



## **Early College T-STEM Academy (9-12)**

2950 Broadway Street, Houston, TX 77017

### **Campus Improvement Plan 2022-2023**

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



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## MISSION

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We the faculty, staff, family, and community of Raul Yzaguirre Early College STEM Academy have committed ourselves to providing and obtaining the highest standard of education in a student centered and culturally relevant setting. Our ultimate goal is for our students to become critical thinkers and leaders that will take on our schools vision.

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## VISION

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

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## DESCRIPTION

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### Demographics

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

### Student Achievement

- During the past year, we were able to improve our performance in Algebra I and English II. We will continue to strive for improvement in all subjects and prioritize writing across the curriculum and strategies for differentiation for all learners. This will be attained through high quality instruction for all students, support classes and tutoring for all students who have previously failed the STAAR exam, and monitoring student performance throughout the year with common assessments and six-week cumulative assessments.

### School Culture and Climate

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

### Staff Quality, Recruitment and Retention

- Early College T-STEM Academy will continue to recruit, employ, develop, and retain effective and qualified faculty and staff. We will ensure the majority of our teachers are “Highly Qualified” as we involve universities and regional education centers to recruit for our campus. The principal will mentor and lead Professional Learning Communities, Leadership SDMC, and Faculty Meetings.

In addition, teachers are provided campus leadership roles, opportunities, and stipends to those in high needs positions or requiring additional certifications. We continue to ensure that Raul Yzaguirre Schools for Success is comparable to major surrounding districts within our zone and offers attractive retention stipend.

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

- To support teachers with time and resources, Professional Learning Communities (PLC) have been built into the Master Schedule for all core subjects allowing for vertical alignment planning. During PLC, teachers will have the time to collaborate, plan, create/adjust pacing calendars, implement curriculum, backwards design assessments, disaggregate data, and receive professional development. In addition, Math and Reading have been double blocked for all students; students are placed in cohorts based on language proficiency to receive tailored instruction to develop their second language.

### **Family and Community Engagement**

- Early College T-STEM Academy involves parents and the community in our school and organization. We provide monthly parent meetings including Meet the Parent Night, Literature Studies Event, STEM Night, Social Emotional Seminars, FAFSA Night, Elective Fair, and Course Selection Night.

### **School Context and Organization**

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

### **Technology**

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

### **Special Populations**

- Early College T-STEM Academy will provide students who require special services and Emergent Bilinguals with instruction to address their individual learning needs. Teachers will monitor student progress through assignments and mini assessments that will measure student learning and language acquisition. Students will be provided additional instructional time throughout the instructional day and during afterschool programs. The teachers and staff are participating in professional development that focuses on various strategies that will provide teachers with the tools needed to support and enhance student learning through differentiated instruction.

Our Gifted and Talented students participate in weekly training and project-based learning throughout the year.

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## SPECIAL PROGRAMS

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

ECHS campuses are required to serve students who are at risk of dropping out of school, provide an associate's degree or up to 60 hours toward a baccalaureate degree, waive tuition, fees, or required textbooks, comply with all assurances in the application, and adhere to the ECHS Blueprint. Beyond those requirements, leadership teams at designated campuses have the ability to structure the district-IHE partnership, establish the physical campus, recruit students, partner with the community, etc. in a way that best meets the needs of their unique communities and students. Raul Yzaguirre Early College T-STEM Academy is provided with technical assistance from Educate Texas and TEA via a coach. The campus administration, advisory committee, and coach meet on a routine basis to review ECHS needs and progress.

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## ADMINISTRATORS

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Noelia Longoria - Principal

Damon Jasso - Assistant Principal

Yesenia Cervantes - Instructional Specialist

**PLANNING COMMITTEE**

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Noelia Longoria	Principal	Principal
Elizabeth White	Teacher - AP Physics / STEM	Teacher
Jill Moreno	Teacher - Art	Teacher
Yulissa Mora	Teacher - ELA	Teacher
Aktug Cilekci	Teacher - Pre Cal	Teacher
Marco Setien	Teacher- Biology	Teacher
David Davila	Teacher - Social Studies	Teacher
Daniella Botello	Counselor	Non-Teaching Staff
Jose Castillo	Teaching Assistant Non-instructional	Non-Teaching Staff
Marycruz Chavez	Parent	Parent
Joaquin Martinez	Community Member	Community Member
Anne VanHorn	Business Representative	Business Representative

## CNA PROCESS

The administrative team met with district staff and teacher leaders to review and disaggregate end of year data for strengths and needs. From this analysis, a set of priorities was developed. For the 2022 - 2023 school year, we will focus on the needs of special populations to support closing the gaps in domain 3 and the overall quality of delivery and differentiation of instruction. Another area of improvement will be increasing student achievement in reading and math.

2022 EOC results showed significant losses from our 2021 performance in English I. In 2021, 70% of students met the Approaches Grade Level standard in English I and in 2022 only 56% of students met the Approaches Grade Level standard. To recover from this loss in student achievement in English I, RYSS Early College T-STEM Academy will have 73% of our students at Approaches, 53% at Meets, and 8% at Masters on the English 1 EOC exam. To meet this goal for the overall EOC component, we will implement the following: high quality instruction to students in English 1, targeted supports and tutoring to students who have previously failed the EOC exam, and monitoring student performance using mini assessments, twice per six weeks, throughout the year.

2022 EOC results showed losses from our 2021 performance in Biology. In 2021, 73% of students met the Approaches Grade Level standard in Biology 1 while in 2022 67% of students met standard. To increase student achievement in Biology, RYSS Early College T-STEM Academy we will implement the following: high quality instruction to students in Biology, targeted supports and tutoring to students who have previously failed the EOC exam, and monitoring student performance using mini assessments, twice per six weeks, throughout the year.

RYSS Early College T-STEM Academy has a CCMR rate of 79% from the 2021-2022 accountability. For 2022-2023, our goal is to achieve a CCMR rate of 85%. The action plan to do this is by implementing strategies such as providing language supports to students, as needed, and providing tutoring specifically in reading and math to students who have previously failed the EOC exams in these subjects. In addition, improve the academic performance of students in RLA, mathematics, AP, Dual Credit, and IBCs will positively impact the CCMR rate.

After reviewing the data, the performance of current and monitored Emergent Bilinguals is an area of focus for RYSS Early College T-STEM Academy. Given that more than 40% of the campus is composed of Emergent Bilinguals, our focus is on improving the outcomes for these students through additional language supports, high quality first instruction, tutoring for those students who previously failed a EOC assessment, and progress monitoring through mini assessments throughout the year. The goals for reading, math, and English-language proficiency for Emergent Bilinguals are set to exceed the federal targets by increasing the Reading and Math EOC results to the following: Reading EOC scores will increase from 24% Meets Grade Level standard in 2022 to 34% Meets Grade Level standard in 2023. In addition, Math EOC scores will increase from 27% to 40% for Emergent Bilinguals students at the Meets Grade Level standard in 2023.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment

### Strengths

- 1 Early College T-STEM Academy uses Lead4ward to ensure TEKS alignment in our curriculum, instruction, and assessment. Lead4ward will be used to support data-analysis and ensure the creation of effective pacing calendars and assessments that are aligned to the TEKS.
- 2 Students that did not master the STAAR exams are placed in additional intervention support classes in compliance with HB4545. The creation of these classes allows students support during the school day for additional instruction.
- 3 Early College T-STEM Academy partnered with E3 Alliance and will continue to implement strategies school-wide to increase student engagement.

### Needs

- 1 There is a need to continue to support students who require special education by receiving training in our Professional Learning Communities and professional development with specific strategies that will support our most high need student populations' learning.
- 2 There is a need to continue to support Emergent Bilinguals by receiving trainings in our Professional Learning Communities and monthly afterschool trainings in the following ELL strategies: ELPS, Quality Teaching for English Learners (QTEL), Guided Language Acquisition Design (GLAD), and Sheltered Instruction Observation Protocol (SIOP).
- 3 There is a need to improve instructional delivery and lesson cycle by writing more detailed lesson plans that outline, in detail, each part of the lesson cycle.

### Summary

To support teachers with time and resources, Professional Learning Communities (PLC) have been built into the Master Schedule for all core subjects allowing for vertical alignment planning. During PLC, teachers will have the time to collaborate, plan, create/adjust pacing calendars, implement curriculum, backwards design assessments, disaggregate data, and receive professional development. In addition, Math and Reading have been double blocked for all students; students are placed in cohorts based on language proficiency to receive tailored instruction to develop their second language.

### Data

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



## Demographics

### Strengths

- 1 A strength is monthly parent meetings that bring awareness and communicate program services and resources for our students.
- 2 The utilization of online resources such as IXL, Rosetta Stone, and zSpace are aligned to state student expectations.

### Needs

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

### Summary

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

### Data

Staff Demographics

Program Evaluations

Attendance Data

Campus-Based Assessments

Response to Intervention tracking

Classroom Walkthrough Data

Formative Assessments

STAAR / EOC Results

Student Achievement Data

## Family and Community Engagement

### Strengths

- 1 A communication strength is our monthly parent meetings for families where the Principal communicates academic best practices, upcoming events, and collaborates with the families on ideas to further strengthen our school community.
- 2 Early College T-STEM Academy has created social media accounts geared for families and our community which has increased engagement through Facebook, Twitter, and Instagram.

### Needs

- 1 Early College T-STEM Academy needs to increase authentic parent involvement opportunities on campus.
- 2 Early College T-STEM Academy needs to increase communication with stakeholders using digital tools such as Zoom, Facebook, Twitter, and Instagram.
- 3 There is a need for parents to have the opportunity to see their students' work in the school through interactive parent nights.

### Summary

Early College T-STEM Academy involves parents and the community in our school and organization. We provide monthly parent meetings including Meet the Parent Night, Literature Studies Event, STEM Night, Social Emotional Seminars, FAFSA Night, Elective Fair, and Course Selection Night.

### Data

Student Achievement Data

Program Evaluations

Attendance Data

Discipline Data

## School Context and Organization

### Strengths

- 1 Early College T-STEM Academy has the budget to fund lead teachers to assist teachers.
- 2 Early College T-STEM Academy has community & business partners to fund initiatives for our students.

### Needs

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

### Summary

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

### Data

Program Evaluations

Attendance Data

## School Culture and Climate

### Strengths

- 1 Early College T-STEM Academy ensures that our students, employees and our community are provided with a safe, secure and vibrant learning environment.
- 2 Early College T-STEM Academy uses social media such as Facebook, Twitter, and Instagram to inform our students, parents, and community members of school activities and opportunities for engagement.
- 3 Early College T-STEM Academy provides opportunities to students and families to engage in a variety of programs after school including academic tutorials, soccer, music, basketball, volleyball, chess club, and art club.

### Needs

- 1 There is a need to increase social emotional learning awareness and opportunities campus wide.
- 2 There is a need for students to participate in various extracurricular programs via the 21st Century after school program that are in person. The 21st century will provide programs such as soccer, music, basketball, volleyball, art club, and STEM clubs.
- 3 There is a need to increase student safety campus wide through professional development that encourages staff to remain updated with the expectations on student safety.

### Summary

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

### Data

Maintenance Records

Staff Demographics

Student Achievement Data

Program Evaluations

Classroom Walkthrough Data

## Special Populations

### Strengths

- 1 Early College T-STEM Academy has identified all special population students and provided them with the appropriate academic supports.
- 2 Early College T-STEM Academy has created TEKS aligned instruction through IXL for our special population students.
- 3 Early College T-STEM Academy provides small group intervention supports for all students who require special services and Emergent Bilinguals.

### Needs

- 1 Early College T-STEM Academy administrative team will need to monitor all teachers and students to track and report the usage and implementation of all programs and resources.
- 2 Early College T-STEM Academy currently does not have a fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.
- 3 Emergent Bilinguals need strategies and best practices to improve their listening, speaking, reading, and writing on TELPAS.

### Summary

Early College T-STEM Academy will provide students who require special services and Emergent Bilinguals with instruction to address their individual learning needs. Teachers will monitor student progress through assignments and mini assessments that will measure student learning and language acquisition. Students will be provided additional instructional time throughout the instructional day and during afterschool programs. The teachers and staff are participating in professional development that focuses on various strategies that will provide teachers with the tools needed to support and enhance student learning through differentiated instruction.

Our Gifted and Talented students participate in weekly training and project-based learning throughout the year.

### Data

STAAR / EOC Results  
Student Achievement Data  
Discipline Data  
Program Evaluations  
Classroom Walkthrough Data  
Campus-Based Assessments  
Curriculum-Based Assessments  
Formative Assessments  
Response to Intervention tracking

## Staff Quality, Recruitment and Retention

### Strengths

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

### Needs

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

### Summary

Early College T-STEM Academy will continue to recruit, employ, develop, and retain effective and qualified faculty and staff. We will ensure the majority of our teachers are “Highly Qualified” as we involve universities and regional education centers to recruit for our campus. The principal will mentor and lead Professional Learning Communities, Leadership SDMC, and Faculty Meetings.

In addition, teachers are provided campus leadership roles, opportunities, and stipends to those in high needs positions or requiring additional certifications. We continue to ensure that Raul Yzaguirre Schools for Success is comparable to major surrounding districts within our zone and offers attractive retention stipend.

### Data

Staff Demographics  
Program Evaluations

## Student Achievement

### Strengths

- 1 The U.S. History EOC passing rate was 89% with 65% of students scoring at the Meets Grade Level Standard.
- 2 The percentage of students at the Meets Grade Level Standard for the preliminary 2022 STAAR EOC assessment results increased 30 percentage points to 39% for Algebra 1, and by 4 percentage points to 55% for English II.

### Needs

- 1 For 2022, the preliminary English I passing rate decreased 14 percentage points to 56% and the percentage of students at the Meets Grade Level Standard decreased 11 percentage points to 39%.
- 2 The preliminary 2022 Biology Meets Grade Level Standard percentage was 27% which was an increase from the prior year, but still low showing need in this area.

### Summary

During the past year, we were able to improve our performance in Algebra I and English II. We will continue to strive for improvement in all subjects and prioritize writing across the curriculum and strategies for differentiation for all learners. This will be attained through high quality instruction for all students, support classes and tutoring for all students who have previously failed the STAAR exam, and monitoring student performance throughout the year with common assessments and six-week cumulative assessments.

### Data

Staff Demographics

Student Achievement Data

Program Evaluations

TAPR

Campus-Based Assessments

District-Based Assessments

Individual Student Profiles

Formative Assessments

Curriculum-Based Assessments

STAAR / EOC Results

## Technology

### Strengths

- 1 Early College T-STEM Academy is a 1:1 campus.
- 2 Over the last year, there has been an increase in network accessibility for devices.
- 3 Early College T-STEM Academy has purchased a program, Lanschool, that will allow teachers to monitor their students' online activity in real-time.

### Needs

- 1 Early College T-STEM Academy does not have a repository of additional devices if replacements or repairs are needed for students in real-time.

### Summary

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

### Data

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



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**PRIORITY NEEDS**

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**A: Demographics**

- A1 There is a need to provide more professional development to teachers aimed at strengthening their targeted instruction in order to meet the needs of each child.
- A2 There is a need to increase communication with parents regarding their student's progress and intervention needs.

**B: Student Achievement**

- B1 For 2022, the preliminary English I passing rate decreased 14 percentage points to 56% and the percentage of students at the Meets Grade Level Standard decreased 11 percentage points to 39%.
- B2 The preliminary 2022 Biology Meets Grade Level Standard percentage was 27% which was an increase from the prior year, but still low showing need in this area.

**C: School Culture and Climate**

- C1 There is a need to increase social emotional learning awareness and opportunities campus wide.
- C2 There is a need for students to participate in various extracurricular programs via the 21st Century after school program that are in person. The 21st century will provide programs such as soccer, music, basketball, volleyball, art club, and STEM clubs.
- C3 There is a need to increase student safety campus wide through professional development that encourages staff to remain updated with the expectations on student safety.

**D: Staff Quality, Recruitment and Retention**

- D1 Early College T-STEM Academy needs to recruit, employ, and develop a highly effective and qualified faculty and staff that will successfully engage all students for learning.
- D2 Lead teachers need to be empowered and held accountable to support their team members and ensure student achievement.
- D3 Teachers need to be supported in instructional strategies through professional learning communities, consultants, data disaggregation, and through staff development.

**E: Curriculum, Instruction and Assessment**

- E1 There is a need to continue to support students who require special education by receiving training in our Professional Learning Communities and professional development with specific strategies that will support our most high need student populations' learning.
- E2 There is a need to continue to support Emergent Bilinguals by receiving trainings in our Professional Learning Communities and monthly afterschool trainings in the following ELL strategies: ELPS, Quality Teaching for English Learners (QTEL), Guided Language Acquisition Design (GLAD), and Sheltered Instruction Observation Protocol (SIOP).

- E3 There is a need to improve instructional delivery and lesson cycle by writing more detailed lesson plans that outline, in detail, each part of the lesson cycle.

F: Family and Community Engagement

- F1 Early College T-STEM Academy needs to increase authentic parent involvement opportunities on campus.
- F2 Early College T-STEM Academy needs to increase communication with stakeholders using digital tools such as Zoom, Facebook, Twitter, and Instagram.

G: School Context and Organization

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

I : Special Populations

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

# Actions

**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #1: Early College T-STEM Academy administrators will provide coaching sessions for 100% of the teachers on academic systems and processes that identify all special populations and will enable closing students' achievement gaps.**

1	<b>Action:</b> Implement weekly PLC Meetings and grade level meetings to discuss student achievement / monitor student progress, lesson planning, scope & sequence and engage students in effective strategies. [ Effective Schools Framework [Effective Schools Framework 1, 2, 4]]	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Lead Teachers, Teachers, Rtl Coordinator, Special Population Managers	<b>Resources:</b> Lesson plan, pacing calendars, scope and sequence, progress monitoring tools, consultant, E3 Alliance; Local Funds; State Comp Ed Funds; ESSER III
	<b>Evidence of Implementation:</b> Lesson plans, pacing calendars, meetings, minutes, sign-in sheets, walkthroughs, formal observations, documentation binders	<b>Ongoing Evaluation Method:</b> Progress monitoring, Mock STAAR, BOY/MOY/EOY Data	<b>Final Evaluation Method:</b> STAAR TELPAS Ren 360
	<b>Timeline:</b> 7/11/2022 - 5/31/2023 (Weekly)		<b>Needs:</b> A1; B1; B2; D1; D2; E1; E3 [Title I Components CIP]
2	<b>Action:</b> Measure progress of Emergent Bilinguals and how it relates to state and federal accountability.	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Teachers,	<b>Resources:</b> Rosetta Stone, ELPA, SIOP PD, Presenters, E3 Alliance; Title I, Part A Funds; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Sign-In Sheets, walkthroughs, observations, agendas, lesson plans	<b>Ongoing Evaluation Method:</b> progress monitoring, BOY/MOY/EOY data, assessments in DMAC, program usage	<b>Final Evaluation Method:</b> STAAR TELPAS EOY Ren 360
	<b>Timeline:</b> 7/11/2022 - 5/31/2023 (Weekly)		<b>Needs:</b> E2; E3; [Title I Components CIP]

**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #2: 100% of Early College T-STEM Academy will execute weekly focused lessons, classroom routines and procedures, that will demonstrate adequate student progress measured through bi-weekly formative assessments.**

1	<b>Action:</b> Teachers will design lessons that include differentiated instruction (Tier II & III interventions), opportunities for blended learning, and Rtl support	<b>Person(s) Responsible:</b> Principal Assistant Principal, Interventionist, Consultant, Lead Teachers, Teachers	<b>Resources:</b> Professional Development, consulting fees, Mock tests, Educational resources; Local Funds; State Comp Ed Funds; ESSER III
	<b>Evidence of Implementation:</b> PLCs, lesson plans, assessment data in DMAC	<b>Ongoing Evaluation Method:</b> DMAC, Ren 360 (EOY/MOY/EOY), Mock STAAR, Rtl progress monitoring	<b>Final Evaluation Method:</b> STAAR TELPAS EOY REN 360
	<b>Timeline:</b> 7/11/2022 - 7/11/2022 (Weekly)		<b>Needs:</b> E3; [Title I Components CNA, CIP]

**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #3: 100% participation from stakeholders of Early College T-STEM Academy attending a Campus Safety Committee throughout the school year.**

1	<b>Action:</b> Host monthly safety meeting with the Campus Safety Committee, faculty, and parents to discuss and maintain a safe secure school environment.	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Parent Coordinator, Campus Safety Committee	<b>Resources:</b> Safety & Secure Survey Agendas Parent/Staff Sign In Rosters Professional Development;
	<b>Evidence of Implementation:</b> Agendas, Sign-In Sheets, Meeting Minutes	<b>Ongoing Evaluation Method:</b> Safety Records	<b>Final Evaluation Method:</b> EOY Student Survey
	<b>Timeline:</b> 7/11/2022 - 7/11/2022 (Monthly)		<b>Needs:</b> A2; C3; [Title I Components CIP]
2	<b>Action:</b> Increase professional development provided by Houston Police Department to discuss and inform faculty and staff safety topics to maintain a safe and secure environment. [ Effective Schools Framework [Effective Schools Framework 1, 2, 3]]	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Safe & Secure Committee, Teachers, Lead Teachers	<b>Resources:</b> Agendas, Meeting Minutes, Professional Development; Local Funds
	<b>Evidence of Implementation:</b> Agenda, Meeting Minutes, Sign-In Sheets	<b>Ongoing Evaluation Method:</b> Drill Documents, Safety Training	<b>Final Evaluation Method:</b> End of Year Safety Survey Incident / Safety Report
	<b>Timeline:</b> 7/11/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C3; [Title I Components CIP]
3	<b>Action:</b> Early College T-STEM Academy faculty and staff will ensure school safety by participating in 10 campus safety meetings throughout the school year and adhering to 100% of the safety plan activities.	<b>Person(s) Responsible:</b> Faculty, Staff, Instructional Support, Teachers, Safety Committee	<b>Resources:</b> Safety Meetings; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Monthly campus meetings, adhering to 100% plan activities, sign-in, agenda, minutes	<b>Ongoing Evaluation Method:</b> Safety meetings, Safety training with HPD	<b>Final Evaluation Method:</b> Teacher, parent, and student survey
	<b>Timeline:</b> 7/26/2022 - 7/26/2022 (Monthly)		<b>Needs:</b> C3; [Title I Components CNA]

**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #4: 100% of Early College T-STEM Academy students will participate in the College Career Military Readiness expectation through the state metric provided.**

1	<b>Action:</b> Teachers will provide CCMR support to all students. [ Effective Schools Framework [Effective Schools Framework 1, 4]]	<b>Person(s) Responsible:</b> Principal, Assistant Principal, JROTC, Teachers, Counselor	<b>Resources:</b> Professional Development, TSI Resources; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Course selection, Parent informational Meetings, Sign-In sheets	<b>Ongoing Evaluation Method:</b> Parent meetings, Counselor	<b>Final Evaluation Method:</b> Course selection, Dual Credit enrollment
	<b>Timeline:</b> 7/11/2022 - 7/11/2022 (Bi-Monthly)		<b>Needs:</b> E3; [Title I Components CNA]

**Goal #2: Strong Teams: Recruit, develop, and retain top talent to create thriving school-based and central office teams.**

**Objective #1: 100% Early College T-STEM Academy's new teachers will participate in New Teacher training and meet with their assigned mentors twice a month.**

1	<b>Action:</b> New teachers will participate in new teacher professional development throughout the school year. [Effective Schools Framework [Effective Schools Framework 1, 2]]	<b>Person(s) Responsible:</b> District Director, Principal, Administrator, and Specialist.	<b>Resources:</b> teachers, Professional Development, Principal, Assistant Principal; Title III, Part A Funds; ESSER III
	<b>Evidence of Implementation:</b> A schedule of new teacher training and sign in sheets of new teacher participation.	<b>Ongoing Evaluation Method:</b> Observations of teachers and level the of implementation of strategies presented during trainings.	<b>Final Evaluation Method:</b> STAAR TELPAS
	<b>Timeline:</b> 7/11/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> D1; D2; D3; [Title I Components Annual Evaluation]



**Goal #2: Strong Teams: Recruit, develop, and retain top talent to create thriving school-based and central office teams.**

**Objective #2: Early College T-STEM Academy will provide 100% ongoing professional development that will differentiate and build teacher capacity according to the T-TESS goals.**

1	<p><b>Action:</b> Encourage and motivate all teachers and teacher assistants to attend monthly professional development on all subjects: IXL, STEMscopes, writing across curriculum and E3 Alliance training. [ Effective Schools Framework [Effective Schools Framework 1, 2, 3, 4]]</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Teachers, Teacher Assistance, Lead Teachers, Interventionist / specialist</p>	<p><b>Resources:</b> PD - Sign-In Sheets, PD Agenda, Lesson Planner, Pacing Calendar, Walkthroughs, IXL,; Title II, Part A Funds; ESSER III</p>
	<p><b>Evidence of Implementation:</b> PD Agends, PD Sign-In Sheets, Lesson Plans, Pacing Calendars, Walkthroughs, Program Usage Reports</p>	<p><b>Ongoing Evaluation Method:</b> DMAC Data, Mock STAAR, Lesson Plans, Pacing Calendars, Progress Monitoring, Program Usage Reports</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN 360 EOY Data</p>
	<p><b>Timeline:</b> 7/11/2022 - 7/11/2022 (Daily)</p>		<p><b>Needs:</b> D1; D3; E1; [Title I Components Annual Evaluation]</p>

**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #1: RYSS district will maintain TEA accountability of an "A" by increasing an average of five percent at the Meets Grade Level standard in each subject on the 2023 STAAR compared to the 2022 STAAR results.**

1	<p><b>Action:</b> Early College T-STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by targeting supports and tutoring to students who have previously failed the STAAR exam, and monitoring student performance throughout the year. [ Effective Schools Framework [Effective Schools Framework 1, 2, 4, 5]]</p>	<p><b>Person(s) Responsible:</b> Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist, Teachers</p>	<p><b>Resources:</b> DMAC, LEAD4WARD, E3 Alliance, IXL, Consultants; Title I, Part A Funds \$30,000.00; 2.00 FTEs; ESSER III \$35,000.00</p>
	<p><b>Evidence of Implementation:</b> Assessment data from assessments, teacher walk throughs, and lesson plan reviews, and student engagement of learning objectives</p>	<p><b>Ongoing Evaluation Method:</b> Classroom observations and feedback from administrations. In addition, administrators will review lesson plans and provide feedback on a weekly basis.</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS</p>
	<p><b>Timeline:</b> 8/19/2022 - 7/1/2023 (Weekly)</p>		<p><b>Needs:</b> B1;</p>
2	<p><b>Action:</b> Engage in Data Driven Instruction via district snaps and mini assessments model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on district snapshots and mini assessments to plan purposeful interventions. [ Effective Schools Framework [Effective Schools Framework 1, 2, 3, 4, 5]]</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> DDI Protocol, DMAC, Lead4ward, IXL, STEMscopes, Core subject consultants, Carnegie, Renaissance, professional development; Title I, Part A Funds \$30,000.00; ESSER III \$10,000.00</p>
	<p><b>Evidence of Implementation:</b> DMAC assessment data, Lead4ward, STAAR Reports, DDI Protocol, lesson plans and student engagement of learning objectives</p>	<p><b>Ongoing Evaluation Method:</b> ongoing evaluation will be classroom observation, feedback from administrators, review of lesson plans, mini assessments, cumulative assessments, MOCK exams, and snapshots</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS</p>
	<p><b>Timeline:</b> 8/19/2022 - 7/1/2023 (On-going)</p>		<p><b>Needs:</b> E2; E3;</p>

3	<p><b>Action:</b> Implement cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.</p>	<p><b>Person(s) Responsible:</b> E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> E3 Alliance Playbook; Local Funds \$10,000.00</p>
	<p><b>Evidence of Implementation:</b> Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.</p>	<p><b>Ongoing Evaluation Method:</b> Administrative team will review lesson plans on a weekly basis.</p>	<p><b>Final Evaluation Method:</b> STAAR results.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Needs:</b> E2; E3;</p>
4	<p><b>Action:</b> Provide targeted student interventions during Enrichment classes and Saturday Tutorials. [ Effective Schools Framework [Effective Schools Framework 1, 2, 3, 4, 5]]</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> Mini assessment data, DMAC, Lead4ward, IXL, professional development, core subject consultants; ESSER II \$18,000.00; ESSER III \$15,000.00</p>
	<p><b>Evidence of Implementation:</b> Evidence of implementation are lesson plans, data trackers, and Saturday tutorial attendance, additional core support imbedded in our Master Schedule</p>	<p><b>Ongoing Evaluation Method:</b> Ongoing evaluation will be classroom observations / walkthroughs, progress monitoring using district snapshots and mini assessment data, targeted intervention</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)</p>		<p><b>Needs:</b> E2; E3;</p>
5	<p><b>Action:</b> Professional Learning Communities will be provided and imbedded in the master schedule for teachers to have a common planning period dedicated for teachers to collaborate, create lessons, assessments, and instructional strategies to better serve student learning. In addition, consultant specialist will work through PLCs to support with strategies and resources to provide effective teaching and learning practices. [ Effective Schools Framework [Effective Schools Framework 2, 3]]</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, consultants, specialist, lead teachers teachers</p>	<p><b>Resources:</b> DMAC, Lead4ward, E3 Alliance, core subject, consultants, professional development; Title III, Part A Funds; ESSER III</p>
	<p><b>Evidence of Implementation:</b> lesson plans data trackers, Saturday tutorials attendance, additional core support imbedded in our Master Schedule</p>	<p><b>Ongoing Evaluation Method:</b> classroom observations, walkthroughs, process monitoring using assessment data, targeted intervention plans</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS</p>
	<p><b>Timeline:</b> 7/12/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> A1; E1; E2;</p>



**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #3: Increase English 1 scores to 73% at Approaches, 53% at Meets, and 8% at Masters on the 2023 English 1 STAAR exam.**

**RYSS Early College T-STEM Academy will have a STAAR component score of at least 53.**

1	<b>Action:</b> All teachers will use student data from EOC and mini assessments to develop lessons that include TEKS aligned objectives, time allotments for each activity that support learning and foster teacher led data-conversations during Professional Learning Communities.	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, and teachers, consultants	<b>Resources:</b> STAAR reports, DMAC, LEAD4WARD, lesson plan template, student data tracker; Title II, Part A Funds \$20,000.00
	<b>Evidence of Implementation:</b> Lesson Plans submissions with feedback, data conversations with teachers during Professional Learning Communities	<b>Ongoing Evaluation Method:</b> Ongoing checks of lesson plans, curriculum and assessments aligned to the objective and drive by data, student reflection through data conversations, student progress reports, report cards and data trackers, and classroom walkthroughs.	<b>Final Evaluation Method:</b> STAAR TELPAS
	<b>Timeline:</b> 8/19/2022 - 7/1/2023 (Daily)		<b>Needs:</b> E1;
2	<b>Action:</b> Engage in Data Driven Instruction via mini assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on mini assessments to plan purposeful interventions.	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, and all teachers	<b>Resources:</b> PLC agendas, data-analysis protocol, intervention plans, small group instruction, student data trackers, testing calendar, TEKS aligned assessments; ESSER III \$20,000.00
	<b>Evidence of Implementation:</b> PLC agendas focus on student learning and data-driven decisions.	<b>Ongoing Evaluation Method:</b> Ongoing, formative assessments, DDI dives post-assessment, progress monitoring through student trackers between each assessment	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 8/19/2022 - 7/1/2023 ()		<b>Needs:</b> B1; B2; E2; E3; E3

3	<p><b>Action:</b> Implement cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.</p>	<p><b>Person(s) Responsible:</b> E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> E3 Alliance Playbook; Local Funds \$10,000.00</p>
	<p><b>Evidence of Implementation:</b> Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.</p>	<p><b>Ongoing Evaluation Method:</b> Administrative team will review lesson plans on a weekly basis.</p>	<p><b>Final Evaluation Method:</b> STAAR results.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Needs:</b> E2; E3;</p>
4	<p><b>Action:</b> Provide targeted interventions during Enrichment classes and Saturday Tutorials</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> Common assessment data, DMAC, Lead4ward; State Comp Ed Funds \$10,000.00; ESSER II \$18,000.00; ESSER III \$20,000.00</p>
	<p><b>Evidence of Implementation:</b> Student groups identified, walkthroughs, Lesson Plans, Data trackers</p>	<p><b>Ongoing Evaluation Method:</b> Weekly classroom visits, progress monitoring using common assessment data, targeted intervention plans</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS</p>
	<p><b>Timeline:</b> 8/12/2022 - 5/28/2023 (Weekly)</p>		<p><b>Needs:</b> B1</p>

**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #4: Increase Biology STAAR scores to 89% at Approaches, 49% at Meets, and 10% at Masters. By accomplishing this metric, RYSS Early College T-STEM Academy will have a STAAR component score of at least 53.**

1	<p><b>Action:</b> RYSS Early College T-STEM Academy will provide high quality first instruction to students in all content areas, specifically in science by targeting supports and tutoring to students who have previously failed the STAAR exam, and monitoring student performance throughout the year.</p>	<p><b>Person(s) Responsible:</b> Chief Academic Officer, Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> DDI Protocol, DMAC, Lead4ward; Title I, Part A Funds \$30,000.00; ESSER II \$27,570.00; ESSER III \$20,000.00</p>
	<p><b>Evidence of Implementation:</b> DMAC mini assessment data, Lead4ward, STAAR Reports, DDI Protocol</p>	<p><b>Ongoing Evaluation Method:</b> Bi-weekly data analysis of mini assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.</p>	<p><b>Final Evaluation Method:</b> The final evaluation that will be used to determine effectiveness is our STAAR data in Biology.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Needs:</b> F2; G1;</p>
2	<p><b>Action:</b> Engage in a Data Driven Instruction via mini assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on mini assessments to plan purposeful interventions.</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> PLC agendas, data-analysis protocol, intervention plans, small group instruction, student data trackers, testing calendar, TEKS aligned assessments;</p>
	<p><b>Evidence of Implementation:</b> Mini assessment data</p>	<p><b>Ongoing Evaluation Method:</b> Ongoing review of mini assessments which will be every two weeks.</p>	<p><b>Final Evaluation Method:</b> STAAR EOC data results</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/1/2023 ( )</p>		<p><b>Needs:</b> D1;</p>

3	<p><b>Action:</b> Implementing cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.</p>	<p><b>Person(s) Responsible:</b> E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> E3 Alliance Playbook;</p>
	<p><b>Evidence of Implementation:</b> Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.</p>	<p><b>Ongoing Evaluation Method:</b> Administrative team will review lesson plans on a weekly basis.</p>	<p><b>Final Evaluation Method:</b> STAAR results.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Needs:</b> E2;</p>
4	<p><b>Action:</b> Targeted student interventions during Enrichment classes and Saturday Tutorials.</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, and teachers</p>	<p><b>Resources:</b> mini assessment data, DMAC, Lead4ward; ESSER II \$1,800.00; ESSER III \$4,400.00</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans, Data trackers, and Saturday tutorial attendance.</p>	<p><b>Ongoing Evaluation Method:</b> Weekly classroom visits, progress monitoring using mini assessment data, targeted intervention plans.</p>	<p><b>Final Evaluation Method:</b> STAAR results.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Needs:</b> A1; B1; B2; B4</p>



**Goal #4: Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.**

**Objective #1: All campuses will attain a 97% student attendance rate by the end of school year 2022-2023.**

1	<p><b>Action:</b> Early College STEM Academy will have a student attendance tracking system to monitor daily attendance for students.</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, PEIMS Clerk, Counselor</p>	<p><b>Resources:</b> Ascender Software, Staff;</p>
	<p><b>Evidence of Implementation:</b> Increase in student attendance by evidence in daily attendance reports</p>	<p><b>Ongoing Evaluation Method:</b> Increase in student attendance by teachers meeting weekly in PLC grade level and core subject meetings, Call outs / conferencing with parents, students, and families to support student attendance.</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS</p>
	<p><b>Timeline:</b> 7/11/2022 - 7/11/2022 (Daily)</p>		<p><b>Needs:</b> A2; C1; [Title I Components Annual Evaluation]</p>

**Goal #4: Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.**

**Objective #2: Early College T-STEM Academy will participate in SEL student surveys in the fall and spring and meet 85% of the highest two levels of the Likert Scale and be able to recognize their own emotions and thoughts and how that influences their behavior.**

1	<b>Action:</b> Early College STEM Academy will use a school-wide / software program (Sandy Hook Say Something) to support students' social and emotional development. [ Effective Schools Framework [Effective Schools Framework 1, 3]]	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Counselor, Teachers	<b>Resources:</b> walkthroughs, lesson plans,; Local Funds
	<b>Evidence of Implementation:</b> walkthroughs, lesson plans,	<b>Ongoing Evaluation Method:</b> Professional development through PLCs	<b>Final Evaluation Method:</b> Decrease of Student Discipline Referrals
	<b>Timeline:</b> 7/11/2022 - 7/11/2022 (Every 3 weeks)		<b>Needs:</b> C1; [Title I Components Annual Evaluation]

**Goal #5: 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: Early College T-STEM Academy will ensure 100% of students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.**

1	<b>Action:</b> Monthly discussion meetings to inform parents of various school program offerings and clubs and organizations and teacher / staff support to students and their families.	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Counselor, Lead Teachers, Teachers	<b>Resources:</b> Presenters, IXL, Graduation Plans, College and University opportunities, career pathways, STEM opportunities, teachers / staff and Tejano Center Programs offered to students and families; ESSER II \$1,800.00; ESSER III \$7,000.00
	<b>Evidence of Implementation:</b> Agendas, parents/teachers sign-in, Flyers, Mass Call out / texts, social media posts, meetings minutes, communication systems	<b>Ongoing Evaluation Method:</b> Parent and Student Survey	<b>Final Evaluation Method:</b> STAAR TELPAS
	<b>Timeline:</b> 8/12/2022 - 5/30/2023 (Monthly)		<b>Needs:</b> I1; [Title I Components CNA, Annual Evaluation]
2	<b>Action:</b> Conduct monthly safety meetings to discuss campus safety concerns and solutions.	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Counselor, Lead Teachers, Teachers	<b>Resources:</b> Agendas, Sign-In Sheets, Flyers, Call out / text, Social Media Posts; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Agenda Meetings, Sign-In sheets, course selection	<b>Ongoing Evaluation Method:</b> Parent and Student Survey	<b>Final Evaluation Method:</b> Student / Staff / Parent Survey
	<b>Timeline:</b> 8/12/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C1; [Title I Components CNA]

**Goal #5: 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: 100% of stakeholders at Early College T-STEM Academy will be fully engaged with their school and have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.**

1	<p><b>Action:</b> Conduct monthly parent meetings, workshops, and engaging, academic parent nights that address career pathways, college readiness health and wellness and social emotional strategies. [ Effective Schools Framework [Effective Schools Framework 2]]</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, Teachers, Counselor</p>	<p><b>Resources:</b> Classroom materials, devices; ESSER III \$2,000.00; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Parent sign-in meeting sheets, parent meeting agendas, flyers, social media, posts, mass call out / texts</p>	<p><b>Ongoing Evaluation Method:</b> Parent engagement and communication through meetings / conference / workshops, teacher-parent communication conference logs, student are engaged and effective in relationship with staff and involved in clubs / organizations and school attendance.</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS Parent Survey</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/31/2023 (Monthly)</p>		<p><b>Needs:</b> F1; F2;</p>

**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 increase student attendance rate from the previous school year.**

1	<p><b>Action:</b> Attendance will be monitored and tracked daily by teachers, administrators, and daily attendance reports by PEIMS clerk.</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, PEIMS Clerk, Teachers, Counselor, Students, and Parents</p>	<p><b>Resources:</b> Ascender, teachers, staff, administrators, counselor, parents and students; Title I, Part A Funds \$3,000.00; ESSER III</p>
	<p><b>Evidence of Implementation:</b> Ascender software, google sheet attendance tracker and teacher / staff communication logs.</p>	<p><b>Ongoing Evaluation Method:</b> Students of Concern home visits / check-ins with parents, Professional Learning Committees, and daily attendance reports, PLC, daily attendance reports</p>	<p><b>Final Evaluation Method:</b> Increase in student attendance</p>
	<p><b>Timeline:</b> 7/1/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> I1; [Title I Components CNA]</p>

**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 2022-2023 school year at each campus will decrease by 5% from the previous year.**

1	<p><b>Action:</b> The campus will collaborate with teachers to support attendance through a school-wide incentive program. [ Effective Schools Framework [Effective Schools Framework 2, 3]]</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Specialist, Teachers,</p>	<p><b>Resources:</b> Teacher incentive, bulletin board, weekly update,; ESSER III \$2,000.00; Title III, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Six week teacher absence tracker, teacher attendance incentives, bulletin board, weekly update</p>	<p><b>Ongoing Evaluation Method:</b> Teacher Attendance Tracker</p>	<p><b>Final Evaluation Method:</b> EOY teacher, attendance tracker decrease</p>
	<p><b>Timeline:</b> 7/1/2022 - 5/31/2023 (Every 6 weeks)</p>		<p><b>Needs:</b> D1; D2; [Title I Components CIP]</p>

**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: 100% of students at Early College T-STEM Academy will participate in three health and wellness sessions to bring awareness of healthy food choices.**

1	<b>Action:</b> Early College STEM Academy will implement weekly awareness through PE and elective classes that promote health self-care. [ Effective Schools Framework [Effective Schools Framework 1, 2, 3]]	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Counselor, Teachers, Instructional Specialist, Coach Jaquez	<b>Resources:</b> Elective Teachers, lesson plans, newsletter, bulletin board; Title I, Part A Funds \$3,000.00; State Comp Ed Funds; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Monthly newsletter with health awareness, lesson plans	<b>Ongoing Evaluation Method:</b> Posters, bulletin boards, lesson plans	<b>Final Evaluation Method:</b> Student survey, students making healthier food choices
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		<b>Needs:</b> I1; [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 #4: 100% of students in Early College T-STEM Academy will participate in three sessions to increase awareness towards a healthy life-style.**

1	<b>Action:</b> Early College STEM Academy will implement the awareness of effective physical activity and self-care. [ Effective Schools Framework [Effective Schools Framework 1, 2, 3]]	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Elective Teachers, Counselor, Coach Jaquez, 21st Century - Samantha Gonzalez	<b>Resources:</b> Newsletter, bulletin board, flyers, workshops for parents / students, sport equipment, teacher / extra duty pay, lead membership dues; State Comp Ed Funds; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Strategies imbedded in lesson plans, workshop attendance	<b>Ongoing Evaluation Method:</b> Weekly grades, progress report cards, report cards	<b>Final Evaluation Method:</b> Student survey, decreased in discipline referrals, increase in grades
	<b>Timeline:</b> 7/12/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C2; C3; [Title I Components CIP]

**Additional Targeted Support**

**Student Success SpEd Academic Achievement**

Goal #2, Objective #2, Strategy #3

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



**Funding**

Career & Technology Funds

Educator Excellent Initiative Grant

ESSER II \$121,170.00

ESSER III \$179,850.00

Gifted & Talented

High School Allotment Funds

Local Funds \$40,000.00

Carl Perkins

PTA Funds Funds

State Comp Ed Funds \$10,000.00

Special Ed Funds \$55,000.00 2.00 FTEs

Title I, Part A Funds \$170,900.00 2.00 FTEs

Title I, Part A Focus Grant Funds

Title II, Part A Funds \$50,000.00

Title III, Part A Funds

Texas Literacy Initiative

# Title I

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

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**Element 1: Comprehensive Needs Assessment**

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## Conduct a Comprehensive Needs Assessment

**Goal # 1, Objective #2 , Strategy # 1:** Teachers will design lessons that include differentiated instruction (Tier II & III interventions), opportunities for blended learning, and RtI support

**Goal # 1, Objective #3 , Strategy # 3:** Early College T-STEM Academy faculty and staff will ensure school safety by participating in 10 campus safety meetings throughout the school year and adhering to 100% of the safety plan activities.

**Goal # 1, Objective #4 , Strategy # 1:** Teachers will provide CCMR support to all students.

**Goal # 5, Objective #1 , Strategy # 1:** Monthly discussion meetings to inform parents of various school program offerings and clubs and organizations and teacher / staff support to students and their families.

**Goal # 5, Objective #1 , Strategy # 2:** Conduct monthly safety meetings to discuss campus safety concerns and solutions.

**Goal # 6, Objective #1 , Strategy # 1:** Attendance will be monitored and tracked daily by teachers, administrators, and daily attendance reports by PEIMS clerk.

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**Element 2: Schoolwide Plan**

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## Prepare a Comprehensive Schoolwide Plan

**Goal # 1, Objective #1 , Strategy # 1:** Implement weekly PLC Meetings and grade level meetings to discuss student achievement / monitor student progress, lesson planning, scope & sequence and engage students in effective strategies.

**Goal # 1, Objective #1 , Strategy # 2:** Measure progress of Emergent Bilinguals and how it relates to state and federal accountability.

**Goal # 1, Objective #2 , Strategy # 1:** Teachers will design lessons that include differentiated instruction (Tier II & III interventions), opportunities for blended learning, and RtI support

**Goal # 1, Objective #3 , Strategy # 1:** Host monthly safety meeting with the Campus Safety Committee, faculty, and parents to discuss and maintain a safe secure school environment.

**Goal # 1, Objective #3 , Strategy # 2:** Increase professional development provided by Houston Police Department to discuss and inform faculty and staff safety topics to maintain a safe and secure environment.

**Goal # 6, Objective #2 , Strategy # 1:** The campus will collaborate with teachers to support attendance through a school-wide incentive program.

**Goal # 6, Objective #3 , Strategy # 1:** Early College STEM Academy will implement weekly awareness through PE and elective classes that promote health self-care.

**Goal # 6, Objective #4 , Strategy # 1:** Early College STEM Academy will implement the awareness of effective physical activity and self-care.

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**Element 3: Parent and Family Engagement**

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

**Goal # 2, Objective # 1, Strategy # 1:** New teachers will participate in new teacher professional development throughout the school year.

**Goal # 2, Objective # 2, Strategy # 1:** Encourage and motivate all teachers and teacher assistants to attend monthly professional development on all subjects: IXL, STEMscopes, writing across curriculum and E3 Alliance training.

**Goal # 4, Objective # 1, Strategy # 1:** Early College STEM Academy will have a student attendance tracking system to monitor daily attendance for students.

**Goal # 4, Objective # 2, Strategy # 1:** Early College STEM Academy will use a school-wide / software program (Sandy Hook Say Something) to support students' social and emotional development.

**Goal # 5, Objective # 1, Strategy # 1:** Monthly discussion meetings to inform parents of various school program offerings and clubs and organizations and teacher / staff support to students and their families.

## 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