**Objective #5: In order to ensure campus safety and positive school climate, the school will embed student recognitions, academic celebrations, and social, emotional learning supports so that the whole child's needs are being met.**

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

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

**Objective #6: All ELA teachers will complete the TEA HB 3 Reading Academies.**

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

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #1: Close the achievement gap between student groups by increasing the amount of students that meet target on STAAR at the Meets Grade Level as follows: EL from 21% to 29% in Reading.**

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

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

**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #2: Close the achievement gap between student groups by increasing the amount of students that meet target on STAAR at the Meets Grade Level as follows: SPED from 11% to 19% in Reading.**

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



**Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.**

**Objective #3: Close the achievement gap between student groups by increasing the amount of EL students that meet target on STAAR at the Meets Grade Level as follows: 39% to 46% in Math.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Objective #3: In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.**

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

**Additional Targeted Support**

**Student Success   SpEd   Academic Achievement**

Goal #2, Objective #2, Strategy #3

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



**Funding**

Career &amp; Technology Funds

Educator Excellent Initiative Grant

Gifted &amp; Talented

High School Allotment Funds

Local Funds \$3,000.00

Carl Perkins

PTA Funds Funds

State Comp Ed Funds

Special Ed Funds

Title I, Part A Funds \$48,400.00

Title II, Part A Funds \$600.00

Title III, Part A Funds \$2,500.00

Texas Literacy Initiative

# Title I

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

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**Element 1: Comprehensive Needs Assessment**

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Conduct a Comprehensive Needs Assessment

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

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**Element 2: Schoolwide Plan**

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Prepare a Comprehensive Schoolwide Plan

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

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**Element 3: Parent and Family Engagement**

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

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

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

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

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

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**Requirement: Opportunities for all children**

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

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

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

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**Requirement: Increases the amount of quality learning time**

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

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**Requirement: Provides an enriched and accelerated curriculum**

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

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**Requirement: Provides a well-rounded education**

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

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**Requirement: Addresses the needs of at-risk students**

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

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration