Raul Yzaguirre Schools for Success

PSTEM Academy (Pre-K-5)

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

PSTEM Academy's mission is to develop strong and powerful students through an academic pipeline focused on creating a college and career ready culture. We ensure a culturally relevant environment with a focus on Science Technology Engineering and Math (STEM) academics, health and social services, and youth and human services to create stronger families and healthier communities.

Vision

PSTEM Academy will be an exemplary campus of excellence using community-based education and graduating college and career ready , civic-oriented leaders.

Administrators

Diana Chavez	Principal
Rocio Arroyo	Assistant Principal

Description

PSTEM Academy (1st - 5th) opened its doors in 1996 and serves 320 students in grades 1st grade through 5th grade. The student population is .3% African American, 98.9% Hispanic, .3% White. PSTEM Academy (1st - 5th) serves 6.5% Special Education students, 99.7% Economically Disadvantaged students, 72%% English Language Learners; 72.2% At-Risk students.

Demographics

2019-2020 TAPR report: 98.9% of students are Hispanic, .8% White and .3% African American. 99.7% of students at PSTEM Academy are identified as Economically Disadvantaged, 72% are English Language Learners, 6.5% are receiving special education services and 72.2% are academically at-risk. Lack of access to basic needs along with limited experiences and parents limited educational background impacts students ability to be on par with peers not experiencing the same challenges.

Student Achievement

Significant learning gaps in students exist due to COVD19 shut downs and virtual learning. The state accountability system did not provide ratings for any school due to COVID19. However, using the previous 2019 ratings scales, PSTEM Academy would be classified as an "F" rating. PSTEM Academy strives to meet the academic and socio-emotional needs of students who present with many challenges in addition to COVID19 loss of learning. All content areas- reading, math, science, writing, ESL and bilingual best practices/instruction would benefit from targeted intervention and support built into the master schedule. In addition, tutorials and academic camps should begin in the first semester.

School Culture and Climate

At the beginning of 2021-2022 school year, PSTEM Primary Academy had nine returning teachers, eight new teachers to the campus, and a new principal. Acquisition and retention of Highly Qualified and Certified teachers (in critical shortage areas of Bilingual and ESL) is a challenge for PSTEM Academy. Through campus-wide initiatives focused on creating a culture of excellence, PSTEM Academy will address needs and strengthen campus culture.

Staff Quality, Recruitment and Retention

Primary for the 2021-2022 school year has:
17 teacher positions
2/17 are certified teachers
15/17 are non-certified teachers
3/17 are first year teachers

Staff Quality, Recruitment and Retention

A focus on recruitment of certified teachers and developing partnerships with university educational programs needs to be implemented.

Curriculum, Instruction and Assessment

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

Family and Community Engagement

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

School Context and Organization

Principal and assistant principal are the instructional leaders and their primary focus is to build teacher capacity that increases student achievement.

School Context and Organization

PSTEM has new leadership that is committed to evaluating current systems in order to ensure effectiveness that supports student achievement.

Technology

In order to support our students with access to technology, laptops and chrome books have been deployed to students needing academic support.

Technology

PSTEM will focus on supplementing more units of technology for our students in order to replace lost/stolen technology from the 2020-2021 school year.

Special Populations

Historically, the special education student group and the students identified as English language learners lag behind in all academic performance areas. The greatest gap in performance is in reading and writing. Additional personnel is needed to provide support for students in special populations and in RTI levels 2 and 3.

Special Programs

Science, Technology, Engineering, and Mathematics STEM

PSTEM Academy offers an enrichment period of STEM to all 1st-5th grade students. We are proud to partner with Project Lead The Way, a leader in STEM Curriculum. Our campus STEM program forms the foundation for the STEM Pathway to our secondary middle/high school campus.

Planning Committee

Member Name	Title	Role
Joseline Echegoyen	4th Grade Teacher	Teacher
Scharon Sambolin	3rd Grade Teacher	Teacher
Maria Perez	5th Grade Teacher	Teacher
Yanelly Meza	2nd Grade Teacher	Teacher
Nidia Hernandez	Instructional Aide	Instructional Aide

Planning Committee (continued)

Member Name	Title	Role
Monica Torres	Parent	Parent
Kassandra Nava	Community Member	Community Member
Theresa Garcia	Business Member	Business Representative

Comprehensive Needs Assessment

CNA Process

To create the Primary Comprehensive Needs Assessment the following data were used:
20-21 STAAR Scores (Reading, Math, Science, Writing)
21-22 Renaissance 360 BOY Assessment
20-21 Benchmarks (December 2019: Reading, Math, Science, Writing)
20-21 TELPAS Levels
20-21 TPRI/Tejas Lee
20-21 Informal internal data

Demographics

Strengths

1 PSTEM Academy benefits from being part of the Tejano Center for Community Concerns whose goal is to meet the needs of its students, parents and community members through a variety of social programs that address social and emotional health, food insecurity, trauma, and economic hardships with housing and utilities.

2 PSTEM Academy students benefit from a wide range of school and community activities/events that celebrate cultural experiences. Community partnerships with families and businesses make these events possible.

Needs

2 According to the 2019-2020 TAPR report: 99.7% of students at PSTEM Academy are identified as Economically Disadvantaged and 72.2% are academically at-risk. Lack of access to basic needs along with limited experiences and parents limited educational background impacts students ability to be on par with peers not experiencing the same challenges.

3 72% of students at PSTEM Academy are identified as English Learners as reported in the 2019-2020 TAPR Report. Student's lack of English proficiency directly impacts student's reading proficiency. The process of learning to read in a second language can be particularly challenging for English learners.

Summary

2019-2020 TAPR report: 98.9% of students are Hispanic, .8% White and .3% African American. 99.7% of students at PSTEM Academy are identified as Economically Disadvantaged, 72% are English Language Learners, 6.5% are receiving special education services and 72.2% are academically at-risk. Lack of access to basic needs along with limited experiences and parents limited educational background impacts students ability to be on par with peers not experiencing the same challenges.

Data

Staff Demographics

Program Evaluations

Student Demographics

TAPR

STAAR / EOC Results

Student Achievement Data

Campus-Based Assessments

Formative Assessments

Response to Intervention tracking

Student Achievement

Strengths

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

Needs

1. Teachers need additional training in supporting students with direct instruction of reading strategies to develop students' comprehension and reading fluency. A focus on Guided Reading and small group rotations is needed to address the significant learning gaps that exist in students.
2. Teachers need training in delivering direct instruction using Eureka Math curriculum on mathematical operations, computation skills and problem solving.
3. Teachers need training on how to deliver instruction and support their students with the writing process and on how to successfully implement Let's Go Now curriculum and additional resources for the writing process.
4. Teachers need training in delivery of Science instruction to support students. Students need more hands on experience in conducting experiments in the science and STEM classrooms. Implementation of PLTW curriculum in the STEM classroom through PLTW training is needed.
5. More than 50% of teachers at Primary are non-certified teachers. Teachers are required to successfully complete a certification program and obtain required certification in order to continue to teach at Primary.
6. Students require test taking skills in order to acquire strategies to navigate standardized assessments.
7. Teachers need training on how to deliver bilingual instruction and support their students. Teachers also need to know how to build bilingual student's English through ESL strategies.

Summary

Significant learning gaps in students exist due to COVD19 shut downs and virtual learning. The state accountability system did not provide ratings for any school due to COVID19. However, using the previous 2019 ratings scales, PSTEM Academy would be classified as an "F" rating. PSTEM Academy strives to meet the academic and socio-emotional needs of students who present with many challenges in addition to COVID19 loss of learning. All content areas- reading, math, science, writing, ESL and bilingual best practices/instruction would benefit from targeted intervention and support built into the master schedule. In addition, tutorials and academic camps should begin in the first semester.

Data

Curriculum-Based Assessments
Formative Assessments
TAPR
Student Achievement Data
Campus-Based Assessments
District-Based Assessments
Response to Intervention tracking
STAAR / EOC Results

School Culture and Climate

Strengths

1 Administration secures that all teachers are supported inside and outside the classroom, teacher instructional needs are met, and that teacher's are valued as members of the PSTEM Academy learning community.

2 Teachers are implementing systems, routines and procedures that will norm their classrooms with best practices in order to support students. Campus wide writing boards, Guided Reading in ELAR classrooms, SLANT and 4S lines are standard curriculum and behavioral expectations .

3 Teachers receive constructive feedback following informal/formal walk-throughs and observations which supports them in adjusting their instructional practices to better support students.

4 Teachers engage in monthly activities to support them in building relationships with their grade level teams, their colleagues and their administration.

Needs

1 Under the direction of new administration, increasing effective communication with all stakeholders is needed to establish new procedures and policies that contribute to effective school management.

2 A lack of certified teachers and an increase in alternative certified teachers creates a need to build teacher capacity.

4 Teachers are needing to successfully complete their certification requirements.

5 Teachers indicated that there is a need to build on positive growth and address areas of concern or stagnation during PLCs.

8 The campus needs an effective way to have school wide announcements that provide information, encouragement, and develops pride in the campus.

Summary

At the beginning of 2021-2022 school year, PSTEM Primary Academy had nine returning teachers, eight new teachers to the campus, and a new principal. Acquisition and retention of Highly Qualified and Certified teachers (in critical shortage areas of Bilingual and ESL) is a challenge for PSTEM Academy. Through campus-wide initiatives focused on creating a culture of excellence, PSTEM Academy will address needs and strengthen campus culture.

Data

Program Evaluations

District-Based Assessments

Staff Quality, Recruitment and Retention

Strengths

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

Needs

1. PSTEM needs to attract and hire teachers that are degreed and hold a valid teaching certification.
2. AT PSTEM Academy teachers need to increase their pedagogy in instructional best practices throughout the school year.
3. Alternative certification teachers at PSTEM Academy require additional support in classroom management and classroom environment.
4. Name recognition of PSTEM Academy is limited and partnership to recruit student teachers need to be developed.

Summary

Primary for the 2021-2022 school year has:
17 teacher positions
2/17 are certified teachers
15/17 are non-certified teachers
3/17 are first year teachers
A focus on recruitment of certified teachers and developing partnerships with university educational programs needs to be implemented.

Data

Staff Demographics
STAAR / EOC Results

Curriculum, Instruction and Assessment

Strengths

1. Campus assessments which are created by teachers are reviewed by the principal and consultants to ensure they are aligned to the STAAR assessment.
2. Reading teachers have access to and implement My View Basal and Guided Reading.
   Math teachers implement Eureka Math and Imagine Learning lessons.
   Science teachers use STEMSCOPES.
3. Principal provides teachers with instructional resources and supplies.
4. Teachers have designated content consultants that assist them with pedagogy, daily schedules, lesson delivery, assessment and resources.
5. Administration has created daily schedules for teachers in all grade levels that support the required minutes of content delivery.
6. Assessment: Teachers assess students after every unit. Once they have finished teaching the student expectations and TEKS.
7. Assessment: Teachers give two benchmarks during the school year. These benchmarks are STAAR like assessments.
8. Assessment: All teachers issue an exit ticket at the end of their lesson to check for student mastery of content
9. Assessment: Teachers track student progress by using Data Walls in their classroom and DMAC.
10. Assessment: Principal has a digital data wall on the campus shared drive. A posted tracker by objective and student progress is located in the PLC room. Students are tracked for all areas: Does Not Meet, Approaches, Meets, Masters and in 4th and 5th grade for progress measure.

Needs

1. Teachers need support to secure vertical alignment and content alignment across all grade levels.
2. Teachers need ongoing professional development to gain proficient background in delivery of effective lessons, implementation of effective center activities, and design of rigorous and effective assessments.
3. Teachers need ongoing professional development to understand TEKS, academic vocabulary, strategies, and student misconceptions.

Summary

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

Data

Campus-Based Assessments

District-Based Assessments

STAAR / EOC Results

Classroom Walkthrough Data

Family and Community Engagement

Strengths

1. Principal holds monthly Coffee with the Principal meetings with parents to share information on student upcoming learning, district events and share information on how to support their students at home to support a home to school connection.
2. Principal delivers monthly callout to parents to keep in touch with parents and advise parents of important school and community events.
3. A return of family engagement activities is planned for the 2021-2022 school year. They include: National Night Out, Fall Carnival, Holiday Program, Literacy on the Lawn Events, Academic Nights.

Needs

1. PSTEM needs to focus on increasing parent attendance at school meetings and events in order to secure that parents are cognizant of what their students are learning, how their students are progressing academically and how parents can support the school in making learning a priority in their home for their child.
2. Students and parents need additional instruction on the signs of bullying, sexual abuse, and other violence scenarios.
3. More Parental outreach and education is needed. Parents lack understanding of resources available to help their children academically.

Summary

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

Data

Program Evaluations

Campus-Based Assessments

School Context and Organization

Strengths

1 School is led by principal who is the instructional leader supporting all stakeholders toward the goal of student achievement. The principal manages and aligns campus resources, budgets, and staffing to create a school system with processes, procedures, and accountability for all. The principal facilitates the creation a vision and mission for the campus to create a culture of success.

2 The school has an assistant principal who provides instructional support to all teachers. The assistant principal also supports Blended Learning grant and manages STEM implementation for the campus. The assistant principal supports the implementation of the campus vision and mission.

Needs

1 Processes and procedures need to be created, reviewed, and/or streamlined in order to support instructional practices.

2 Both principal and assistant principal are new to the campus and require trainings on systems and programs used to advance student achievement.

Summary

Principal and assistant principal are the instructional leaders and their primary focus is to build teacher capacity that increases student achievement.

PSTEM has new leadership that is committed to evaluating current systems in order to ensure effectiveness that supports student achievement.

Data

Staff Demographics

Attendance Data

Technology

Strengths

2 All teachers have a laptop checked out to them.

3 The school has 1-1 computing with laptops available for every student.

5 Teachers have access to DMAC- program that serves many purposes. Teachers use DMAC to create assessments and to identify the student expectations that need to be addressed.

6 COVID quarantined 3rd, 4th, and 5th grades will be able to check-out laptops to support them in accessing learning online.

Needs

1 Students need daily access to technology to engage with virtual instruction, access online programs that target and support their areas of need.

2 Students need additional technology units in their classrooms to access.

3 Students need to access technology at home in order to extend their learning outside the classroom.

Summary

In order to support our students with access to technology, laptops and chrome books have been deployed to students needing academic support.

PSTEM will focus on supplementing more units of technology for our students in order to replace lost/stolen technology from the 2020-2021 school year.

Data

Program Evaluations

Classroom Walkthrough Data

Special Populations

Strengths

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

3 Principal meets monthly with Special Education Team to address student progress, compliance issues, and news from TEA.

4 A block of ELAR was built into the Master schedule to support 2nd and 3rd grade bilingual students acquire vocabulary and language development through guided reading.

5 PSTEM will be sending 2 teachers and an administrator to Dyslexia training to have additional support of students with dyslexia.

Needs

1 Special Education, EL, RTI, Emergent Bilingual students and general education students have significant COVID learning gaps and need intensive remediation.

2 A target intervention system is needed to targt ELL students slowly increasing or staying stagnant in English proficiency level as evidenced by TELPAS scores.

3 The is a significant need to hire certified personnel with pedagogy in addressing specific learning difficulties to work with students in achieving academic growth.

Summary

Historically, the special education student group and the students identified as English language learners lag behind in all academic performance areas. The greatest gap in performance is in reading and writing. Additional personnel is needed to provide support for students in special populations and in RTI levels 2 and 3.

Data

TAPR

Priority Needs

F: Family and Community Engagement

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

F2 Students and parents need additional instruction on the signs of bullying, sexual abuse, and other violence scenarios.

F3 More Parental outreach and education is needed. Parents lack understanding of resources available to help their children academically.

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:** PSTEM teachers will engage in weekly focused professional development supporting all content areas for the purpose of building our teacher's capacity in delivery of instruction with greater proficiency to benefit Primary students in their academic achievement. PSTEM will support RYSS in maintaining a TEA accountability rating of "A" by: • Identifying all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development • Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 17% to 25% • Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 7%% to 25% • Increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 14% to 25% • Increase the percent of students achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY • Increase the percent of students achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY • Increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS	**Person(s) Responsible:** Principal Assistant Principal Teachers Consultants Director of Multilingual Director of Teacher Development	**Resources:** Contracted Services, Title III Bilingual, Miscellaneous Services;
	Evidence of Implementation: Observations, walkthroughs, scheduled PD, transfer/application of PD evidence in classroom instruction, scheduled feedback to teachers	**Ongoing Evaluation Method:** Observations, walkthroughs, benchmarks, MOY, student data	**Final Evaluation Method:** STAAR MATH 2022 STAAR READING 2022 STAAR SCIENCE 2022 TELPAS 2022 REN MATH/READING EOY
	Timeline: 9/1/2021 - 6/30/2022 (Daily)	**Needs:** [Title I Components CIP]	

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

Objective #2: PSTEM has identified all 1st, 2nd, and 3rd grade teachers as participants in HB3 Reading Academy ongoing self-paced professional learning to enhance teacher's background and foundation in delivery of reading instruction, build teacher capacity and improve instructional support for our students.

1	**Action:** The goal of the Reading Academy online, self-paced learning is to equip teachers with the knowledge and skills needed to implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all children develop a strong foundation in reading and writing. Teachers will engage in modules that will support the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking, listening, speaking, reading, and writing skills.	**Person(s) Responsible:** ADM, Region 4 Reading Academy, Director of Teacher Development, Principal, and all K-3rd grade teachers	**Resources:** Resources previously allocated. No new resources required. This is online self-paced program. Director of Teacher Development will lead Reading Academy PLCs.;
	Evidence of Implementation: Informal/formal walkthroughs, observations of delivery of reading instruction implementing the Explicit Instruction Tool. Monthly progress check-ins with Principal.	**Ongoing Evaluation Method:** Weekly, observations with teacher feedback implementing the Explicit Instruction Tool to support teachers in delivery of explicit and systematic reading instruction.	**Final Evaluation Method:** Student progress in reading levels as indicated by, 2022 STAAR, student progress in REN BOY to REN EOY. Student progress in running records levels.
	Timeline: 9/1/2021 - 3/26/2022 (On-going)	**Needs:** [Title I Components CIP]	

2	**Action:** Teachers will deliver explicit systematic reading instruction that includes: Guided Reading, review of previous learning, identifying objective, activating background knowledge, modeling think aloud, providing examples and non-examples, maximizes student engagement, pacing of lesson, checking for understanding, delivering feedback to students, reteaching, intervention, ongoing assessment of reading progress.	**Person(s) Responsible:** ADM, all teachers, Literacy Consultant	**Resources:** Resources previously allocated. No new resources required.;
	Evidence of Implementation: Informal/formal walkthroughs, observations, student work, student reading data,classroom realia, Guided Reading documentation.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations, with implementation of Explicit Instruction Tool and providing corrective feedback to teachers.	**Final Evaluation Method:** Student assessments, 2022 STAAR, student progress from REN BOY to REN EOY, EOY running records indicating student progress.
	Timeline: 9/1/2021 - 5/31/2022 (Weekly)	**Needs:** [Title I Components CIP]	

3	**Action:** Identified teachers will be supported with ongoing professional development in their content and on how to support fellow teachers with specific content (Math, Science, Reading, Writing) in a Trainer of Trainers model by consultant Charisse Lyman. Identified teachers will be observed by the consultant for evidence of transfer and application of their learning on their campus to support their fellow teachers. Consultant will deliver feedback to identified teachers on their application of their learning on supporting and leading teachers and on implementation and teaching of evidence-based practices for their fellow teachers.	**Person(s) Responsible:** ADM Teachers Consultant Identified Teachers/Content Leads	**Resources:** Contracted Services Miscellaneous Operating Costs;
	Evidence of Implementation: Scheduled planning sessions with content leads, scheduled PD with grade level teachers, scheduled feedback to teachers on their progress.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.	**Final Evaluation Method:** STAAR Math 2022 STAAR Reading 2022 STAAR Science 2022 REN Reading/Math EOY
	Timeline: 9/1/2021 - 6/30/2022 (Daily)	**Needs:** [Title I Components CIP]	

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

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

1	**Action:** Activity: The goal of the Blended Learning Cohort, is to equip teachers with the knowledge and skills needed to personalize instruction and meet the specific needs of students, in which students can, in part, control time, pace, and place of learning. Teachers will engage in ongoing Blended Learning professional supporting their use of online apps and programs to teach concepts which will promote student's ownership of their own learning.	**Person(s) Responsible:** ADM, Director of Teacher Development, Principal, Assistant Principal all teachers in Blended Learning Cohort.	**Resources:** No new resources needed. In-house professional development.;
	Evidence of Implementation: Walkthroughs, observations, instructional walks using implementation of BL rubric.	**Ongoing Evaluation Method:** Walkthroughs, observations, instructional walks using implementation of BL rubric to support corrective feedback to teachers.	**Final Evaluation Method:** Student academic achievement, 2022 STAAR, progress from REN BOY to REN EOY.
	Timeline: 9/14/2021 - 5/30/2022 (On-going)	**Needs:**	
2	**Action:** Activity: Teachers will engage in an "APPS - 101" PLC to receive the critical support they need to more effectively integrate technology into the classroom and facilitate online and blended learning for their students. Primary teachers will lead the PLC each sharing their mastery of apps or online programs that they have incorporated into their virtual classrooms to support student learning.	**Person(s) Responsible:** ADM, teachers	**Resources:** In-house professional development led by and for teachers.;
	Evidence of Implementation: Walkthroughs, observations, with implementation of BL rubric.	**Ongoing Evaluation Method:** Walkthroughs, observations, with implementation of BL rubric to support corrective feedback to teachers.	**Final Evaluation Method:** Student academic achievement, 2022 STAAR, progress from REN BOY to REN EOY.
	Timeline: 10/1/2021 - 5/1/2022 (Monthly)	**Needs:**	

3	**Action:** Teachers will meet in a Blended Learning PLC with lead for the cohort, Director of Teacher Development, to collaborate on blended and remote learning strategies, resources, challenges, and current topics of interest. Teachers will implement and engage students in Blended Learning best practices to support a student-centered classroom that will support students gaining choice and voice with their activities and in developing and taking ownership of their own learning.	**Person(s) Responsible:** ADM, Teachers, Director of Teacher Development	**Resources:** None needed.;
	Evidence of Implementation: Blended Learning PLC Agenda, teacher attendance taken through CHAT.	**Ongoing Evaluation Method:** Walkthroughs and observations to capture implementation of Blended Learning best practices in Primary classrooms using rubric.	**Final Evaluation Method:** Teacher surveys sent out after PLC.
	Timeline: 9/14/2021 - 6/30/2022 (Monthly)	**Needs:**	

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

Objective #4: PSTEM has identified all of its teachers as participants in ESL ongoing professional learning to enhance teachers' background and foundation in delivery of student-centered instruction, build teacher capacity in student agency and improve instructional support for our students.
In 2021-2022, PSTEM will increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS.

1	**Action:** All teachers will be supported with ongoing professional development on building their background in in delivery of ESL best practices from the Director of Multilingual. Grade level teachers will be observed by the Director of Multilingual for evidence of transfer and application of their ESL strategies into their classrooms to support their students. Director of Multilingual will deliver feedback to teachers on their application of ESL strategies, utilization of evidence-based practices as measured through weekly content team agendas, and teacher lesson plans.	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** None needed.;
	Evidence of Implementation: Informal/formal walkthroughs, observations of delivery of ESL instruction implementing the best practices	**Ongoing Evaluation Method:** Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Final Evaluation Method:** TELPAS 2022 scores Number of students advancing one year's growth in TELPAS
	Timeline: 10/1/2021 - 6/30/2022 (Weekly)	**Needs:**	

2	**Action:** Increase EL students' English language verbal and written production. EL students will verbally demonstrate their English speaking abilities in classroom small group and with campus writing board initiative.	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** None needed.;
	Evidence of Implementation: Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations of delivery of ESL instruction implementing the best practices	**Final Evaluation Method:** TELPAS 2022 scores Number of students advancing one year's growth in TELPAS
	Timeline: 10/1/2021 - 6/30/2022 (Daily)	**Needs:** [Title I Components CIP]	

3	**Action:** Explicitly teach English language vocabulary and structures through guided reading instruction. Teachers will identify, teach, and post key academic vocabulary and structures for one content lesson each day. Students will be supported with instruction of HFW, sight words, academic vocabulary for each content. (LSRW)	**Person(s) Responsible:** ADM Teachers Director of Multilingual Literacy Consultant	**Resources:** Guided Reading Library;
	Evidence of Implementation: Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices	**Final Evaluation Method:** TELPAS 2022 scores Number of students advancing one year's growth in TELPAS
	Timeline: 10/1/2021 - 6/30/2022 (Daily)	**Needs:**	

4	**Action:** Teachers will build on ELs' background knowledge to increase comprehension by eliciting background knowledge from ELs in one content area through a variety of activities, including questioning and graphic organizers. Students will create visuals with labels to demonstrate their comprehension of the lesson objective.(LSRW)	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** None.;
	Evidence of Implementation: Walkthroughs, observations, feedback from ADM and Director of Multilingual	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices	**Final Evaluation Method:** TELPAS 2022 scores Number of students advancing one year's growth in TELPAS
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** [Title I Components CIP]	

5	**Action:** Teachers will increase writing opportunities for EL students who will engage in campus wide writing board initiative thatt6 will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)	**Person(s) Responsible:** ADM Teachers Director of Multilingual	**Resources:** Bulletin boards, pocket pouches, writing process anchor chart, graphic organizers.;
	Evidence of Implementation: Writing posted according to writing deadlines.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations of delivery of ESL instruction implementing best practices	**Final Evaluation Method:** TELPAS 2022 scores Number of students advancing one year's growth in TELPAS
	Timeline: 10/1/2021 - 6/30/2022 (Daily)	**Needs:** [Title I Components CIP]	

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

Objective #5: In 2021-2022, PSTEM will increase the percent of students reaching the Meets Grade Level Performance Standard in: STAAR Reading from 17% to 25%

1	**Action:** Teachers will receive support and professional development led by Consultant and ELAR content leader to support alignment of ELAR lesson plans, follow a curriculum map for delivery of ELAR TEKS to support teacher's capacity in planning and delivery of reading/writing instruction.	**Person(s) Responsible:** ADM, Consultant, Content Lead Teachers, teachers	**Resources:** Contracted Services; ESSER II $18,000.00; ESSER III $20,000.00
	Evidence of Implementation: Informal/formal walkthroughs, observations, lesson plans in shared drive, sequencing of objectives following curriculum maps.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations. Student data from checkpoints, benchmarks.	**Final Evaluation Method:** Student assessment data, 2022 STAAR scores, student progress from REN BOY to REN EOY.
	Timeline: 9/1/2021 - 6/30/2022 (Daily)	**Needs:** [Title I Components CIP]	
2	**Action:** Teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.	**Person(s) Responsible:** ADM Teachers Consultant	**Resources:** Contracted Services; Title I, Part A Funds $3,000.00; ESSER II $28,000.00; ESSER III $20,000.00
	Evidence of Implementation: Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations.	**Final Evaluation Method:** Student data from checkpoints, benchmarks. STAAR Reading 2022 REN STAAR Reading EOY
	Timeline: 9/1/2021 - 6/30/2022 (Daily)	**Needs:**	

3	**Action:** Teachers will implement and provide daily targeted instruction, based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5.	**Person(s) Responsible:** ADM Teachers Teacher Assistants	**Resources:** None.;
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY	**Final Evaluation Method:** STAAR Reading 2022 REN Reading EOY
	Timeline: 9/1/2021 - 6/30/2022 (Daily)	**Needs:**	

4	**Action:** Teachers will implement and provide targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading in grades K-5.	**Person(s) Responsible:** ADM Teachers Support staff	**Resources:** ESSER III $20,000.00
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY, student data, benchmarks, REN Reading MOY	**Final Evaluation Method:** STAAR Reading 2022 REN Reading EOY
	Timeline: 1/1/2021 - 5/20/2022 (Daily)	**Needs:** [Title I Components CIP]	

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

Objective #6: In 2021-2022, PSTEM Academy will increase the percent of students reaching the Meets Grade Level Performance Standard in: Math from 13% to 25%

1	**Action:** To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Texas Tech University to build their skill set in alignment of math objectives, implementation of blended learning, data driven instruction, and assessments.	**Person(s) Responsible:** Math Teachers Math Consultant Administrati	**Resources:** Blended Learning Grant; Title II, Part A Funds
	Evidence of Implementation: Walkthroughs, observations, artifacts in the classrooms, student math journals.	**Ongoing Evaluation Method:** Student grades, benchmarks.	**Final Evaluation Method:** 2022 Math STAAR Imagine Learning Math EOY student performance REN EOY
	Timeline: 11/5/2021 - 11/6/2022 (PD sessions x4)	**Needs:**	
2	**Action:** Teachers will acquire additional targeted instructional strategies through participation in professional development training, using a trainer of trainer approach, led by a Math Consultant. Professional development will support alignment of Eureka math lesson plans, follow a curriculum map for delivery of Math TEKS to support teacher's capacity in planning and delivery of proficient math instruction to support student academic achievement.	**Person(s) Responsible:** ADM Teachers Consultant Content Leads	**Resources:** Misc Contracted Services; Local Funds; Title II, Part A Funds
	Evidence of Implementation: Informal/formal walkthroughs, observations, lesson plans in shared drive, sequencing of objectives, fidelity to curriculum maps.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations, feedback to teachers, evidence of implementation and application of learning in math classrooms	**Final Evaluation Method:** STAAR Math 2022 REN MATH EOY
	Timeline: 9/1/2021 - 6/30/2022 (Weekly)	**Needs:**	

3	**Action:** Teachers will implement and provide daily targeted instruction, based on student data, focused on identified skill/TEK deficit, during small group and 1:1 RTI instruction for Tier II and III students in math in grades K-5.	**Person(s) Responsible:** ADM Teachers Teacher Assistants	**Resources:** None.;
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN Math MOY	**Final Evaluation Method:** STAAR Math 2022 REN Math EOY
	Timeline: 9/1/2021 - 6/30/2022 (Daily)	**Needs:**	

4	**Action:** Teachers will implement and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in math in grades K-5.	**Person(s) Responsible:** ADM Teachers Support staff	**Resources:** Miscellaneous Operating Costs; Title I, Part A Focus Grant Funds
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN Math MOY, student data, benchmarks, REN Reading MOY	**Final Evaluation Method:** STAAR Math 2022 REN Math EOY
	Timeline: 1/1/2021 - 5/20/2022 (Weekly)	**Needs:**	

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

Objective #7: In 2021-2022, PSTEM will increase the percent of students achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY.

1	**Action:** Teachers will engage in professional development led by the content lead and consultant to gain background and build teacher capacity in delivery of literacy routines (word study, reading, writing) to develop student's foundational language skills (listening, speaking, writing, thinking).	**Person(s) Responsible:** ADM Kinder, 1st, 2nd teachers Consultant Content Leads	**Resources:** Contracted Services; Title II, Part A Funds $1,950.00; 9 FTEs
	Evidence of Implementation: Walkthroughs, observations of reading instruction. Classroom artifacts - HFW classroom chart, Reading Levels Classroom chart Teacher Data Binder at small group table	**Ongoing Evaluation Method:** TPRI/Tejas Lee MOY Running Records MOY REN Reading MOY HFW monthly evaluation Student grades and assessments.	**Final Evaluation Method:** TPRI/Tejas Lee EOY Running Records EOY REN Reading EOY
	Timeline: 9/1/2021 - 5/30/2022 (Weekly)	**Needs:**	

2	**Action:** Kinder, 1st and 2nd teachers will receive support and professional development led by Consultant. Consultant will model delivery of reading instruction for teachers, completing the entire lesson cycle to build teacher's capacity in delivery of reading instruction. Consultant will observe teacher's delivery of reading instruction and issue feedback to teacher focusing on areas of instruction that require improvement in order to support students at a more proficient level of instruction.	**Person(s) Responsible:** ADM Teachers Consultant	**Resources:** Contracted Services; Local Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations. Evidence of implementation of learning applied in delivery of teacher's reading instruction.	**Final Evaluation Method:** REN Reading EOY TPRI/Tejas Lee EOY TX KEA EOY
	Timeline: 9/1/2021 - 6/30/2022 (Weekly)	**Needs:**	

3	**Action:** Kinder, 1st and 2nd teachers will use REN, TX KEA, TPRI/Tejas Lee student data to effectively identify struggling readers and appropriately differentiate instruction to enhance literacy outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.	**Person(s) Responsible:** ADM Kinder, 1st and 2nd teachers	**Resources:** None.;
	Evidence of Implementation: Informal/formal walkthroughs, observations. Student up to date data charts, scheduled and delivered student intervention groups	**Ongoing Evaluation Method:** REN Reading MOY TPRI/TEJAS LEE MOY TX KEA MOY Student grades	**Final Evaluation Method:** REN Reading EOY TPRI/TEJAS LEE EOY TX KEA EOY
	Timeline: 10/1/2021 - 5/30/2022 (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 #8: In 2021-2022, PSTEM will increase the percent of students achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY.

1	**Action:** Kinder, 1st and 2nd teachers will engage in professional development led by the content lead and consultant to build teacher capacity in planning a math lesson with activities that are aligned to the math objective. Teachers will be supported in learning how to create a math curriculum map to proficiently deliver math instruction and increase student academic achievement.	**Person(s) Responsible:** ADM Kinder, 1st, 2nd teachers Lead Content teacher Consultant	**Resources:** 420 11 6299 0 102 0 24 0 04 Misc Contracted Services; Title II, Part A Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Classroom walkthroughs and observations Classroom artifacts Lesson plans Scheduled PD with Kinder, 1st, 2nd teachers	**Ongoing Evaluation Method:** Student grades, assessments REN Math MOY	**Final Evaluation Method:** REN Math EOY
	Timeline: 9/1/2021 - 6/30/2022 (Weekly)	**Needs:**	

2	**Action:** Kinder, 1st and 2nd teachers will use REN BOY and student assessment data to effectively identify students struggling with math and appropriately differentiate instruction to enhance student progress and outcomes. Teachers will support identified students (RTI- PLC) for targeted intervention in small group and 1:1. Teachers will track student data to chart student progress.	**Person(s) Responsible:** ADM Kinder, 1st and 2nd teachers	**Resources:** None.;
	Evidence of Implementation: Informal/formal walkthroughs, observations. Student up to date data charts tracking mastery of math TEKS, scheduled and delivered student intervention groups	**Ongoing Evaluation Method:** REN Math MOY Student grades	**Final Evaluation Method:** REN Math EOY
	Timeline: 9/1/2021 - 6/30/2022 (Daily)	**Needs:**	

3	**Action:** Teachers will be supported in learning strategies and best practices in increasing their student's math fluency by implementing daily math routines (Number Talks) that feature math practice and develop student's automaticity in math facts to develop student's math skills. Teachers will identify and implement math games (with manipulatives, flash cards) to support students in building a concrete understanding how math works.	**Person(s) Responsible:** Kinder, 1st, 2nd teachers ADM Content Lead Consultant	**Resources:** 420 11 6299 0 102 0 24 0 04 Misc Contracted Services; Title II, Part A Funds $1,950.00; 18 FTEs
	Evidence of Implementation: Informal/formal walkthroughs, observations. Documented teacher observations followed by feedback to teachers. Math artifacts in the classroom supporting students.	**Ongoing Evaluation Method:** Informal/formal walkthroughs, observations. Evidence of implementation of learning applied in delivery of teacher's math instruction. REN Math MOY Student grades Student assessments	**Final Evaluation Method:** REN Math EOY
	Timeline: 10/1/2021 - 6/30/2022 (Weekly)	**Needs:**	

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

Objective #9: In 2020-2021, PSTEM will increase the percent of students reaching the Meets Grade Level Performance Standard in: STAAR Science from 8% to 25%

1	**Action:** Continue to spiral identified science TEKS for students with mastery levels of 81% - 100%: Through these activities: Do Now's, Warm-ups, Enrichment and Workstations.	**Person(s) Responsible:** ADM Teachers	**Resources:** Resources at Primary;
	Evidence of Implementation: Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments	**Ongoing Evaluation Method:** Weekly Teacher WT/OBS Weekly Teacher PLC updates/review of identified student progress Student assessments	**Final Evaluation Method:** STAAR Science 2021
	Timeline: 2/7/2022 - 5/28/2022 (Daily)	**Needs:**	

2	**Action:** Continue to spiral identified TEKS for students with mastery levels of 65%- 80%: Through these activities: Spiral in small group, Do Now's, Warm-ups, Enrichment and Workstations.	**Person(s) Responsible:** ADM Teacher	**Resources:** Primary Resources;
	Evidence of Implementation: Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments	**Ongoing Evaluation Method:** Weekly Teacher WT/OBS Weekly Teacher PLC updates/review of identified student progress Student assessments	**Final Evaluation Method:** 5th Science STAAR scores
	Timeline: 2/7/2022 - 5/28/2022 (Daily)	**Needs:**	

3	**Action:** Continue to spiral identified TEKS for students identified in 50% - 64% mastery levels. Through these activities: Spiral review, Mini-lesson in small group, re-teach in small group and Workstations.	**Person(s) Responsible:** ADM Teacher	**Resources:** Primary Resources;
	Evidence of Implementation: Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments	**Ongoing Evaluation Method:** Weekly Teacher WT/OBS Weekly Teacher PLC updates/review of identified student progress Student assessments	**Final Evaluation Method:** 5th Science STAAR scores
	Timeline: 2/7/2022 - 5/28/2022 (Daily)	**Needs:**	

4	**Action:** Re-teach identified TEKS for students with mastery levels of 0% - 49%. Through these activities: Intervention - reteach via mini-lesson, daily small group rotations, reteach in tutorials.	**Person(s) Responsible:** ADM Teacher	**Resources:** Primary Resources, Title I funds for tutorials;
	Evidence of Implementation: Teacher lesson plans, classroom artifacts, workstation activities, student work, assessments	**Ongoing Evaluation Method:** Weekly Teacher WT/OBS Weekly Teacher PLC updates/review of identified student progress Student assessments	**Final Evaluation Method:** 5th Science STAAR scores
	Timeline: 2/7/2022 - 5/28/2022 (Daily)	**Needs:**	

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

Objective #1: In 2021-2022, 80% of 1st grade to 5th grade special education students receiving pull-out and inclusion support in Reading/ELA/Math will show one year's growth in their IEP objectives from the beginning of the year to the end as indicated by their REN 360, TX KEA and EOY assessments.

1	**Action:** Special Populations students will be supported by special education teacher in push-in and pull-out sessions following IEP minutes on a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.	**Person(s) Responsible:** ADM SPED Teachers	**Resources:** None.; Special Ed Funds $150,000.00; 2.00 FTEs
	Evidence of Implementation: Schedules of service, observation and walkthroughs of instruction	**Ongoing Evaluation Method:** Observations, walkthrough, student assessments, student progress charted.	**Final Evaluation Method:** EOY assessments
	Timeline: 9/28/2021 - 6/30/2022 (Daily)	**Needs:**	
2	**Action:** Special needs students will be introduced to a "reward system" to motivate them to complete and achieve mastery of the learning. Using an assortment of physical small toys or stickers or edible reinforcers (healthy snacks) as something tangible for good behavior, time on task, completion of task or progress, for student to link their behavior to a reward.	**Person(s) Responsible:** ADM SPED Teacher Teachers	**Resources:** Rewards, edible reinforcers; ESSER III $500.00
	Evidence of Implementation: Introduction and implementation of reward system, student progress chart, completed tasks	**Ongoing Evaluation Method:** Observations, walkthroughs, student progress, assessments	**Final Evaluation Method:** EOY student assessments
	Timeline: 11/1/2021 - 5/29/2022 (Daily)	**Needs:**	

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

Objective #2: In 2021-2022, 70% of PSTEM RTI students receiving pull-out support in Reading/ELA/Math will show growth in their identified area of support as indicated by classroom assessments, REN 360 and EOY assessments.

1	**Action:** RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction.	**Person(s) Responsible:** ADM Teachers Teacher Assistants	**Resources:** On- going training via Region IV; Title I, Part A Funds $3,000.00; Title II, Part A Funds
	Evidence of Implementation: Observations, walkthrough, student assessments, student progress charted.	**Ongoing Evaluation Method:** Observations, walkthrough, student assessments, student progress charted and reviewed at RTI PLC to create next steps for student instruction. Student assessments and grades.	**Final Evaluation Method:** REN Math/Reading EOY STAAR 2022 TPRI/Tejas Lee EOY
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:**	

2	**Action:** Teachers will implement additional support for RTI students and provide bi-weekly targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading, math, writing in grades K-5.	**Person(s) Responsible:** ADM Teachers Support staff	**Resources:** Title I, Part A Funds $60,000.00; 1.00 FTEs
	Evidence of Implementation: Observations, walkthroughs, teacher daily schedules and lesson plans, identified students identified during RTI PLCs, attendance sheets for afterschool tutorials	**Ongoing Evaluation Method:** Observations, walkthroughs, student data from weekly assessments, benchmarks, REN MOY, student data, benchmarks, REN Reading MOY	**Final Evaluation Method:** STAAR Reading/Math 2022 REN Reading/Math EOY TPRI/Tejas Lee EOY
	Timeline: 1/1/2021 - 5/30/2022 (Weekly)	**Needs:**	

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

Objective #3: In 2021-2022, 70% of PSTEM Beginning/Intermediate/Advanced EL students will show one year's growth in Reading/Listening/Speaking scores as indicated by 2022 TELPAS scores.

1	**Action:** EL students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing building their foundational English language skills. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction. Students will be invited to engage in face to face instruction on campus to support them with structure and routines which are not present in virtual learning.	**Person(s) Responsible:** ADM Teachers Teacher Assistants	**Resources:** None;
	Evidence of Implementation: Observations, walkthrough, student assessments, student progress charted.	**Ongoing Evaluation Method:** Observations, walkthrough, student assessments, student progress charted and reviewed at RTI PLC to create next steps for student instruction. Student assessments and grades.	**Final Evaluation Method:** EN Math/Reading EOY STAAR 2022 TPRI/Tejas Lee EOY TELPAS 2022
	Timeline: 10/1/2021 - 6/30/2022 (Daily)	**Needs:**	

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

Objective #5: In 2021-2022, 100% of Primary GT students will show one year's growth as indicated by REN 360 and EOY assessments.

1	**Action:** In order to better support identified GT students, GT teacher will engage and complete professional development in gifted and talented coursework. Completion of gifted and talented coursework will secure teacher's 30 hour gifted and talented certification. Teacher will implement her gifted and talented background to support all Primary students.	**Person(s) Responsible:** GT Teacher ADM Director of Special Populations	**Resources:** Special Populations will fund gifted and talented coursework and materials.;
	Evidence of Implementation: Registration and attendance to gifted and talented professional development.	**Ongoing Evaluation Method:** Certificate after completion of 6 hour courses.	**Final Evaluation Method:** Certification in Gifted and Talented instruction; 30 hours.
	Timeline: 10/1/2021 - 5/29/2022 (Weekly)	**Needs:**	

2	**Action:** GT students will meet bi-weekly with GT teacher. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.	**Person(s) Responsible:** ADM GT Teacher	**Resources:** General Supplies; Title I, Part A Funds
	Evidence of Implementation: Observations, walkthroughs, during Genius Hours	**Ongoing Evaluation Method:** Projects and activities completed by students	**Final Evaluation Method:** REN 360 and all EOY assessments
	Timeline: 10/1/2021 - 6/30/2022 (Weekly)	**Needs:**	

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

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

1	**Action:** Allow students to wear college/university T-shirts on Fridays to promote higher education awareness.	**Person(s) Responsible:** Principal; Teachers	**Resources:** Parent letters promoting University Fridays.;
	Evidence of Implementation: Teachers and students will wear University/College t-shirts on Fridays	**Ongoing Evaluation Method:** Student discussions regarding awareness of higher education opportunities.	**Final Evaluation Method:** Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 10/1/2021 - 6/30/2022 (Weekly)	**Needs:** J1; J2;	

2	**Action:** Display college flags around campus, and in common areas on the campus.	**Person(s) Responsible:** ADM Teachers	**Resources:** College Flags; College Banners; Staples; Stick on material; Title I, Part A Funds $5,000.00
	Evidence of Implementation: College flags and pennants posted around the campus.	**Ongoing Evaluation Method:** Students will be able to identify the location of the college flags and even name the Universities and Colleges.	**Final Evaluation Method:** Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 10/1/2021 - 6/1/2022 (On-going)	**Needs:** J1; J2;	

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

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

1	**Action:** Teachers will integrate career exploration for students with Social Studies content by implementing video, Watch Community Helpers on BrainPop JR, research jobs in the community in PebbleGo, and play Career Interest Kahoot! https://goo.gl/NguzMV.	**Person(s) Responsible:** Teachers	**Resources:** None.;
	Evidence of Implementation: Scheduled activities in lesson plans.	**Ongoing Evaluation Method:** Observation of learning activities in classrooms.	**Final Evaluation Method:** Completion of learning activities.
	Timeline: 10/1/2021 - 7/1/2022 (Bi-Monthly)	**Needs:**	

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

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

1	**Action:** Primary will invite guests who can speak directly to certain fields of study. Speakers will share their stories with students to support students in realizing potential careers. Speakers might talk about places they've traveled to, for example, and what they experienced during different chapters of their lives. This allows students to understand the benefits of working hard in school and achieving goals.	**Person(s) Responsible:** ADM Teachers	**Resources:** None;
	Evidence of Implementation: Scheduled event in master calendar. Identifying speakers (via Zoom). Scheduling students to view event.	**Ongoing Evaluation Method:** None	**Final Evaluation Method:** Completed event and student survey on event.
	Timeline: 5/1/2021 - 5/30/2022 (Annually)	**Needs:**	

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

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

1	**Action:** Implement strategies to increase parental involvement activities, including (a) Padres Comprometidos; (b) Padres Comprometidos with CHISPA (after school); (c) Parent Teacher Organization; (d) Muffins with Moms and Donuts with Dads; (e) Family Math, Science, and Literacy events; and (f) Parents classes for learners of English (ESL) and STAAR information programs.	**Person(s) Responsible:** Principal; FACE Director, FACE Staff	**Resources:** Title I, Part A Funds
	Evidence of Implementation: Sign in sheets ; Agendas; Flyers; Minutes if applicable ; Increase of parental engagement and involvement.	**Ongoing Evaluation Method:** Face Parent Engagement Survey	**Final Evaluation Method:** Increased parental involvement and engagement.
	Timeline: 10/1/2021 - 6/30/2022 (On-going)	**Needs:** F1; F3;	

2	**Action:** Principal to participate in continuous dialogues with Padres Comprometidos to keep parents up to date with what are our academic goals and action plans.	**Person(s) Responsible:** Principal; Director of FACE, Family and Community Engagement Department Team	**Resources:** Flyers; Meeting Announcements; Powerpoint. Resources previously allocated. No new resources are needed.;
	Evidence of Implementation: Meeting Agendas; Meeting Sign in Sheets; Question to ask principals; Powerpoint presentation	**Ongoing Evaluation Method:** Increase in parental involvement at the campus level; Increase awareness of school's action plan to target Academics and the whole child.	**Final Evaluation Method:** Improved STAAR Scores in Reading, Math, Writing, and Science as compared to the previous year scores.
	Timeline: 10/1/2021 - 6/30/2022 (On-going)	**Needs:** F1; F3; [Title I Components Evaluation]	

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

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

1	**Action:** In the Spring, the campus improvement committee (consisting of staff and parents) will annually conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.	**Person(s) Responsible:** Principal; Administrative Team	**Resources:** Campus Improvement Plan; Set2Plan training; No cost.;
	Evidence of Implementation: Completed comprehensive Needs Assessment, Campus improvement plan, and evaluation of the prior year plan. Sign in sheets, agendas, and minutes of all meetings used to complete the items listed.	**Ongoing Evaluation Method:** Discussions with committee members	**Final Evaluation Method:** Completed Campus Improvement Plan
	Timeline: 2/1/2021 - 7/1/2022 (Annually)	**Needs:** [Title I Components CNA]	

2	**Action:** Each year, the improvement planning committee will use the Comprehensive Needs Assessment to create a schoolwide plan to address areas to improve student achievement.	**Person(s) Responsible:** Principal, Administrative Team	**Resources:** Comprehensive Needs Assessment;
	Evidence of Implementation: Committee sign-in sheets, agendas, minutes	**Ongoing Evaluation Method:** Measuring student achievement and other data to actions and in improvement plan	**Final Evaluation Method:** Evaluation of the Campus Improvement Plan at the end of the year, to evaluate areas of success and areas needing improvement
	Timeline: 2/1/2021 - 7/1/2022 (Annually)	**Needs:**	

3	**Action:** Maintain a safe and secure environment for each instructional and non-instructional facility. [A] Conduct standard safety drills (Fire Drills, Obstructed, Shelter in Place, Unauthorized Person (Inside), Severe Weather, Threatening Person (Outside); [B] Improve safety of the campus (purchase of Speed Limit signs, addition of Speed Bumps, safety equipment, and supplies to ensure student and family safety while on campus especially during drop off and pickup times, maintenance of security radios.	**Person(s) Responsible:** Director, Food Services; Director, FACE; School Nurse; Principals, K-12; PE Coach, K-12; Coordinator, Special Populations; Community Representative; Parents; Superintendent; RYSS Board	**Resources:** Houston Police Department; Harris County Sheriff Office; State and Federal Compliance; Precinct 2; City of Houston Fire Marshall.; ESSER III $2,000.00
	Evidence of Implementation: Records of completed designated drills by campus principals kept at District Office and TCCC President & CEO Office; Records of mandatory trainings at schools and district	**Ongoing Evaluation Method:** Monthly Safety Committee debriefs that include Principals, IT, Facilities Director, and Intervention Team Debrief	**Final Evaluation Method:** Complete student questionnaire about school culture and safety.
	Timeline: 8/1/2021 - 6/1/2022 (On-going)	**Needs:**	

5	**Action:** Implement the RYSS District Wellness Plan and provide a coordinated school health program. Students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Use criterion-based reporting for each students health education program.	**Person(s) Responsible:** Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach	**Resources:** USDA Website; Healthy School Program Online Tools - free to access online - no cost.;
	Evidence of Implementation: Agenda; Minutes; Sign In; Post on Website	**Ongoing Evaluation Method:** Parent Surveys; Department meetings	**Final Evaluation Method:** Review of student health data.
	Timeline: 8/1/2021 - 6/1/2022 (On-going)	**Needs:** C5;	

6	**Action:** Increase teacher, students, and parent awareness of issues regarding sexual abuse of children as required by HB 1041 as well as Bullying, Suicide, Gang Awareness & Intervention, and Cyber Bullying: (a) Contract with consultants to provide TTA and expertise on all of the above, (b) Review curricula to identify existing instruction on this topic, and add objectives as warranted, (c) Provide training to staff, students, and parents, (d) Continue involving and informing parents via meetings, letters, phone blasts, and internet postings throughout year, (e) Contract with Counselors as needed to support students with mental health and mental wellness intervention and services.	**Person(s) Responsible:** Intervention Specialist; Principals, Director, FACE; Campus Counselors. No resources are needed. All personnel are in-house.	**Resources:** State and Federal Compliance,;
	Evidence of Implementation: Agenda; Meeting Minutes; Sign in Sheets; Flyers	**Ongoing Evaluation Method:** Annual FACE Parent Engagement Survey; Compile Survey Results from each session immediately after training.	**Final Evaluation Method:** Complete student questionnaire about school culture and safety.
	Timeline: 8/1/2021 - 6/1/2022 (On-going)	**Needs:** 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 #1: Provide a safe, supportive, and caring environment without fear of bullying or harrassment.

1	**Action:** Primary will secure prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, bullying, bullying harassment on campus and on school grounds. Students will be supported with a monthly topic during morning announcements from LSSP, Dr. Benny. Dr. Benny will deliver a “chat” for each topic.	**Person(s) Responsible:** ADM, Teachers, Dr. Benny	**Resources:** None;
	Evidence of Implementation: Morning announcement.	**Ongoing Evaluation Method:** Student responses.	**Final Evaluation Method:** Decline of discipline referrals to the office.
	Timeline: 11/1/2021 - 7/1/2022 (Monthly)	**Needs:**	

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

Objective #3: In 2021-2022, we will support PSTEM students with healthy meals and promote socialization with their peers during school meals that follow social distancing to enhance their social-emotional well-being.

1	**Action:** Create and implement daily schedules to allow breakfast and lunch periods long enough to give students time to eat school meals and socialize with their peers with social distancing.	**Person(s) Responsible:** ADM, Teachers	**Resources:** None needed.;
	Evidence of Implementation: Students talking to peers in their classroom within the parameters of social distancing during their meal time.	**Ongoing Evaluation Method:** Walkthroughs and observations during student meal time.	**Final Evaluation Method:** Student surveys.
	Timeline: 10/12/2021 - 5/31/2022 (Daily)	**Needs:**	

2	**Action:** Students will have opportunities to socialize after students are seated and receive their Be a Champion daily snack in their classrooms.	**Person(s) Responsible:** ADM, Teachers	**Resources:** Be A Champion snacks provided.;
	Evidence of Implementation: Students socializing with social distancing while they enjoy their afternoon snack.	**Ongoing Evaluation Method:** Walkthroughs and observations during snack time.	**Final Evaluation Method:** Student surveys.
	Timeline: 10/12/2021 - 5/31/2022 (Daily)	**Needs:**	

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

Objective #4: In 2021-2022, Primary will support all students, families and staff by providing access to mental health services necessary to create a healthy learning and working environment.

1	**Action:** The school psychologist and TCHATT will promote overall health and well-being for our students, families by providing the following services: 1. Counseling 2. Student Support 3. Consultation	**Person(s) Responsible:** ADM, Teachers, LSSP, TCHATT	**Resources:** Handouts/flyers with TCHATT information. Referrals to LSSP.;
	Evidence of Implementation: Referrals to LSSP and TCHATT.	**Ongoing Evaluation Method:** Referrals to LSSP and TCHATT with parent consent.	**Final Evaluation Method:** Total number of referrals to LSSP and TCHATT with parent consent and number of students and families served for 2020-2022.
	Timeline: 9/1/2021 - 6/30/2022 (As Needed)	**Needs:** [Title I Components Evaluation]	

2	**Action:** The school psychologist and TCHATT will promote overall health and well-being for our students, families by providing the following services: 1. Crisis Counseling and Consultation 2. Prevention Programs 3. Referrals to Outside Resources	**Person(s) Responsible:** ADM, Teachers, LSSP, TCHATT	**Resources:** Handouts with information for TCHATT. Referrals to LSSP.;
	Evidence of Implementation: Referrals to LSSP and TCHATT.	**Ongoing Evaluation Method:** Referrals to LSSP and TCHATT with parent consent.	**Final Evaluation Method:** Total number of referrals to LSSP and TCHATT with parent consent and number of families and students served for 2020-2022.
	Timeline: 10/1/2021 - 6/30/2022 (As Needed)	**Needs:** [Title I Components Evaluation]	

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:** All Primary students will be recognized for weekly perfect attendance. Students will be recognized during the morning announcements for their dedication to Primary. Student's will be recognized and featured on a bulletin board and on Friday will receive a ticket to go to the Principal's office to spin a wheel and win a treat as a token of appreciation and gratitude from Primary.	**Person(s) Responsible:** ADM, all teachers and staff	**Resources:**
	Evidence of Implementation: Weekly student recognition during announcements an on bulletin board. Fridays students will be given a token.	**Ongoing Evaluation Method:** Weekly number of students achieving perfect attendance.	**Final Evaluation Method:** Achieving a 97% student attendance rate by the end of school year 2020-2022.
	Timeline: 8/12/2021 - 5/31/2022 (Daily)	**Needs:** [Title I Components CIP]	

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:** All Primary teachers and staff will be recognized for weekly perfect attendance. Teachers will be recognized during the morning announcements for their loyalty to their students and to Primary. Teacher's will be recognized and featured on teacher bulletin board and will receive a special treat as a token of appreciation and gratitude from Primary.	**Person(s) Responsible:** ADM, all teachers, staff.	**Resources:** Budget to purchase teacher treats: 420 36 6299 0 102 0 99 0 04 Teacher Incentives/Rewards 1,800.00; Local Funds $1,800.00; 21 FTEs
	Evidence of Implementation: Weekly teacher recognition during announcements and teacher recognition on bulletin board.	**Ongoing Evaluation Method:** Daily/weekly teacher and staff absences tally.	**Final Evaluation Method:** Rate of 5% decrease from 2019-2020.
	Timeline: 10/12/2021 - 5/31/2022 (Weekly)	**Needs:**	

2	**Action:** All Primary teachers and staff will be recognized for monthly perfect attendance. Teachers will be recognized during the morning announcements for their loyalty to their students and to Primary. Teacher's will be recognized and featured on teacher bulletin board and will receive lunch of their choice at the end of the month as a token of appreciation and gratitude from Primary.	**Person(s) Responsible:** ADM, all teachers and staff	**Resources:** Resources: Budget to purchase teacher treats: 420 36 6299 0 102 0 99 0 04 Teacher Incentives/Rewards 1,800.00; Local Funds $1,800.00; 21 FTEs
	Evidence of Implementation: Monthly teacher recognition for perfect attendance, with lunch.	**Ongoing Evaluation Method:** Daily/weekly teacher and staff absences tally.	**Final Evaluation Method:** Total teacher absences tally for the 2020-2021 school year will decrease by 5% from the previous year.
	Timeline: 10/12/2021 - 5/31/2022 (Daily)	**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: In 2021-2022, PSTEM will support health and wellness activities to educate, support and keep all our students, families and staff informed on how to adapt to the evolving changes in daily life caused by the COVID-19 pandemic.

1	**Action:** Monthly activities will be provided by the school nurse and other identified health care professionals. Activities may be part of and presented during other district events; FACE meetings.	**Person(s) Responsible:** ADM, Nurse, LSSP, other health professionals	**Resources:** Virtual - none-needed. In-person - handouts, refreshments for parents.; Title I, Part A Funds $500.00; 21.00 FTEs
	Evidence of Implementation: Virtual - Monthly meeting agenda, parents signed in on CHAT in Zoom. In-person - Monthly meeting agenda, parents sign in sheets.	**Ongoing Evaluation Method:** Virtual - Parent survey on Zoom. In-person - Parent survey in person.	**Final Evaluation Method:** Virtual - Total number of parents participating. In-person - Total number of parents participating.
	Timeline: 10/1/2021 - 5/1/2022 (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 #4: In 2021-2022, PSTEM will support students with positive preventive measures, guidelines and focus on safe and positive practices to promote a safe and healthy learning environment.

1	**Action:** In addition to students' daily check – in during their student advocacy period, Primary students will be presented and modeled the health activities, presentations and programs promoting healthy habits at school during the school instructional day.	**Person(s) Responsible:** ADM, Teachers, Nurse,	**Resources:** Videos, handouts, visuals;
	Evidence of Implementation: Videos, handouts, visuals	**Ongoing Evaluation Method:** Walkthroughs in Zoom during advocacy periods and in person in classrooms.	**Final Evaluation Method:** Student survey on healthy habits.
	Timeline: 8/12/2021 - 5/31/2022 (On-going)	**Needs:**	

2	**Action:** Outdoor time and movement breaks will be incorporated into a synchronous daily schedule at Primary. Students will (weather permitting) have outdoor recess with social distancing in place to be outdoors in the fresh air. Students during inclement weather will have indoor recess via movement breaks to re-energize and take brain breaks during the instructional day.	**Person(s) Responsible:** ADM, Teachers	**Resources:** None needed. Designated areas for classes to be outside the building.;
	Evidence of Implementation: Daily schedules. Students going outdoors to designated areas with social distancing. Student having movement breaks inside classrooms.	**Ongoing Evaluation Method:** Walkthroughs and observations.	**Final Evaluation Method:** Student surveys.
	Timeline: 10/12/2021 - 5/31/2022 (Daily)	**Needs:**	

Funding

ESSER II	$46,000.00	
ESSER III	$62,500.00	
Local Funds	$12,550.00	90.00 FTEs
Special Ed Funds	$150,000.00	2.00 FTEs
Title I, Part A Funds	$304,035.00	64.00 FTEs
Title I, Part A Focus Grant Funds		
Title II, Part A Funds	$7,800.00	63.00 FTEs
Texas Literacy Initiative	$85,000.00	

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

No actions have been associated with this element

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

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

- Identifying all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 17% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 7%% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 14% to 25%
- Increase the percent of students achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
- Increase the percent of students achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

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

Goal # 1, Objective #4 , Strategy # 2: Increase EL students' English language verbal and written production. EL students will verbally demonstrate their English speaking abilities in classroom small group and with campus writing board initiative.

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

Goal # 1, Objective #4 , Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in campus wide writing board initiative thatt6 will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

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

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

Goal # 6, Objective #1 , Strategy # 1: All Primary students will be recognized for weekly perfect attendance. Students will be recognized during the morning announcements for their dedication to Primary. Student's will be recognized and featured on a bulletin board and on Friday will receive a ticket to go to the Principal's office to spin a wheel and win a treat as a token of appreciation and gratitude from Primary.

Element 3: Parent and Family Engagement

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

Goal # 5, Objective # 4, Strategy # 1: The school psychologist and TCHATT will promote overall health and well-being for our students, families by providing the following services:
1. Counseling
2. Student Support
3. Consultation

Goal # 5, Objective # 4, Strategy # 2: The school psychologist and TCHATT will promote overall health and well-being for our students, families by providing the following services:
1. Crisis Counseling and Consultation
2. Prevention Programs
3. Referrals to Outside Resources

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

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

- Identifying all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 17% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 7%% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 14% to 25%
- Increase the percent of students achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
- Increase the percent of students achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

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

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

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

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

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

Goal # 1, Objective # 4, Strategy # 2: Increase EL students' English language verbal and written production. EL students will verbally demonstrate their English speaking abilities in classroom small group and with campus writing board initiative.

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

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

Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in campus wide writing board initiative thatt6 will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

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

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

Goal # 1, Objective # 6, Strategy # 1: To support math all teachers will support students in building math academic vocabulary, building student's automaticity with math facts, building proficiency with multi-step problem solving by implementing a math problem solving board and deliver Tier II math instruction in small group sessions. Teachers (3-5) will engage in professional development sessions with Texas Tech University to build their skill set in alignment of math objectives, implementation of blended learning, data driven instruction, and assessments.

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

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

Goal # 2, Objective # 2, Strategy # 1: RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction.

Requirement: Opportunities for all children

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

- Identifying all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 17% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 7%% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 14% to 25%
- Increase the percent of students achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
- Increase the percent of students achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in campus wide writing board initiative thatt6 will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

Goal # 2, Objective # 2, Strategy # 1: RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction.

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

Goal # 2, Objective # 5, Strategy # 2: GT students will meet bi-weekly with GT teacher. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.

Goal # 5, Objective # 1, Strategy # 1: Primary will secure prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, bullying, bullying harassment on campus and on school grounds. Students will be supported with a monthly topic during morning announcements from LSSP, Dr. Benny. Dr. Benny will deliver a "chat" for each topic.

Requirement: Increases the amount of quality learning time

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

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

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

Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in campus wide writing board initiative thatt6 will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

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

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

Requirement: Provides an enriched and accelerated curriculum

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

- Identifying all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 17% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 7%% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 14% to 25%
- Increase the percent of students achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
- Increase the percent of students achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

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

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

Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in campus wide writing board initiative thatt6 will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

Goal # 2, Objective # 5, Strategy # 2: GT students will meet bi-weekly with GT teacher. GT students will be provided with opportunities to be pushed to their highest academic level of instruction in order to meet their needs. GT students will have collaborative experiences as well as solo projects. GT activities will benefit gifted students in all learning environments.

Requirement: Provides a well-rounded education

Goal # 1, Objective # 4, Strategy # 2: Increase EL students' English language verbal and written production. EL students will verbally demonstrate their English speaking abilities in classroom small group and with campus writing board initiative.

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

Goal # 5, Objective # 4, Strategy # 1: The school psychologist and TCHATT will promote overall health and well-being for our students, families by providing the following services:
1. Counseling
2. Student Support
3. Consultation

Goal # 5, Objective # 4, Strategy # 2: The school psychologist and TCHATT will promote overall health and well-being for our students, families by providing the following services:
1. Crisis Counseling and Consultation
2. Prevention Programs
3. Referrals to Outside Resources

Goal # 6, Objective # 1, Strategy # 1: All Primary students will be recognized for weekly perfect attendance. Students will be recognized during the morning announcements for their dedication to Primary. Student's will be recognized and featured on a bulletin board and on Friday will receive a ticket to go to the Principal's office to spin a wheel and win a treat as a token of appreciation and gratitude from Primary.

Goal # 6, Objective # 4, Strategy # 1: In addition to students' daily check – in during their student advocacy period, Primary students will be presented and modeled the health activities, presentations and programs promoting healthy habits at school during the school instructional day.

Requirement: Addresses the needs of at-risk students

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

- Identifying all of its teachers as participant's in the Reading Academy, Blended Learning Cohort, ESL professional development
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Reading from 17% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in STAAR Science from 7%% to 25%
- Increase the percent of students reaching the Meets Grade Level Performance Standard in Math from 14% to 25%
- Increase the percent of students achieving and reaching one year's growth in their Reading Performance as indicated by REN 360 EOY
- Increase the percent of students achieving and reaching one year's growth in their Math Performance as indicated by REN 360 EOY
- Increase the percent of students reaching one year's growth and achieving the next level in English Language Proficiency as indicated by TELPAS

Goal # 1, Objective # 4, Strategy # 2: Increase EL students' English language verbal and written production. EL students will verbally demonstrate their English speaking abilities in classroom small group and with campus writing board initiative.

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

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

Goal # 1, Objective # 4, Strategy # 5: Teachers will increase writing opportunities for EL students who will engage in campus wide writing board initiative thatt6 will focus on developing vocabulary use, correct punctuation, correct spelling, capitalization, to convey their understanding and thinking through writing. Students will engage in how to edit their writing by having conferences with teacher and peers. Students will publish their essays. Students will present and share their essays with their peers. (LSRW)

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

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

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

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

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

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

Goal # 2, Objective # 2, Strategy # 1: RTI students will supported by teacher and teacher assistant in push-in and pull-out sessions focusing on their area identified by data as below 70% mastery. Intervention will follow a daily/weekly schedule. Students will be supported in small groups and 1:1, in a coaching model. Student progress will be documented and shared at the bi-weekly RTI PLC to create next steps for student instruction.

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

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

Goal # 5, Objective # 4, Strategy # 2: The school psychologist and TCHATT will promote overall health and well-being for our students, families by providing the following services:
1. Crisis Counseling and Consultation
2. Prevention Programs
3. Referrals to Outside Resources

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