Raul Yzaguirre Schools for Success

Early College T-STEM Academy (9-12)

Campus Improvement Plan

2021-2022

2950 Broadway Street

Houston, TX 7701

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 Early College T-STEM Academy have committed ourselves to providing and obtaining the highest standard of education in a student centered and culturally relevant setting. Our ultimate goal is for our students to become critical thinkers and leaders that will take on our school's vision.

Vision

The vision of Raul Yzaguirre Early College T-STEM Academy is to motivate and inspire students to excel in learning while preparing students academically, socially, and emotionally for working in a competitive, technological, and global society.

Administrators

Noelia Longoria	Principal
Damon Jasso	Assistant Principal
Yesenia Cervantes	Instructional Specialist

Description

Early College T-STEM Academy (9-12) opened its doors in 2002 and serves 289 students in grades 9 through 12. The student population is 99.3% Hispanic, .3% White, .3% Asian, 51.9% Male, 48.1% Female. Early College T-STEM Academy (9-12) serves 8.3% Special Education students, 97.6% Economically Disadvantaged students, 20.4% English Language Learners; 61.2% At-Risk students, 6.2% Gifted & Talented students. The average attendance rate for students is 93.8%. The annual graduation rate is 95.4%.

Demographics

Raul Yzaguirre Early College T-STEM Academy has the advantage of serving a 99.3% Hispanic population and we can target the specific needs of this population by offering our staff professional development necessary to serve all of our students including ELL and special population students.

Student Achievement

During the past year, we were able to maintain our scores in English, Social Studies, and Science despite the COVID 19 pandemic. We will continue to strive for improvement in all subjects and prioritize writing across the curriculum and strategies for differentiation for all learners.

This will be attained through high quality instruction for all students, support classes and tutoring to all students who have previously failed the STAAR exam, and monitoring student performance throughout the year with common assessments and six-week cumulative assessments.

School Culture and Climate

Raul Yzaguirre Early College T-STEM Academy will continue to ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment. We will continue enrichment programs that include academic tutorials and 21st Century after school programs where students can participate in STEM, Robotics, Band, Sports, Art, Writing Club, and JROTC.

Staff Quality, Recruitment and Retention

Raul Yzaguirre Early College T-STEM Academy will continue to recruit, employ, develop and retain highly effective and qualified faculty and staff. We will ensure that most of our teachers are "Highly Qualified" as we involve universities, and regional education centers to recruit for our campus. Teachers are provided campus leadership roles and opportunities through professional development, campus leadership roles. The principal will mentor and lead PLC, Leadership, SDMC, and Faculty meetings.

Curriculum, Instruction and Assessment

Daily Professional Learning Committees have been created in the master schedule for English, Math, Reading, and Social Studies classes. This additional time will allow teachers to collaborate, plan, create/adjust pacing calendars, implement curriculum, backwards design assessments, disaggregate data, and receive professional development. Mini assessments will be given twice a six weeks to measure student learning and provide appropriate inventions. Moreover, students that were not successful in passing STAAR have a support class that is during the instructional day.

Family and Community Engagement

Raul Yzaguirre Early College T-STEM Academy has an emphasis on involving parent and community in our school and organization.
We provide monthly zoom and face to face meetings including: meetings with the Principal, meetings with Counselor and teachers for college night/FASFA information, and a variety of cultural events. Each student and parent met with a school official to create a personal graduation plan for each student's future.

School Context and Organization

Parents are included and involved in programs and school offerings through various communication venues. Parents are included in the SDMC, monthly parent nights, HB4545 updates, after school academic tutorials, through the website, newsletters, and call outs. Parents are involved in all academics, activities, and opportunities that are provided for students.

Technology

Raul Yzaguirre Early College T-STEM Academy has a 1:1 device to student ratio. Technology labs are used for STEM and technology classes. Professional development has been provided for teachers and staff. We are participating in Blended Learning, Zspace, Project Lead the Way, CodeHS, Microsoft certifications that are all technology based programs to increase students' ability to compete in a global society.

Special Populations

Raul Yzaguirre Early College T-STEM Academy will provide special population and ELL students with instruction to address their individual learning needs. Teachers will monitor student progress through assignments and mini assessments that will measure student learning. Students will be provided additional instructional time, as needed, throughout the school day and through after school programs. The teachers and staff are participating in professional development that provides various strategies to provide teachers with the tools to engage students in differentiation to enhance student learning for all students. Our Gift and Talented students participate in weekly training and project based learning throughout the year.

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 the opportunity to complete a course of study that combines high school and post-secondary courses. Within four years, students are able to earn a high school diploma, an associate degree, a two-year post-secondary certificate or industry certification, and complete work-based training. This program will allow students to gain work experience through an internship, apprenticeship, or other job training programs. Moreover, the P-Tech programs enable Raul Yzaguirre Early College T-STEM Academy to partner with Texas Institutions of Higher Education (IHEs) and regional businesses and industries which will give 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. Raul Yzaguirre Early College T-STEM 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

Member Name	Title	Role
Noelia Longoria	Principal	Principal
Elizabeth White	Teacher - AP Physics / STEM	Teacher
Jill Moreno	Teacher - Art	Teacher
Yulissa Mora	Teacher - ELA	Teacher
David Davila	Teacher - ELA	Teacher
James Sherwood	Teacher - Math	Teacher

Planning Committee (continued)

Member Name	Title	Role
Aktug Cilekci	Teacher - Pre Cal	Teacher
Marco Setien	Teacher- Biology	Teacher
Daniella Botello	Counselor	Non-Teaching Staff
Jose Castillo	Teaching Assistant Non-instructional	Non-Teaching Staff
Marycruz Chavez	Parent	Parent
Joaquin Martinez	Community Member	Community Member
Anne VanHorn	Business Representative	Business Representative

Comprehensive Needs Assessment

CNA Process

2021 STAAR results showed significant losses from our 2019 performance in Algebra 1. In 2019, 78% of students met standard in Algebra 1 while in 2021 only 37% of students met standard.

To recover from this loss in student achievement in Algebra 1, RYSS Early College T-STEM Academy will have a STAAR component score of at least 41. We will achieve this by having at least 73% of our students at Approaches, 41% at Meets, and 8% at Masters on the Algebra 1 STAAR exam.

In order to meet this goal for the overall STAAR component, we will implement the following: high quality instruction to students in mathematics, targeted supports and tutoring to students who have previously failed the STAAR exam, and monitoring student performance through mini assessments throughout the year.

2021 STAAR results showed losses from our 2019 performance in Biology. In 2019, 89% of students met standard in Biology 1 while in 2021 only 73% of students met standard.

To increase student achievement in Biology, RYSS Early College T-STEM Academy will have a STAAR component score of at least 41. We will regain our previous level of performance at the meets grade level standard.

In order to meet this goal for the overall STAAR component, we will implement the following: high quality instruction to students in Biology, targeted supports and tutoring to students who have previously failed the STAAR exam, and monitoring student performance through mini assessments throughout the year.

In 2019-2020, RYSS Early College T-STEM Academy had a CCMR rate of 45%. For 2021-2022, we would like to achieve a CCMR rate of 48%.

The action plan to do this is by implementing strategies such as encouraging and supporting in person learning, providing language supports to students as needed, and providing tutoring specifically in reading and math to students who have previously failed the STAAR exams in these subjects.

We expect to mitigate the learning loss that happened last year. Improving the performance of students in RLA and mathematics will positively impact the CCMR rate.

After reviewing the data, the performance of current and monitored English-language Learners (ELs) is an area of focus for RYSS Early College T-STEM Academy. In 2019, current and monitored English-language Learners (ELs) did not meet any of its federal targets (0 targets met out of 4). Given that more than 50% of the campus is composed of current ELs, our focus is on improving the outcomes for these students through additional language supports, high quality first instruction, tutoring for those students who previously failed a STAAR assessment, and progress monitoring though mini assesments throughout the year. The goals for reading, math, and English-language proficiency for ELs were set to exceed the federal targets by increasing the Reading and Math STAAR results to the following: Reading STAAR scores will increase from 21% Meets Grade Level standard from 2019 to 32% Meets Grade Level standard in 2022. In addition, Math STAAR scores will increase from 39% to 41% for our current and monitored English-language Learners (ELs) students.

Demographics

Strengths

1 Raul Yzaguirre Early College T-STEM Academy provides opportunities for our economically disadvantaged students such as dual credit and Advanced Placement classes that allows students to earn college credit free of charge.
2 The utilization of online resources such as Imagine Learning, Imagine Math, Rosetta stone, and Zspace that are aligned to state student expectations has been a resources used by students.

Needs

1 Raul Yzaguirre Early College T-STEM Academy needs to provide students more opportunities and preparation to qualify for Dual Credit and Advanced Placement courses.
2 Raul Yzaguirre T-STEM Academy needs to provide professional development to prepare teachers for differentiation of instruction for ELL learners.
3 Raul Yzaguirre T-STEM Academy needs to provide professional development to teachers and staff to engage students in high order level thinking skills and strategies.

Summary

Raul Yzaguirre Early College T-STEM Academy has the advantage of serving a 99.3% Hispanic population and we can target the specific needs of this population by offering our staff professional development necessary to serve all of our students including ELL and special population 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

Student Achievement

Strengths

1 Our U.S. History pass rate was 90% Approaches Grade Level, 67% Meets Grade Level, 33% Masters Grade Level (2020-2021 TAPR).

2 English I STAAR performances of students approaching was 72% which was 5% higher than the state average of 67% despite COVID disruption of in person learning.

Needs

1 2021 STAAR results showed significant losses from our 2019 performance in Algebra 1. In 2019, 78% of students met standard in Algebra 1 while in 2021 only 37% of students met standard for the first administration of the Algebra EOC STAAR exam. Algebra 1 scores needs to increase to post pandemic level of at least 78%.

2 2021 STAAR results showed losses from our 2019 performance in Biology. In 2019, 89% of students met standard in Biology 1 while in 2021 only 73% of students met standard. Biology scores needs to increase to post pandemic level of at least 89%.

3 In 2019-2020, Raul Yzaguirre Early College T-STEM Academy had a CCMR rate of 45%. For 2021-2022, CCMR rate needs to increase to at least 48%.

4 In 2019, current and monitored English-language Learners (ELs) did not meet any of its federal targets and needs to meet the federal targets (0 targets met out of 4).

Summary

During the past year, we were able to maintain our scores in English, Social Studies, and Science despite the COVID 19 pandemic. We will continue to strive for improvement in all subjects and prioritize writing across the curriculum and strategies for differentiation for all learners.

This will be attained through high quality instruction for all students, support classes and tutoring to all students who have previously failed the STAAR exam, and monitoring student performance throughout the year with common assessments and six-week cumulative assessments.

Data

Staff Demographics
Student Achievement Data
Program Evaluations
TAPR
Campus-Based Assessments
District-Based Assessments
Inidividual Student Profiles
Formative Assessments
Curriculum-Based Assessments
STAAR / EOC Results

School Culture and Climate

Strengths

1 Raul Yzaguirre Early College T-STEM Academy ensures that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

2 Raul Yzaguirre Early College T-STEM Academy provides opportunities to students and families to engage and be exposed to to variety of programs to further educate students in post secondary programs and certifications for the workforce.

3 Raul Yzaguirre Early College T-STEM Academy launched a social media campaign with both Facebook and Twitter to inform our students, parents, and community members of school activities and opportunities for engagement.

Needs

1 Students need an opportunity to join extracurricular and internship programs via the 21st Century program that are in person.

Students need after school programs such as soccer, music, basketball, volleyball, football, choir, art club, STEM clubs, and industry partner internships or job shadow opportunities/events will be some of the after school offerings provided by the 21st century.

Summary

Raul Yzaguirre Early College T-STEM Academy will continue to ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment. We will continue enrichment programs that include academic tutorials and 21st Century after school programs where students can participate in STEM, Robotics, Band, Sports, Art, Writing Club, and JROTC.

Data

Maintenance Records

Staff Demographics

Student Achievement Data

Program Evaluations

Classroom Walkthrough Data

Staff Quality, Recruitment and Retention

Strengths

1 Raul Yzaguirre Early College T-STEM Academy collaborates with our Human Resources Department and Academic Service Department in the recruiting, interviewing and on-boarding our new hires.
2 Professional Development opportunities for teachers to support instructional strategies and student learning.

Needs

1 Raul Yzaguirre Early College T-STEM Academy needs to develop a highly effective and qualified faculty and staff.
2 Lead teachers need to be empowered and held accountable to support their team members and ensure student achievement.
3 Teachers need to be supported in instructional strategies through professional learning communities, consultants, data disaggregation, and through staff development.

Summary

Raul Yzaguirre Early College T-STEM Academy will continue to recruit, employ, develop and retain highly effective and qualified faculty and staff. We will ensure that most of our teachers are "Highly Qualified" as we involve universities, and regional education centers to recruit for our campus. Teachers are provided campus leadership roles and opportunities through professional development, campus leadership roles. The principal will mentor and lead PLC, Leadership, SDMC, and Faculty meetings.

Data

Staff Demographics

Program Evaluations

Curriculum, Instruction and Assessment

Strengths

1 Raul Yzaguirre Early College T-STEM Academy uses Lead4ward to ensure TEKS alignment in our curriculum, instruction, and assessment. Lead4ward will be used to support data-analysis and ensure the creation of effective pacing calendars and assessments that are aligned to the TEKS.

2 Students that did not pass the STAAR EOC exams are placed in an additional support classes in compliance with HB4545. The creation of these classes allows students additional instructional support during the school day.

Needs

1 Raul Yzaguirre Early College T-STEM Academy needs to improve instructional delivery and lesson cycle by writing more detailed lesson plans that outline, in detail, each part of the lesson cycle.

2 Raul Yzaguirre Early College T-STEM Academy needs to enhance student enhancement by using with E3 Alliance cross-curricular playbook of four strategies.

3 Raul Yzaguirre Early College T-STEM Academy needs teachers to best serve our ELL students by receiving trainings in our Professional Learning Communities and monthly after-school trainings in the following ELL strategies: ELPS, Quality Teaching for English Learners (QTEL), Guided Language Acquisition Design (GLAD), and Sheltered Instruction Observation Protocol (Siop).

Summary

Daily Professional Learning Committees have been created in the master schedule for English, Math, Reading, and Social Studies classes. This additional time will allow teachers to collaborate, plan, create/adjust pacing calendars, implement curriculum, backwards design assessments, disaggregate data, and receive professional development. Mini assessments will be given twice a six weeks to measure student learning and provide appropriate inventions. Moreover, students that were not successful in passing STAAR have a support class that is during the instructional day.

Data

Attendance Data
Campus-Based Assessments
District-Based Assessments
Inidividual Student Profiles
Response to Intervention tracking
Formative Assessments
Curriculum-Based Assessments
Student Demographics
Classroom Walkthrough Data

Family and Community Engagement

Strengths

1 Monthly Zoom meetings with the participation of the Principal with families to communicate best practices, supports for their scholars, and collaborate on ideas to further strengthen our school community.
2 Raul Yzaguirre Early College T-STEM Academy has created two social media accounts to engage with the family and increase community engagement through Facebook and Twitter.

Needs

1 Raul Yzaguirre Early College T-STEM Academy needs to increase authentic parent involvement opportunities on campus.
2 Raul Yzaguirre Early College T-STEM Academy needs to increase communication with stakeholders using digital tools such as Zoom, Facebook, and Twitter.

Summary

Raul Yzaguirre Early College T-STEM Academy has an emphasis on involving parent and community in our school and organization.
We provide monthly zoom and face to face meetings including: meetings with the Principal, meetings with Counselor and teachers for college night/FASFA information, and a variety of cultural events. Each student and parent met with a school official to create a personal graduation plan for each student's future.

Data

Student Achievement Data
Program Evaluations
Attendance Data

School Context and Organization

Strengths

1 Raul Yzaguirre Early College T-STEM Academy has the budget to fund lead Teachers to assist teachers.

2 Raul Yzaguirre Early College T-STEM Academy has community & business partners to fund initiatives for our students.

Needs

1 Raul Yzaguirre Early College T-STEM Academy needs to increase the number of hours of parent involvement in all aspects of the campus (i.e. PTO membership, informational meetings, Open House & Parent-Teacher conference days, parent-portal use, and volunteers).

Summary

Parents are included and involved in programs and school offerings through various communication venues. Parents are included in the SDMC, monthly parent nights, HB4545 updates, after school academic tutorials, through the website, newsletters, and call outs. Parents are involved in all academics, activities, and opportunities that are provided for students.

Data

Program Evaluations

Attendance Data

Technology

Strengths

1 Raul Yzaguirre Early College T-STEM Academy is a 1:1 campus where every student has a device.

Needs

1 Raul Yzaguirre Early College T-STEM Academy is a 1:1 campus in regards to laptops; however, there is not a repository of additional devices if replacements or repairs are needed for students.

2 Need to create an accurate database system to track student laptops and streamline inventory collection.

Summary

Raul Yzaguirre Early College T-STEM Academy has a 1:1 device to student ratio. Technology labs are used for STEM and technology classes. Professional development has been provided for teachers and staff. We are participating in Blended Learning, Zspace, Project Lead the Way, CodeHS, Microsoft certifications that are all technology based programs to increase students' ability to compete in a global society.

Data

Student Achievement Data

Program Evaluations

Response to Intervention tracking

Classroom Walkthrough Data

Special Populations

Strengths

1 Raul Yzaguirre Early College T-STEM Academy has identified all of special population students and provided them with the appropriate academic supports.

2 Raul Yzaguirre Early College T-STEM Academy has created TEKS aligned instruction through Imagine Learning and Imagine Math for our special population students.

Needs

1 Raul Yzaguirre Early College T-STEM Academy administrative team will need to monitor all teachers and students to track and report the usage and implementation of all programs and resources.

2 Raul Yzaguirre Early College T-STEM Academy currently does not have a fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.

3 English Language Learners need strategies and best practices to improve their listening, speaking, reading, and writing on TELPAS.

Summary

Raul Yzaguirre Early College T-STEM Academy will provide special population and ELL students with instruction to address their individual learning needs. Teachers will monitor student progress through assignments and mini assessments that will measure student learning. Students will be provided additional instructional time, as needed, throughout the school day and through after school programs. The teachers and staff are participating in professional development that provides various strategies to provide teachers with the tools to engage students in differentiation to enhance student learning for all students. Our Gift and Talented students participate in weekly training and project based learning throughout the year.

Data

Program Evaluations

Classroom Walkthrough Data

Campus-Based Assessments

Curriculum-Based Assessments

Formative Assessments

Response to Intervention tracking

STAAR / EOC Results

Student Achievement Data

Priority Needs

A: Demographics

A1 Raul Yzaguirre Early College T-STEM Academy needs to provide students more opportunities and preparation to qualify for Dual Credit and Advanced Placement courses.

B: Student Achievement

B1 2021 STAAR results showed significant losses from our 2019 performance in Algebra 1. In 2019, 78% of students met standard in Algebra 1 while in 2021 only 37% of students met standard for the first administration of the Algebra EOC STAAR exam. Algebra 1 scores needs to increase to post pandemic level of at least 78%.

B2 2021 STAAR results showed losses from our 2019 performance in Biology. In 2019, 89% of students met standard in Biology 1 while in 2021 only 73% of students met standard. Biology scores needs to increase to post pandemic level of at least 89%.

B3 In 2019-2020, Raul Yzaguirre Early College T-STEM Academy had a CCMR rate of 45%. For 2021-2022, CCMR rate needs to increase to at least 48%.

B4 In 2019, current and monitored English-language Learners (ELs) did not meet any of its federal targets and needs to meet the federal targets (0 targets met out of 4).

C: School Culture and Climate

C1 Students need an opportunity to join extracurricular and internship programs via the 21st Century program that are in person.

Students need after school programs such as soccer, music, basketball, volleyball, football, choir, art club, STEM clubs, and industry partner internships or job shadow opportunities/events will be some of the after school offerings provided by the 21st century.

D: Staff Quality, Recruitment and Retention

D1 Raul Yzaguirre Early College T-STEM Academy needs to develop a highly effective and qualified faculty and staff.

D2 Lead teachers need to be empowered and held accountable to support their team members and ensure student achievement.

E: Curriculum, Instruction and Assessment

E1 Raul Yzaguirre Early College T-STEM Academy needs to improve instructional delivery and lesson cycle by writing more detailed lesson plans that outline, in detail, each part of the lesson cycle.

E2 Raul Yzaguirre Early College T-STEM Academy needs to enhance student enhancement by using with E3 Alliance cross-curricular playbook of four strategies.

E3 Raul Yzaguirre Early College T-STEM Academy needs teachers to best serve our ELL students by receiving trainings in our Professional Learning Communities and monthly after-school trainings in the following ELL strategies: ELPS, Quality Teaching for English Learners (QTEL), Guided Language Acquisition Design (GLAD), and Sheltered Instruction Observation Protocol (Siop).

F: Family and Community Engagement

F1 Raul Yzaguirre Early College T-STEM Academy needs to increase authentic parent involvement opportunities on campus.

F2 Raul Yzaguirre Early College T-STEM Academy needs to increase communication with stakeholders using digital tools such as Zoom, Facebook, and Twitter.

G: School Context and Organization

G1 Raul Yzaguirre Early College T-STEM Academy needs to increase the number of hours of parent involvement in all aspects of the campus (i.e. PTO membership, informational meetings, Open House & Parent-Teacher conference days, parent-portal use, and volunteers).

I : Special Populations

I1 Raul Yzaguirre Early College T-STEM Academy administrative team will need to monitor all teachers and students to track and report the usage and implementation of all programs and resources.

I2 Raul Yzaguirre Early College T-STEM Academy currently does not have a fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.

I3 English Language Learners need strategies and best practices to improve their listening, speaking, reading, and writing on TELPAS.

Actions

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

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

1	**Action:** RYSS Early College T-STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by targeting supports and tutoring to students who have previously failed the STAAR exam, and monitoring student performance throughout the year.	**Person(s) Responsible:** Chief Academic Officer, Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist	**Resources:** DMAC, LEAD4WARD, E3 Alliance; Title I, Part A Funds $30,000.00; 2 FTEs; ESSER III $35,000.00
	Evidence of Implementation: Common Assessment data from assessments, teacher walk throughs, and lesson plan reviews.	**Ongoing Evaluation Method:** Classroom observations and feedback from administrations. In addition, administrators will review lesson plans and provide feedback on a weekly basis.	**Final Evaluation Method:** All indicators will meet targets per TEA.
	Timeline: 8/19/2021 - 7/1/2022 (Daily)	**Needs:** B1;	

2	**Action:** Engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DDI Protocol, DMAC, Lead4ward; Title I, Part A Funds $30,000.00; ESSER III $10,000.00
	Evidence of Implementation: DMAC common assessment data, Lead4ward, STAAR Reports, DDI Protocol	**Ongoing Evaluation Method:** Bi-weekly data analysis of common assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.	**Final Evaluation Method:** The final evaluation that will be used to determine effectiveness is our STAAR data in all tested areas.
	Timeline: 8/19/2021 - 7/1/2022 (On-going)	**Needs:** E1; E2;	

3	**Action:** Implementing cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook; Local Funds $10,000.00
	Evidence of Implementation: Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.	**Ongoing Evaluation Method:** Administrative team will review lesson plans on a weekly basis.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** E1; E2;	

4	**Action:** Targeted student interventions during Enrichment classes and Saturday Tutorials.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** Common assessment data, DMAC, Lead4ward; ESSER II $18,000.00; ESSER III $15,000.00
	Evidence of Implementation: Lesson Plans, Data trackers, and Saturday tutorial attendance.	**Ongoing Evaluation Method:** Weekly classroom visits, progress monitoring using common assessment data, targeted intervention plans.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)	**Needs:** E1; E2;	

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: Increase Algebra 1 scores to 73% at Approaches, 41% at Meets, and 8% at Masters on the 2022 Algebra 1 STAAR exam. RYSS Early College T-STEM Academy will have a STAAR component score of at least 41.

1	**Action:** All teachers will use student data from STAAR and common assessments to develop lessons that include TEKS aligned objectives, time allotments for each activity that support learning and foster teacher led data-conversations during Professional Learning Communities.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** STAAR reports, DMAC, LEAD4WARD, lesson plan template, student data tracker; Title II, Part A Funds $20,000.00
	Evidence of Implementation: Lesson Plans submissions with feedback, data conversations with teachers during Professional Learning Communities	**Ongoing Evaluation Method:** Ongoing checks of lesson plans, curriculum and assessments aligned to the objective and drive by data, student reflection through data conversations, student progress reports, report cards and data trackers, and classroom walkthroughs.	**Final Evaluation Method:** STAAR results
	Timeline: 8/19/2021 - 7/1/2022 (Daily)	**Needs:** E3;	

2	**Action:** Engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and all teachers	**Resources:** PLC agendas, data-analysis protocol, intervention plans, small group instruction, student data trackers, testing calendar, TEKS aligned assessments; ESSER III $20,000.00
	Evidence of Implementation: PLC agendas are student learning, data- driven,	**Ongoing Evaluation Method:** Ongoing, formative assessments, DDI dives post-assessment, progress monitoring through student trackers between each assessment	**Final Evaluation Method:** STAAR data
	Timeline: 8/19/2021 - 7/1/2022 ()	**Needs:** B1; B2; B3; E1; E2	

4	**Action:** Implementing cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook; Local Funds $10,000.00
	Evidence of Implementation: Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.	**Ongoing Evaluation Method:** Administrative team will review lesson plans on a weekly basis.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** E1; E2;	

5	**Action:** Targeted interventions during Enrichment classes and Saturday Tutorials	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** Common assessment data, DMAC, Lead4ward; State Comp Ed Funds $10,000.00; ESSER II $18,000.00; ESSER III $20,000.00
	Evidence of Implementation: Student groups identified, walkthroughs, Lesson Plans, Data trackers	**Ongoing Evaluation Method:** Weekly classroom visits, progress monitoring using common assessment data, targeted intervention plans	**Final Evaluation Method:** STAAR data in Algebra 1
	Timeline: 8/12/2021 - 5/28/2022 (Weekly)	**Needs:** B1; B3;	

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

Objective #3: Increase Biology STAAR scores to 89% to return to their previous STAAR results in 2019. By accomplishing this metric, RYSS Early College T-STEM Academy will have a STAAR component score of at least 41.

1	**Action:** RYSS Early College T-STEM Academy will provide high quality first instruction to students in all content areas, specifically in science by targeting supports and tutoring to students who have previously failed the STAAR exam, and monitoring student performance throughout the year.	**Person(s) Responsible:** Chief Academic Officer, Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DDI Protocol, DMAC, Lead4ward; Title I, Part A Funds $30,000.00; ESSER II $27,570.00; ESSER III $20,000.00
	Evidence of Implementation: DMAC common assessment data, Lead4ward, STAAR Reports, DDI Protocol	**Ongoing Evaluation Method:** Bi-weekly data analysis of common assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.	**Final Evaluation Method:** The final evaluation that will be used to determine effectiveness is our STAAR data in Biology.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** F2; G1;	
2	**Action:** Engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** PLC agendas, data-analysis protocol, intervention plans, small group instruction, student data trackers, testing calendar, TEKS aligned assessments;
	Evidence of Implementation: Common assessment data	**Ongoing Evaluation Method:** Ongoing review of common assessments which will be every two weeks.	**Final Evaluation Method:** STAAR EOC data results
	Timeline: 8/1/2021 - 6/1/2022 (Bi-weekly)	**Needs:** D1;	

3	**Action:** Implementing cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook;
	Evidence of Implementation: Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.	**Ongoing Evaluation Method:** Administrative team will review lesson plans on a weekly basis.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** E2;	

4	**Action:** Targeted student interventions during Enrichment classes and Saturday Tutorials.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** Common assessment data, DMAC, Lead4ward; ESSER II $1,800.00; ESSER III $4,400.00
	Evidence of Implementation: Lesson Plans, Data trackers, and Saturday tutorial attendance.	**Ongoing Evaluation Method:** Weekly classroom visits, progress monitoring using common assessment data, targeted intervention plans.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** A1; B1; B2; B3; B4;	

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: English Language learners from 21% to 32% in Reading.

1	**Action:** RYSS Early College T-STEM Academy will provide high quality first instruction to ESL students in reading and writing content areas, specifically in reading by targeting supports and tutoring to students who have previously failed the Reading STAAR exam, and monitoring student performance throughout the year.	**Person(s) Responsible:** Chief Academic Officer, Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist	**Resources:** DMAC, LEAD4WARD, E3 Alliance; Title I, Part A Funds $30,000.00; Title I, Part A Focus Grant Funds; ESSER II $18,000.00; ESSER III $20,000.00
	Evidence of Implementation: Common Assessment data from assessments, teacher walk throughs, and lesson plan reviews.	**Ongoing Evaluation Method:** Classroom observations and feedback from administrations. In addition, administrators will review lesson plans and provide feedback on a weekly basis.	**Final Evaluation Method:** STAAR scores
	Timeline: 8/19/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; [Title I Components CNA]	

2	**Action:** ESL and Reading teachers will engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus teams to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DDI Protocol, DMAC, Lead4ward;
	Evidence of Implementation: DMAC common assessment data, Lead4ward, STAAR Reports, DDI Protocol	**Ongoing Evaluation Method:** Bi-weekly data analysis of common assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.	**Final Evaluation Method:** STAAR
	Timeline: 7/1/2021 - 7/1/2022 ()	**Needs:** I1;	

3	**Action:** Implementing reading and writing instructional strategies for ESL student engagement and effective execution of lesson plans. In addition, these ELAR instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, pair, share; randomization; and anchor charts. There will be a additional emphases on an increase in student discourse.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook; Local Funds $10,000.00
	Evidence of Implementation: Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during ELAR Professional learning communities.	**Ongoing Evaluation Method:** Administrative team will review lesson plans on a weekly basis.	**Final Evaluation Method:** STAAR
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** E2; [Title I Components CNA]	

4	**Action:** Targeted ESL student interventions during Enrichment classes and Saturday Tutorials.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** Common assessment data, DMAC, Lead4ward;
	Evidence of Implementation: Lesson Plans, Data trackers, and Saturday tutorial attendance.	**Ongoing Evaluation Method:** Weekly classroom visits, progress monitoring using common assessment data, targeted intervention plans.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** A1; B1; B2; B3;	

5	**Action:** 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.	**Person(s) Responsible:** District Coordinator; Principal; Teachers	**Resources:** State and Federal Accountability indicators, Current student lists and data; Special Ed Funds $50,000.00; 2 FTEs
	Evidence of Implementation: Training sign-in sheets	**Ongoing Evaluation Method:** Lesson plans with targeted intervention, student data trackers, formative assessment data	**Final Evaluation Method:** Training evaluation and survey
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** 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 English Language learner students that meet target on STAAR at the Meets Grade Level as follows: 39% to 41% in Math.

1	**Action:** During weekly Math PLCs, teachers and Instructional Specialist will engage in student learning data analysis and backwards planning. Data will be used to inform targeted instruction to our EL population.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, Special Populations Coordinator, Teachers	**Resources:** Imagine math; ESSER II $18,000.00; ESSER III $20,000.00
	Evidence of Implementation: Data analysis in Math PLCs, lesson plans with embedded small group instruction, student data trackers, Classroom observation data, STAAR workstations in small group	**Ongoing Evaluation Method:** Bi-weekly data analysis of common assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.	**Final Evaluation Method:** Algebra I STAAR performance data
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2; B3;	

2	**Action:** RYSS Early College T-STEM Academy will provide high quality first instruction to ESL students in Mathematics by targeting supports and tutoring to students who have previously failed the STAAR exam, and monitoring Math student performance throughout the year.	**Person(s) Responsible:** Chief Academic Officer, Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist	**Resources:** DMAC, LEAD4WARD, E3 Alliance; Local Funds $10,000.00; Title II, Part A Funds $20,000.00
	Evidence of Implementation: Math Common Assessment data from assessments, teacher walk throughs, and lesson plan reviews.	**Ongoing Evaluation Method:** Classroom observations and feedback from administrations. In addition, administrators will review lesson plans and provide feedback on a weekly basis.	**Final Evaluation Method:** All indicators will meet targets per TEA.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** E2; I3;	

3	**Action:** ESL teachers will engage in Math Data Driven Instruction conversations via common assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DDI Protocol, DMAC, Lead4ward; Title II, Part A Funds $10,000.00
	Evidence of Implementation: DMAC common assessment data, Lead4ward, STAAR Reports, DDI Protocol	**Ongoing Evaluation Method:** Bi-weekly data analysis of common assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.	**Final Evaluation Method:** The final evaluation that will be used to determine effectiveness is our STAAR data in all tested areas.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** F1;	
4	**Action:** Implementing ESL instructional strategies for Math student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook;
	Evidence of Implementation: Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Math Professional learning communities.	**Ongoing Evaluation Method:** Administrative team will review lesson plans on a weekly basis.	**Final Evaluation Method:** STAAR
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** E2;	
5	**Action:** Targeted student interventions during Enrichment classes and Saturday Tutorials.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** Common assessment data, DMAC, Lead4ward;
	Evidence of Implementation: Lesson Plans, Data trackers, and Saturday tutorial attendance.	**Ongoing Evaluation Method:** Weekly classroom visits, progress monitoring using common assessment data, targeted intervention plans.	**Final Evaluation Method:** STAAR
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** E1;	

6	**Action:** Special Populations Department will provide training regarding the impact of the EL Progress Measure and its impact on State and Federal indicators to all Math teachers and support.	**Person(s) Responsible:** District Coordinator; Principal; Teachers	**Resources:** State and Federal Accountability indicators, Current student lists and data Evidence of Implementation: Training sign-in sheets; Special Ed Funds $5,000.00
	Evidence of Implementation: Training sign-in sheets	**Ongoing Evaluation Method:** Lesson plans with targeted intervention, student data trackers, formative assessment data	**Final Evaluation Method:** Training evaluation and survey
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)	**Needs:** E3;	

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

Objective #1: Increase the CCMR rate of 48% for 2021-22 from 45%.

1	**Action:** All high school students will met with the counselor to go over personal graduation plans and review career pathways and endorsements and future college applications.	**Person(s) Responsible:** Principal, Assistant Principal, Counselor	**Resources:** Counselor; ESSER II $18,000.00; ESSER III $4,000.00
	Evidence of Implementation: Student tracker, ascender reports	**Ongoing Evaluation Method:** Student tracker, Ascender reports	**Final Evaluation Method:** STAAR
	Timeline: 8/12/2021 - 5/30/2022 (Daily)	**Needs:** J1;	

2	**Action:** All juniors will take the PSAT and all seniors will take the SAT exam.	**Person(s) Responsible:** Testing Coordinator, Counselor, Assistant Principal, Principal	**Resources:** SAT exam; Title I, Part A Funds $3,000.00
	Evidence of Implementation: Student participation on SAT exams	**Ongoing Evaluation Method:** Student participation on SAT exams after SAT exams	**Final Evaluation Method:** SAT results
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** A1;	

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

Objective #2: All high school students will meet with the counselor to go over personal graduation plans and review career pathways and endorsements and future college applications.

1	**Action:** HB 18: Provide information about college and university admissions and financial aid to students and parents at all grade levels.	**Person(s) Responsible:** Counselor, Senior Sponsor	**Resources:** Project Grad, College applications, FASFA forms;
	Evidence of Implementation: Create a spreadsheet of seniors and track how many applications have been submitted.	**Ongoing Evaluation Method:** Review senior tracker	**Final Evaluation Method:** Review senior tracker and update when Seniors are accepted to colleges in the Spring 2021.
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)	**Needs:** A1; [Title I Components Evaluation]	

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

Objective #3: All juniors will take the PSAT and all seniors will take the SAT exam.

1	**Action:** Ensure all juniors take the PSAT and Seniors take the SAT	**Person(s) Responsible:** Testing Coordinator, Counselor	**Resources:** PSAT, SAT, classroom, proctors;
	Evidence of Implementation: track students taking the exam	**Ongoing Evaluation Method:** track students taking the exam	**Final Evaluation Method:** Review the student tracker to ensure all students took the PSAT and SAT
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)	**Needs:** B3;	

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

Objective #4: All seniors will meet with the counselor to review financial aid, FASFA application, college applications, and scholarships.

1	**Action:** Counselor will schedule weekly meetings with Seniors for a month to ensure students have their transcripts in order and are on track to graduate.	**Person(s) Responsible:** Counselor, Assistant Principal.	**Resources:** Ascender;
	Evidence of Implementation: AAR reports	**Ongoing Evaluation Method:** AAR reports reviewed by the counselor and assistant principal	**Final Evaluation Method:** AAR reports reviewed by the counselor and assistant principal
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)	**Needs:** A1; J1;	

2	**Action:** The counselor, senior class sponsors will have FASFA nights and FASFA workshops during the day in collaboration with Project Grad cafe.	**Person(s) Responsible:** Counselor, Senior Sponsors, Project Grad representatives	**Resources:** Counselor, Senior Sponsors, Project Grad representatives, FASFA forms;
	Evidence of Implementation: Senior tracker spreadsheet that tracks how many students have completed their FASFA applications.	**Ongoing Evaluation Method:** Senior tracker spreadsheet that tracks how many students have completed their FASFA applications.	**Final Evaluation Method:** Senior tracker spreadsheet that tracks how many students have completed their FASFA applications.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** A1; 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 parent communication and engagement.

1	**Action:** Monthly Zoom meetings with the Principal will be held to facilitate frequent communication and collaboration between the school community and Principal.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist	**Resources:** School calendars, report card dates, parent needs and interests surveys; ESSER III $2,000.00
	Evidence of Implementation: Agendas; zoom participant list	**Ongoing Evaluation Method:** zoom participant list	**Final Evaluation Method:** Survey results and meeting activities
	Timeline: 9/1/2021 - 5/30/2022 (Monthly)	**Needs:** F1; F2;	
2	**Action:** Collaboration with CCR, Special Populations, and FACE to facilitate family, community, and social and emotional learning workshops throughout the school year	**Person(s) Responsible:** Principal; CCR; FACE;Special Populations	**Resources:** Surveys, Parent input;
	Evidence of Implementation: Agendas; Sign-in Sheets	**Ongoing Evaluation Method:** Pictures; parent surveys and input	**Final Evaluation Method:** Parent survey data
	Timeline: 9/1/2021 - 5/30/2022 (On-going)	**Needs:** J1;	
3	**Action:** Monthly calendars will go home and will be posted on the school's website.	**Person(s) Responsible:** Principals, lead teachers, departments	**Resources:** Blackboard, Teacher input, department updates;
	Evidence of Implementation: PLCs, Folders, Calendars, Website	**Ongoing Evaluation Method:** Discussions, meetings, surveys, parent feedback during meetings	**Final Evaluation Method:** Data review and sign in sheets
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)	**Needs:** 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	**Action:** Implement the RYSS District Wellness Plan and provide a coordinated school health program.	**Person(s) Responsible:** Principal; FACE; Food Services; Physical Education Department;	**Resources:** Fitness Gram; Wellness Plan guidelines; Region 4 PD for PE teacher; ESSER II $1,800.00; ESSER III $7,000.00
	Evidence of Implementation: Wellness Plan; Professional Development registration	**Ongoing Evaluation Method:** Lesson Plans; Wellness Plan observations	**Final Evaluation Method:** Fitness Gram data, Wellness Plan survey results
	Timeline: 8/12/2021 - 5/30/2022 (On-going)	**Needs:** I1;	
2	**Action:** Safety committee will be formed to discuss campus safety concerns and solutions.	**Person(s) Responsible:** Principal; Safety team	**Resources:** Safety Drills; Calendar; Agenda; Sign-in sheets;
	Evidence of Implementation: Sign-in sheets; Calendar; Agendas	**Ongoing Evaluation Method:** Agenda minutes and action items	**Final Evaluation Method:** Student survey
	Timeline: 8/12/2021 - 5/30/2022 (Weekly)	**Needs:** C1;	
3	**Action:** Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.	**Person(s) Responsible:** Principal	**Resources:** Comprehensive Needs Assessment; ESSER III $500.00
	Evidence of Implementation: Committee sign-in sheets, agendas, minutes	**Ongoing Evaluation Method:** Measuring student achievement and other data to actions and in improvement plan	**Final Evaluation Method:** Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement
	Timeline: 2/15/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2; B3; D2; F1; F2; G1 [Title I Components CNA, CIP]	

Goal #5: Social Emotional Learning - RYSS will engage students in self-awareness practices, goal-setting, develop empathy for others, and make responsible decisions.

Objective #1: Provide a safe, supportive, and caring environment without fear of bullying or harrassment.

1	**Action:** Create social media campaign on Facebook and twitter about how our campus is a safe, supportive, and caring environment without fear of bullying or harassments.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** Facebook and Twitter; ESSER III $450.00
	Evidence of Implementation: Review the number of social media posts.	**Ongoing Evaluation Method:** Review the number of social media posts.	**Final Evaluation Method:** Review the number of social media posts.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)	**Needs:** F1; F2; [Title I Components Evaluation]	

Goal #5: Social Emotional Learning - RYSS will engage students in self-awareness practices, goal-setting, develop empathy for others, and make responsible decisions.

Objective #2: Students will have access to the Baylor Step Up Program, a teletherapy & group therapy program, as a means to support the social and emotional well-being of students.

1	**Action:** Baylor will be on campus Wednesdays. Students will report to their class first and then to their teletherapy class. Their work will be posted on google classroom so that they do not miss work.	**Person(s) Responsible:** Principal, Counselor, Assistant Principal	**Resources:** Classroom, Baylor Representative, laptops;
	Evidence of Implementation: Weekly sign in sheet	**Ongoing Evaluation Method:** Review weekly sign in sheets	**Final Evaluation Method:** Measure how many students remained in the program in its entirety.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)	**Needs:** I2;	

Goal #6: Health and Wellness - RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #1: All campuses will reach and maintain a 97% student attendance rate by the end of school year 2021-2022.

1	**Action:** Attendance will be counted and tracked multiple times a day by our PEIMS clerk.	**Person(s) Responsible:** PEIMS clerk and administrators	**Resources:** Ascender; Title I, Part A Funds $3,000.00
	Evidence of Implementation: Google sheet attendance tracker and communication logs.	**Ongoing Evaluation Method:** Students of Concern check-ins with parents, Professional Learning Committees, and daily attendance reports	**Final Evaluation Method:** Final Attendance rate
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** I1;	

Goal #6: Health and Wellness - RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #2: The number of teacher absences for the 2021-2022 school year at each campus will decrease by 5% from the previous year.

1	**Action:** Administration will create incentives for staff to have perfect attendance with monthly praise and or awards.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, Lead Teachers	**Resources:** Social Media, attendance tracker; ESSER III $2,000.00
	Evidence of Implementation: review staff attendance	**Ongoing Evaluation Method:** review staff attendance	**Final Evaluation Method:** review staff attendance
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)	**Needs:** D1; D2;	

Goal #6: Health and Wellness - RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #3: Students will participate in a safe, enjoyable and developmentally appropriate fitness activity that will improve their fitness levels.

1	**Action:** Choice Board of physical activities in gym classes.	**Person(s) Responsible:** PE teacher	**Resources:** Choice Boards created by PE teacher; Title I, Part A Funds $3,000.00
	Evidence of Implementation: lesson plans	**Ongoing Evaluation Method:** lesson plans review, teacher walkthroughs	**Final Evaluation Method:** Review of lesson plans.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** I1;	

Funding

Career & Technology Funds		
Educator Excellent Initiaitve Grant		
ESSER II	$121,170.00	
ESSER III	$180,350.00	
Gifted & Talented		
High School Allotment Funds		
Local Funds	$40,000.00	
Carl Perkins		
PTA Funds Funds		
State Comp Ed Funds	$10,000.00	
Special Ed Funds	$55,000.00	2.00 FTEs
Title I, Part A Funds	$170,900.00	2.00 FTEs
Title I, Part A Focus Grant Funds		
Title II, Part A Funds	$50,000.00	
Title III, Part A Funds		
Texas Literacy Initiative		

Title I

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

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 2, Objective #1 , Strategy # 1: RYSS Early College T-STEM Academy will provide high quality first instruction to ESL students in reading and writing content areas, specifically in reading by targeting supports and tutoring to students who have previously failed the Reading STAAR exam, and monitoring student performance throughout the year.

Goal # 2, Objective #1 , Strategy # 3: Implementing reading and writing instructional strategies for ESL student engagement and effective execution of lesson plans. In addition, these ELAR instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, pair, share; randomization; and anchor charts. There will be a additional emphases on an increase in student discourse.

Goal # 4, Objective #2 , Strategy # 3: Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 4, Objective #2 , Strategy # 3: Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Element 3: Parent and Family Engagement

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

Goal # 3, Objective # 2, Strategy # 1: HB 18: Provide information about college and university admissions and financial aid to students and parents at all grade levels.

Goal # 5, Objective # 1, Strategy # 1: Create social media campaign on Facebook and twitter about how our campus is a safe, supportive, and caring environment without fear of bullying or harassments.

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

Goal # 2, Objective # 1, Strategy # 1: RYSS Early College T-STEM Academy will provide high quality first instruction to ESL students in reading and writing content areas, specifically in reading by targeting supports and tutoring to students who have previously failed the Reading STAAR exam, and monitoring student performance throughout the year.

Goal # 2, Objective # 1, Strategy # 2: ESL and Reading teachers will engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus teams to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.

Goal # 2, Objective # 1, Strategy # 3: Implementing reading and writing instructional strategies for ESL student engagement and effective execution of lesson plans. In addition, these ELAR instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, pair, share; randomization; and anchor charts. There will be a additional emphases on an increase in student discourse.

Goal # 4, Objective # 2, Strategy # 3: Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Requirement: Opportunities for all children

Goal # 1, Objective # 2, Strategy # 1: All teachers will use student data from STAAR and common assessments to develop lessons that include TEKS aligned objectives, time allotments for each activity that support learning and foster teacher led data-conversations during Professional Learning Communities.

Goal # 2, Objective # 1, Strategy # 1: RYSS Early College T-STEM Academy will provide high quality first instruction to ESL students in reading and writing content areas, specifically in reading by targeting supports and tutoring to students who have previously failed the Reading STAAR exam, and monitoring student performance throughout the year.

Goal # 2, Objective # 1, Strategy # 2: ESL and Reading teachers will engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus teams to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.

Goal # 2, Objective # 1, Strategy # 3: Implementing reading and writing instructional strategies for ESL student engagement and effective execution of lesson plans. In addition, these ELAR instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, pair, share; randomization; and anchor charts. There will be a additional emphases on an increase in student discourse.

Goal # 3, Objective # 1, Strategy # 2: All juniors will take the PSAT and all seniors will take the SAT exam.

Goal # 3, Objective # 2, Strategy # 1: HB 18: Provide information about college and university admissions and financial aid to students and parents at all grade levels.

Goal # 4, Objective # 2, Strategy # 2: Safety committee will be formed to discuss campus safety concerns and solutions.

Goal # 4, Objective # 2, Strategy # 3: Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Goal # 6, Objective # 2, Strategy # 1: Administration will create incentives for staff to have perfect attendance with monthly praise and or awards.

Goal # 6, Objective # 3, Strategy # 1: Choice Board of physical activities in gym classes.

Requirement: Increases the amount of quality learning time

Goal # 2, Objective # 1, Strategy # 2: ESL and Reading teachers will engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus teams to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.

Goal # 2, Objective # 1, Strategy # 3: Implementing reading and writing instructional strategies for ESL student engagement and effective execution of lesson plans. In addition, these ELAR instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, pair, share; randomization; and anchor charts. There will be a additional emphases on an increase in student discourse.

Goal # 4, Objective # 2, Strategy # 3: Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Goal # 6, Objective # 2, Strategy # 1: Administration will create incentives for staff to have perfect attendance with monthly praise and or awards.

Requirement: Provides an enriched and accelerated curriculum

Goal # 1, Objective # 2, Strategy # 1: All teachers will use student data from STAAR and common assessments to develop lessons that include TEKS aligned objectives, time allotments for each activity that support learning and foster teacher led data-conversations during Professional Learning Communities.

Goal # 2, Objective # 1, Strategy # 1: RYSS Early College T-STEM Academy will provide high quality first instruction to ESL students in reading and writing content areas, specifically in reading by targeting supports and tutoring to students who have previously failed the Reading STAAR exam, and monitoring student performance throughout the year.

Goal # 2, Objective # 1, Strategy # 2: ESL and Reading teachers will engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus teams to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.

Goal # 2, Objective # 1, Strategy # 3: Implementing reading and writing instructional strategies for ESL student engagement and effective execution of lesson plans. In addition, these ELAR instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, pair, share; randomization; and anchor charts. There will be a additional emphases on an increase in student discourse.

Goal # 2, Objective # 1, Strategy # 5: 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.

Goal # 3, Objective # 1, Strategy # 2: All juniors will take the PSAT and all seniors will take the SAT exam.

Goal # 4, Objective # 2, Strategy # 3: Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Goal # 6, Objective # 2, Strategy # 1: Administration will create incentives for staff to have perfect attendance with monthly praise and or awards.

Requirement: Provides a well-rounded education

Goal # 2, Objective # 1, Strategy # 2: ESL and Reading teachers will engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus teams to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.

Goal # 2, Objective # 1, Strategy # 3: Implementing reading and writing instructional strategies for ESL student engagement and effective execution of lesson plans. In addition, these ELAR instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, pair, share; randomization; and anchor charts. There will be a additional emphases on an increase in student discourse.

Goal # 2, Objective # 1, Strategy # 5: 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.

Goal # 3, Objective # 1, Strategy # 2: All juniors will take the PSAT and all seniors will take the SAT exam.

Goal # 4, Objective # 2, Strategy # 1: Implement the RYSS District Wellness Plan and provide a coordinated school health program.

Goal # 4, Objective # 2, Strategy # 2: Safety committee will be formed to discuss campus safety concerns and solutions.

Goal # 4, Objective # 2, Strategy # 3: Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Goal # 6, Objective # 3, Strategy # 1: Choice Board of physical activities in gym classes.

Requirement: Addresses the needs of at-risk students

Goal # 2, Objective # 1, Strategy # 2: ESL and Reading teachers will engage in a Data Driven Instruction via common assessment model (test/retest/cumulative) that will allow campus teams to identify root cause by reviewing student performance on common assessments to plan purposeful interventions.

Goal # 2, Objective # 1, Strategy # 3: Implementing reading and writing instructional strategies for ESL student engagement and effective execution of lesson plans. In addition, these ELAR instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, pair, share; randomization; and anchor charts. There will be a additional emphases on an increase in student discourse.

Goal # 2, Objective # 1, Strategy # 5: 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.

Goal # 3, Objective # 1, Strategy # 1: All high school students will met with the counselor to go over personal graduation plans and review career pathways and endorsements and future college applications.

Goal # 3, Objective # 1, Strategy # 2: All juniors will take the PSAT and all seniors will take the SAT exam.

Goal # 3, Objective # 2, Strategy # 1: HB 18: Provide information about college and university admissions and financial aid to students and parents at all grade levels.

Goal # 3, Objective # 3, Strategy # 1: Ensure all juniors take the PSAT and Seniors take the SAT

Goal # 3, Objective # 4, Strategy # 1: Counselor will schedule weekly meetings with Seniors for a month to ensure students have their transcripts in order and are on track to graduate.

Goal # 3, Objective # 4, Strategy # 2: The counselor, senior class sponsors will have FASFA nights and FASFA workshops during the day in collaboration with Project Grad cafe.

Goal # 4, Objective # 2, Strategy # 1: Implement the RYSS District Wellness Plan and provide a coordinated school health program.

Goal # 4, Objective # 2, Strategy # 2: Safety committee will be formed to discuss campus safety concerns and solutions.

Goal # 4, Objective # 2, Strategy # 3: Each year, the Shared Decision Making committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.

Goal # 5, Objective # 2, Strategy # 1: Baylor will be on campus Wednesdays. Students will report to their class first and then to their teletherapy class. Their work will be posted on google classroom so that they do not miss work.

Goal # 6, Objective # 3, Strategy # 1: Choice Board of physical activities in gym classes.

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