Raul Yzaguirre Schools for Success

Early College STEM Academy (6-8)

Campus Improvement Plan

2021-2022

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 Early College 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 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 STEM Academy (6-8) opened its doors in 1996 and serves 301 students in grades 6 through 8. The student population is 99.7% Hispanic, .3% White. Early College STEM Academy (6-8) serves 5.3% Special Education students, 96.7% Economically Disadvantaged students, 48.2% English Language Learners; 62.1% At-Risk students, 2.7% Gifted & Talented students. The overall mobility rate for the campus is 6.7%. The average attendance rate for students is 95.4%.

Demographics

We will further increase student achievement for all learners and our instructional practices need to become more targeted and data-driven.

Student Achievement

We must increase literacy for all learners, in all content areas, for our students to be successful and adequately prepared for college readiness at the secondary level.

School Culture and Climate

Raul Yzaguirre Early College STEM Academy will continue to ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment. Our top priorities will be the evaluation and improvement of professional development, student programs, team building, and recruiting.

Staff Quality, Recruitment and Retention

Raul Yzaguirre Early College 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. In addition, teachers are provided campus leadership roles and opportunities through professional development. The principal will mentor and lead Professional Learning Committee(s), Leadership, SDMC, and Faculty meetings.

Curriculum, Instruction and Assessment

To accommodate the fact that teachers will require time and resources, 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 the time to collaborate, plan, create/adjust pacing calendars, implement curriculum, backwards design assessments, disaggregate data, and receive professional development. Moreover, students that did not master STAAR will have a support class that will be during the instructional day.

Family and Community Engagement

Raul Yzaguirre Early College STEM Academy involves parents and the community in our school and organization. We provide monthly zoom and face to face meetings including: meetings with the Principal, meetings with school officials to review grades, absences, and courses of interest; and a variety of cultural events.

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 STEM Academy has a 1:1 device to student ratio. In addition, 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, and Project Lead the Way that are all technology based programs to increase students' ability to compete in a global society.

Special Populations

Raul Yzaguirre Early College 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.

Planning Committee

Member Name	Title	Role
Noelia Longoria	ECHS / STEM Administrator 6th-12th	Principal
Marco Setien	Teacher- Biology	Teacher
James Sherwood	Teacher - Math	Teacher
Elizabeth White	Teacher - AP Physics / STEM	Teacher
David Davila	Teacher - Social Studies	Teacher
Yulissa Mora	Teacher - ELA	Teacher
Aktug Cilekci	Teacher - Pre Cal	Teacher
Jill Moreno	Teacher - Art	Teacher
Fabiola Guzman	Secretary	Non-Teaching Staff
Daniella Botello	Counselor	Non-Teaching Staff
Marycruz Chavez	Parent	Parent
Joaquin Martinez	Community Member	Community Member
Anne VanHorn	Business Representative	Business Representative

Comprehensive Needs Assessment

Demographics

Strengths

1 A strength is monthly zoom meetings with parents to bring awareness and communicate program services and resources for our students.
2 The utilization of online resources such as Imagine Learning, Imagine Math, Education Galaxy, Rosetta stone, and Zspace that are aligned to state student expectations has been a resources used by students.

Needs

1 There is a need to provide more professional development to teachers aimed at strengthening their targeted instruction in order to meet the needs of each child.
3 There is a need to increase communication with parents regarding their student's progress and intervention needs.

Summary

We will further increase student achievement for all learners and our instructional practices need to become more targeted and data-driven.

Data

Staff Demographics
Program Evaluations
Attendance Data
Campus-Based Assessments
Inidividual Student Profiles
Response to Intervention tracking
Graduation Records
Promotion / Retention data
Student Demographics
Parent Surveys/Discussions

Student Achievement

Strengths

1 Despite the COVID-19 disruption of face to face learning, our STAAR 8th grade Reading results was 66% while the state average was 72% which is only a 5% deficit.
2 Professional Learning Committees were created in the master schedule for teachers which is a dedicated time for teachers to collaborate, create lessons, assessments, and instructional strategies to better serve student learning.

Needs

1 Informal and formal data indicates there is a need to increase teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies and providing targeted interventions (RtI).
2 There is also a need to increase teacher training in creating effective lessons that support TEKS alignment and higher order learning processes.

Summary

We must increase literacy for all learners, in all content areas, for our students to be successful and adequately prepared for college readiness at the secondary level.

Data

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

School Culture and Climate

Strengths

1 Raul Yzaguirre Early College 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 STEM Academy uses social media such as Facebook and Twitter to inform our students, parents, and community members of school activities and opportunities for engagement.
3 Raul Yzaguirre Early College STEM Academy provides opportunities to students and families to engage in a variety of programs after school including academic tutorials, soccer, music, basketball, volleyball, football, choir, art club, and STEM clubs.

Needs

1 There is a need to increase social emotional learning awareness and opportunities campus wide.
2 There is a need for students to participate in various extracurricular programs via the 21st Century after school program that are in person. The 21st century will provide programs such as soccer, music, basketball, volleyball, football, choir, art club, and STEM clubs.

Summary

Raul Yzaguirre Early College STEM Academy will continue to ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment. Our top priorities will be the evaluation and improvement of professional development, student programs, team building, and recruiting.

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

Staff Quality, Recruitment and Retention

Strengths

1. Raul Yzaguirre Early College 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 STEM Academy needs to recruit, employ, develop a highly effective and qualified faculty and staff that will successfully engage all students for learning.
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 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. In addition, teachers are provided campus leadership roles and opportunities through professional development. The principal will mentor and lead Professional Learning Committee(s), Leadership, SDMC, and Faculty meetings.

Data

Attendance Data

Staff Attendance Data

Staff Demographics

Program Evaluations

Curriculum, Instruction and Assessment

Strengths

1 Raul Yzaguirre Early College 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 master the STAAR exams are placed in an additional intervention support classes in compliance with HB4545. The creation of these classes allows students support during the school day for additional instruction.

Needs

1 There is a need to improve instructional delivery and lesson cycle by writing more detailed lesson plans that outline, in detail, each part of the lesson cycle.

2 There is a need for increased student engagement. Raul Yzaguirre Early College STEM Academy will partner with E3 Alliance to implement a school wide focus on strategies to increase student engagement.

3 There is a need to continue to support ELL students by receiving trainings in our Professional Learning Communities and monthly afterschool 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

To accommodate the fact that teachers will require time and resources, 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 the time to collaborate, plan, create/adjust pacing calendars, implement curriculum, backwards design assessments, disaggregate data, and receive professional development. Moreover, students that did not master STAAR will have a support class that will be 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
STAAR / EOC Results
LEP, ELL achievement data

Family and Community Engagement

Strengths

1 A communication strength is our Monthly Zoom meetings for families where the Principal communicates academic best practices, upcoming events, and collaborates with the families on ideas to further strengthen our school community.

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

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

Summary

Raul Yzaguirre Early College STEM Academy involves parents and the community in our school and organization. We provide monthly zoom and face to face meetings including: meetings with the Principal, meetings with school officials to review grades, absences, and courses of interest; and a variety of cultural events.

Data

Parent Workshop Evaluations

Parent Surveys/Discussions

School Context and Organization

Strengths

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

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

Needs

1 Raul Yzaguirre Early College 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

Staff Demographics

Parent Workshop Evaluations

Parent Surveys/Discussions

Program Evaluations

Technology

Strengths

1 Over the last year, there has been an increase in number of technological devices.
2 Over the last year, there has been an increase in network accessibility for devices.

Needs

1 Raul Yzaguirre Early College 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 a database system to track student laptops and streamline inventory collection.

Summary

Raul Yzaguirre Early College STEM Academy has a 1:1 device to student ratio. In addition, 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, and Project Lead the Way that are all technology based programs to increase students' ability to compete in a global society.

Data

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

Special Populations

Strengths

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

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

Needs

1 Raul Yzaguirre Early College 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 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 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

STAAR / EOC Results

LEP, ELL achievement data

Priority Needs

A: Demographics

A1 There is a need to provide more professional development to teachers aimed at strengthening their targeted instruction in order to meet the needs of each child.

A3 There is a need to increase communication with parents regarding their student's progress and intervention needs.

B: Student Achievement

B1 Informal and formal data indicates there is a need to increase teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies and providing targeted interventions (RtI).

B2 There is also a need to increase teacher training in creating effective lessons that support TEKS alignment and higher order learning processes.

C: School Culture and Climate

C1 There is a need to increase social emotional learning awareness and opportunities campus wide.

E: Curriculum, Instruction and Assessment

E1 There is a need to improve instructional delivery and lesson cycle by writing more detailed lesson plans that outline, in detail, each part of the lesson cycle.

E2 There is a need for increased student engagement. Raul Yzaguirre Early College STEM Academy will partner with E3 Alliance to implement a school wide focus on strategies to increase student engagement.

E3 There is a need to continue to support ELL students by receiving trainings in our Professional Learning Communities and monthly afterschool 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 STEM Academy needs to increase authentic parent involvement opportunities on campus.

F2 Raul Yzaguirre Early College 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 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).

H: Technology

H1 Raul Yzaguirre Early College 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.

I : Special Populations

I1	Raul Yzaguirre Early College 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 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 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; ESSER III $15,000.00
	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: 8/15/2021 - 7/1/2022 (Weekly)	**Needs:** B1; B2; B5; B7;	

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;
	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 (Bi-weekly)	**Needs:** B1; B2;	

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:** 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 III $2,000.00
	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 (Daily)	**Needs:** B1; B2;	

5	**Action:** There was a Professional Learning Committee provided in the master schedule for teachers that is a dedicated time for teachers to collaborate, create lessons, assessments, and instructional strategies to better serve student learning.	**Person(s) Responsible:** Principal, Assistant Principal	**Resources:**
	Evidence of Implementation: Fall & Spring Master Schedule	**Ongoing Evaluation Method:** Agendas from PLCs and Lead Teacher reports to weekly leadership meeting	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:**	

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

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

1	**Action:** RYSS Early College 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; ESSER II $1,000.00; ESSER III $1,500.00
	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: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

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;
	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 (Bi-weekly)	**Needs:** B1; B2;	

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; Title II, Part A Funds $2,000.00; ESSER III $2,000.00
	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:** Common assessment data, DMAC, Lead4ward	**Resources:** Lesson Plans, Data trackers, and Saturday tutorial attendance.; 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 (Daily)	**Needs:** B1; B2;	

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 by 5% in Reading.

1	**Action:** RYSS Early College 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;
	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: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

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;
	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 (Bi-Weekly)	**Needs:** B1; B2;	

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:** 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;
	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:** B1; B2;	

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 by 5% in Math.

1	**Action:** RYSS Early College 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;
	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: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

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	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 (Bi-Weekly)	**Needs:** B1; B2;	

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:** 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;
	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:** B1; B2;	

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, 7th, and 8th grade by 5%.

1	**Action:** RYSS Early College 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; Local Funds $1,000.00; ESSER III $1,500.00
	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: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

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;
	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 (Bi-Weekly)	**Needs:** B1; B2;	

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, pair, share; randomization; and anchor charts.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook; Local Funds $1,000.00; Title II, Part A Funds; ESSER III $1,500.00
	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 III $7,000.00
	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:** B1; B2;	

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: Increase the percent of students passing Math at the Masters level in 6th, 7th, and 8th grade by 5%.

1	**Action:** RYSS Early College 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; Local Funds $1,000.00
	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: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

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;
	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 (Bi-Weekly)	**Needs:** B1; B2;	

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 $500.00; ESSER III $300.00
	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 III $1,000.00
	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:** B1; B2;	

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: All students will grow by 10% or more from their Renaissance 360 BOY starting point to the EOY assessment.

1	**Action:** RYSS Early College 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 REN 360 performance throughout the year.	**Person(s) Responsible:** Chief Academic Officer, Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist	**Resources:** DMAC, LEAD4WARD, E3 Alliance;
	Evidence of Implementation: REN 360 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 REN 360.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

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;
	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 REN 360 data.
	Timeline: 7/1/2021 - 7/1/2022 (Bi-Weekly)	**Needs:** B1; B2;	

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:** All indicators will meet targets per REN 360.
	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;
	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:** REN 360 results.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)	**Needs:** B1; B2;	

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: Increase understanding of the English Language Progress Measure in TELPAS and how it relates to state and federal accountability.

1	**Action:** RYSS Early College STEM Academy will provide high quality first instruction to ESL students in all content areas, specifically in reading and writing 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 III, Part A Funds $60,000.00; 1 FTEs
	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: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

2	**Action:** Engage in a ESL 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 III, Part A Funds $60,000.00; 1 FTEs
	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 (Bi-Weekly)	**Needs:** B1; B2;	

3	**Action:** Implementing cross curricular instructional strategies for student engagement and effective execution of ELAR 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: including increase in student discourse.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook; State Comp Ed Funds $1,000.00
	Evidence of Implementation: Administrative team will review ELAR lesson plans on a weekly basis and review language objectives. 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 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; ESSER III $2,000.00
	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 (Daily)	**Needs:** B1; B2;	
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; Title II, Part A 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 (Daily)	**Needs:** I1; 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: For English Language learners close the achievement gap and increase student performance at the Meets Grade Level or above in Reading from 12% to 40%.

1	**Action:** RYSS Early College 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 II, Part A Funds $1,500.00; ESSER III $15,000.00
	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: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

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 II, Part A Funds $2,000.00
	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:** STAAR
	Timeline: 7/1/2021 - 7/1/2022 (Bi-Weekly)	**Needs:** B1; B2;	

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
	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 III $1,500.00
	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:** B1; B2;	

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: For English Language learners close the achievement gap and increase student performance at the Meets Grade Level or above in Math from 25% to 29%.

1	**Action:** RYSS Early College STEM Academy will provide high quality first instruction to ESL students in all content areas, specifically in 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;
	Evidence of Implementation: Common Assessment data from assessments, teacher walk throughs, and Math lesson plan reviews.	**Ongoing Evaluation Method:** Classroom observations and feedback from administrations. In addition, administrators will review Math lesson plans and provide feedback on a weekly basis.	**Final Evaluation Method:** STAAR scores
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2;	

2	**Action:** Engage in Math 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;
	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 results.
	Timeline: 7/1/2021 - 7/1/2022 (Bi-Weekly)	**Needs:** B1; B2;	

3	**Action:** Implementing Math 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.	**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. Math 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 Math 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, Math targeted intervention plans.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** E1; E2; E3; I1;	

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

Objective #1: Middle School students will engage in career exploration activities in their technology classes such as Project Lead the Way and Technology Application classes.

1	**Action:** College nights bimonthly where the counselor goes over the application process with middle school students to prepare them for the future. In addition, we will invite our partner Project Grad to speak to the students on the importance of applying to college.	**Person(s) Responsible:** Counselor, Senior Sponsors	**Resources:** Counselor, Project Grad, social media, location to host event; ESSER III $2,000.00
	Evidence of Implementation: Parent attendance logs	**Ongoing Evaluation Method:** Parent attendance logs	**Final Evaluation Method:** Parent attendance logs
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)	**Needs:** J1;	

2	**Action:** Middle School students will engage in career exploration activities in their technology classes such as Project Lead the Way and Technology Application classes.	**Person(s) Responsible:** Project Lead the Way Teacher, Technology Teacher	**Resources:** Teachers, Project Lead the Way materials; Title I, Part A Funds $3,000.00; Title I, Part A Focus Grant Funds
	Evidence of Implementation: Audit student schedules	**Ongoing Evaluation Method:** Audit student schedules	**Final Evaluation Method:** Review class numbers of students in Project Lead the Way and Technology classes.
	Timeline: 7/1/2021 - 7/1/2022 (Annually)	**Needs:** 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	**Action:** Monthly Zoom meetings with parents with the Principal.	**Person(s) Responsible:** Principal, Assistant Principal	**Resources:**
	Evidence of Implementation: Zoom logs	**Ongoing Evaluation Method:** Zoom logs	**Final Evaluation Method:** Zoom logs
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)	**Needs:** A3; F1; G1 [Title I Components Evaluation]	

2	**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;
	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: 7/1/2021 - 7/1/2022 (On-going)	**Needs:** [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 II $1,800.00
	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: 11/1/2021 - 5/28/2022 (On-going)	**Needs:** F1; F2;	

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:** C1;	

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. Students with perfect attendance will be honored.	**Person(s) Responsible:** PEIMS clerk and administrators	**Resources:** Ascender; ESSER III $500.00
	Evidence of Implementation: Google sheet attendance tracker and communication logs. Reward system	**Ongoing Evaluation Method:** Students of Concern check-ins with parents, Professional Learning Committees, and daily attendance reports	**Final Evaluation Method:** Final Attendance rate
	Timeline: 8/12/2021 - 5/28/2022 (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:** The campus will collaborate with the human resources department to track teacher absences on a monthly basis and provide support to teachers that have chronic absences.	**Person(s) Responsible:** Principal, Assistant Principal	**Resources:**
	Evidence of Implementation: Monthly teacher absence tracker.	**Ongoing Evaluation Method:** Track teacher absences on a monthly basis using Microsoft excel.	**Final Evaluation Method:** Compile teacher absences through out the year and look for patterns.
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)	**Needs:**	

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;
	Evidence of Implementation: Lesson plans	**Ongoing Evaluation Method:** Lesson plans review and teacher walkthroughs by administrators.	**Final Evaluation Method:** Review of lesson plans.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** I1;	

Funding

Career & Technology Funds		
ESSER II	$2,800.00	
ESSER III	$67,800.00	
High School Allotment Funds		
Local Funds	$30,000.00	
Carl Perkins		
PTA Funds Funds		
State Comp Ed Funds	$76,000.00	
Special Ed Funds		
Title I, Part A Funds	$18,000.00	
Title I, Part A Focus Grant Funds		
Title II, Part A Funds	$10,500.00	
Title III, Part A Funds	$120,000.00	2.00 FTEs

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 # 4, Objective #1 , Strategy # 2: 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 #1 , Strategy # 2: 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 # 4, Objective # 1, Strategy # 1: Monthly Zoom meetings with parents with the Principal.

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

Goal # 4, Objective # 1, Strategy # 2: 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 # 3, Objective # 1, Strategy # 2: Middle School students will engage in career exploration activities in their technology classes such as Project Lead the Way and Technology Application classes.

Goal # 4, Objective # 1, Strategy # 2: 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: Increases the amount of quality learning time

Goal # 4, Objective # 1, Strategy # 2: 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: Provides an enriched and accelerated curriculum

Goal # 3, Objective # 1, Strategy # 2: Middle School students will engage in career exploration activities in their technology classes such as Project Lead the Way and Technology Application classes.

Goal # 4, Objective # 1, Strategy # 2: 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: Provides a well-rounded education

Goal # 3, Objective # 1, Strategy # 2: Middle School students will engage in career exploration activities in their technology classes such as Project Lead the Way and Technology Application classes.

Goal # 4, Objective # 1, Strategy # 2: 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 # 3, Objective # 1, Strategy # 2: Middle School students will engage in career exploration activities in their technology classes such as Project Lead the Way and Technology Application classes.

Goal # 4, Objective # 1, Strategy # 2: 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.

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