



Houston STEM and Early College Middle School
Campus Improvement Plan
2017-2018

2950 Broadway Street * Houston, TX 77017

State ID: 101-806-042

Raul Yzaguirre Schools for Success

Mission

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

Vision

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

Administrators

Alma Perez-Silva

Principal

Description

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

TSTEM - Texas Science Technology Engineering and Mathematics Designation

T-STEM

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

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

OBJECTIVES

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

Demographics

Periodic meetings will inform the community and parents of the services offered on campus and at the Tejano Center for Community Concerns Organization. The Faculty and Staff will collaborate and share best practices with addressing and instructing diverse students.

Excellence in Academics

Literacy: RYSS ECHS will focus on rigor in literacy in order to increase college readiness indicators (such as SAT, ACT, TSI) and meet the focus for state and RYSS ECHS campus goals.

College Readiness: ECHS will continue to develop and utilize school-wide writing strategies to increase writing proficiency in college essay writing, SAT/ACT, open-ended STAAR questions, AP exams, ACPs, and dual credit assessments for college readiness.

Philosophy: RYSS ECHS will continue building the "culture of achievement" at our campus to include continued review of the district and campus philosophy, core beliefs, core values, and high expectations. Philosophy, core beliefs, and culture will continue to demonstrate positive effects on student performance.

School Culture and Climate

RY T-STEM and ECHS will continue to ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment. Evaluation and improvement of professional development, student programs, team building and recruiting will continue to be a top priority.

Staff Quality, Recruitment and Retention

With the support and collaboration of the Human Resource Department, RY TSTEM & ECHS will continue to recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" as we involve universities, and regional education centers to recruit for our campus.

Curriculum, Instruction and Assessment

Teachers will require time and resources to effectively plan, pace and implement curriculum in a timely and effective manner. Data talks will continue to maintain a clear understanding of campus data in core content areas.

Family and Community Engagement

Measure attendance/participation of meetings and planning sessions.

School Context and Organization

We will increase the number of hours and contact we have in planning, organizing and implementing school wide organization and programs.

Technology

Special Population Groups need technology access in order to use online programs that will greatly benefit their language development.

Special Populations

Programs will be monitored and usage will be evaluated. The following online resources are continuations or additions to our Special Populations programs: (a) Language Live, (b) Rosetta Stone, (c) Think Through Math, (d) Mathletics, (e) Brainpop, (f) Accelerated Reader, (g) iStation

College and Workforce Readiness

We will continue to collaborate, plan and revisit plans for all 6th-12th grade initiatives to make sure we meet all TSTEM and ECHS requirements.

Planning Committee

Member Name	Title
Alma Perez-Silva	ECMS / STEM Administrator 6th-12th
Xochitl Lopez	ESL Teacher - LEP Coordinator
Elizabeth White	Teacher - AMS / STEM
Cristobal Martinez	Teacher - Social Studies
Elsworth Lewis	Teacher - AMS / STEM Lead
Nicholas Smith	Special Education Chairperson
Alfonso Sanchez	Teacher - AMS / STEM
Sagrario Salcedo	Academic Counselor - CCR
Luz Alcocer	Parent
June Giddings	STEM Coach
Anne VanHorn	BCM

Comprehensive Needs Assessment

A: Demographics

Strengths

- 1: Providing resources and services for special population groups
- 2: Periodically meeting with parents to bring awareness and communicate program services and resources
- 3: Providing online services to meet the needs of special population groups

Needs

- A1: Staff need more diversity awareness training in regards to special population students
A2: Not enough overall communication with stakeholders in regards to all services and programs that are available

Data Used to Evaluate Needs

Attendance Data
Campus-Based Assessments
Individual Student Profiles
Program Evaluations
Response to Intervention tracking
Staff Demographics

B: Excellence in Academics**Strengths**

- 1: An increase at the "mastery level" in all content areas
- 2: Recruiting HQ teachers during Spring and Summer ACP Internship sessions. Ease of online application system for recruitment (Applitrack)
- 3: Ease of online application system for recruitment (Applitrack)

Needs

- B1: Writing scores must increase by 10% meeting standards and 10 or more reaching the "mastery level".
- B2: Reading scores in state assessments must increase by 15% or more to meet standards and 10% increase reaching the "mastery level".
- B3: An increase of 10% or more of all students will reach the "mastery level" in all content area tests.
- B4: Better marketing of the school to recruit Highly Qualified teachers

Data Used to Evaluate Needs

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

C: School Culture and Climate**Strengths**

- 1: RY T-STEM and ECHS will continue to ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.
- 2: RY T-STEM and ECHS will continue to engage 100% of its personnel in professional development activities during the 2018 school year.
- 3: RY T-STEM and ECHS will continue to involve 100% of its employees in climate building programs and activities to maintain a positive school and work climate.
- 4: RY T-STEM and ECHS will continue to promote and maintain a positive climate and culture. All stakeholders will serve as model team members that motivate, support and serve our learning community to improve our best practices each day.

Needs

- C1: Philosophy: RYSS ECHS will continue building the "culture of achievement" at our campus to include continued review of the district and campus philosophy, core beliefs, core values, and high expectations. Philosophy, core beliefs, and culture will continue to demonstrate positive effects on student performance.
- C2: RY T-STEM and ECHS will recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" standards and will seek the support of our district's Human Resources department and Academic Services department.
- C3: Students will have an opportunity to join extracurricular programs such as soccer, drum-line, basketball, volleyball, football, choir, art club, STEM clubs, and more.

Data Used to Evaluate Needs

Classroom Walkthrough Data
Program Evaluations
Staff Demographics
Student Achievement Data

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

- 1: RY T-STEM and ECHS will continue to have an interview committee to develop a campus needs assessment to assist with the annual process of recruiting, employing, developing and retaining a highly effective and qualified faculty and staff that successfully engages all students for success. We will continue to collaborate with our Human Resources Department and Academic Service Department in the recruiting, interviewing and on-boarding process.
- 2: RY T-STEM and ECHS will strive to reach 100% HQ status.
- 3: RYSS provides opportunities for faculty to be certified in Pre-AP/AP/Dual Credit courses which will allow for a college readiness initiative and preparation for successful completion of AP/Dual Credit.
- 4: Professional Development opportunities will be provided for teachers so that they continue a growth mindset in their core content areas and best practices. Surveys and evaluations will serve to drive teacher and staff needs in PD.

Needs

- D1: A clear and concise updated manual of policies, procedures, and practices that also includes delineated roles and responsibilities of those within the organization.
- D2: A comprehensive and coordinated teacher recruitment and selection system; whereby the HR department and campus administrators timely coordinate the recruitment and selection of teachers who, at minimum, meet highly qualified requirements to be in place for the first day of instruction and meet the needs of the ECHS/STEM campus.
- D3: A campus wide comprehensive and coordinated parent engagement initiative that emphasizes the importance of parents as active partners with students in the district and school community. Specifically, information workshops that provide parents with engaging activities that bring awareness of college bound initiatives and opportunities.

Data Used to Evaluate Needs

Program Evaluations
Staff Demographics

E: Curriculum, Instruction and Assessment**Strengths**

1: RY T-STEM and ECHS will continue to use the TCMPC also referred to as TEKS RS. TCMPC provides content and support for an online curriculum management system known as the TEKS Resource System. The content includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted TEKS for the following subject areas: (a) English Language Arts and Reading, (b) Spanish Language Arts and Reading, (c) Mathematics, (d) Science, (e) Social Studies, (f) Spanish translated versions of Mathematics, Science, and Social Studies.

2: Language, reading, writing and communication intervention and enrichment must be a priority in order for all students in all subgroups to reach mastery of the English language.

3: Periodic writing initiatives in all core content area classes will consist of targeted revising and editing processes. Teachers will continue to score and calibrate to maintain high expectations and norms.

4: Visuals and hands on opportunities to allow for kinesthetic and visual learners to experience various modes of communication and learning. (EX: Anchor charts and TPR activities).

Needs

E1: A rigorous 6-12 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored.

E2: The curriculum in the core content areas must be aligned and sequenced to ensure students are successful on STARR/EOC/TSI/Dual Credit and meet or exceed standards at each grade level/subject area to completion of the recommended high school diploma course of study.

E3: A comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.

Data Used to Evaluate Needs

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

F: Family and Community Engagement**Strengths**

- 1: Creation of new department has increased accessibility of programs, information, and resources
- 2: Monthly "Parent Cafe" meetings to communicate new initiatives, expectations and norms to promote, recruit and sustain ECHS and TSTEM students in 6th-12th grade.
- 3: Parent Conferences held each grading cycle to allow for open discussion of student progress and needs.

Needs

- F1: Provide opportunities for students to be actively engaged in in their educational lives and empower students to believe in their potential for postsecondary education or career certification. Specifically, student workshops that motivate engage and provide hands-on experience and exposure to career interests
- F2: A campus-wide comprehensive and coordinated parent engagement initiative that emphasizes the importance of parents as active partners with students in the district and school community. Specifically, information workshops that provide parents with engaging activities that bring awareness of college bound initiatives and opportunities.
- F3: Systematic implementation of data collection and analysis that is accessible to all stakeholders in a timely manner.
- F4: Lack of consistency in communication w stakeholders. Need parent workshops to be periodically scheduled

Data Used to Evaluate Needs

Attendance Data
Program Evaluations
Student Achievement Data

G: School Context and Organization**Strengths**

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

Needs

G: RY T-STEM & ECHS will increase the number of hours of parent involvement in all aspects of the campus by 10% (i.e. planning committees, PTO membership, information meetings, Open House & Parent-Teacher conference days, parent-portal use, and volunteers) as compared to the hours accumulated during 2017 school year.

Data Used to Evaluate Needs

Attendance Data
Program Evaluations

H: Technology

Strengths

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

Needs

- H1: Not enough computers are available to students in the classroom
H2: Students need laptops to take home to keep up with T-STEM requirements

Data Used to Evaluate Needs

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

I: Special Populations**Strengths**

- 1: RY T-STEM and ECHS has provided all Special Population students with the application, information and program protocols needed to bring awareness to these populations.
- 2: Resources for our Special Populations, including (a) Language Live, (b) Rosetta Stone, (c) Think Through Math, (d) Mathletics, (e) Brainpop, (f) Accelerated Reader, (g) iStation
- 3: Language Labs and technology labs overall to provide students and parents access to online resources and instructional tools.

Needs

- I1: A comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR/EOC and college/career readiness for ELL, LEP, and Special Education student groups.
- I2: Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all 6th-12th grade students.

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

Data Used to Evaluate Needs

Classroom Walkthrough Data
Program Evaluations

J: College and Workforce Readiness**Strengths**

- 1: RY T-STEM and ECHS received the Texas Education Agency's official T-STEM and ECHS designation. The campus must maintain alignment in these to areas to continue to grow and provide competitive opportunities for our student population.
- 2: We will continue to collaborate, plan and revisit plans for our ECHS with Houston Community College. The faculty and staff will collaborate with HCC faculty to learn more about HCC's workforce programs.
- 3: Student Job Fairs and Soft Skills training will continue to take place so that students have exposure to job requirements and accessibility.

Needs

J1: Provide opportunities for students to be actively engaged in in their educational lives and empower students to believe in their potential for postsecondary education or career certification. Specifically, student workshops that motivate engage and provide hands-on experience and exposure to career interests.

Data Used to Evaluate Needs

Program Evaluations
Response to Intervention tracking
Student Achievement Data
TAPR

Priority Needs

A: Demographics

A1 Staff need more diversity awareness training in regards to special population students

B: Excellence in Academics

B1 Writing scores must increase by 10% meeting standards and 10 or more reaching the "mastery level".

C: School Culture and Climate

C1 Philosophy: RYSS ECHS will continue building the "culture of achievement" at our campus to include continued review of the district and campus philosophy, core beliefs, core values, and high expectations. Philosophy, core beliefs, and culture will continue to demonstrate positive effects on student performance.

C2 RY T-STEM and ECHS will recruit, employ, develop and retain a highly effective and qualified faculty and staff that successfully engages all students for success. We will ensure 100% of its teachers meet "Highly Qualified" standards and will seek the support of our district's Human Resources department and Academic Services department.

F: Family and Community Engagement

F1 Provide opportunities for students to be actively engaged in in their educational lives and empower students to believe in their potential for postsecondary education or career certification. Specifically, student workshops that motivate engage and provide hands-on experience and exposure to career interests

I: Special Populations

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

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 and campuses will maintain a “Met Standard” rating on all four domains in the state accountability system.

2	Action: Department Heads will purchase classroom materials (supplies, reading materials, textbooks, software, copier rentals, contracted services) Technology and equipment which support the implementation of lessons which address STAAR standards and the TEKS. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]]	Person(s) Responsible: Department Heads; Principal; Administrative Assistant	Resources: STAAR, TSI, SAT, ACT, NRT, and Princeton Review material.;
	Evidence of Implementation: Requisitions; Inventory; Lesson Plans; Pacing Calendars	Ongoing Evaluation Method: Data; Benchmarks will occur two times a year; Mini-Checkpoint assessments will take place at the end of each unit	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 7/1/2017 - 7/1/2018 (As Needed)		Needs: B1; I1; [Title I Components Evaluation]

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

Objective #2: In Domain I, Student Achievement, of the state accountability system, the district will meet or exceed an overall passing standard in all subjects tested as follows: Reading/ELA 80%, Math 85%, Writing 80%, Science 90%, Social Studies 85%

1	Action: Focus on core content areas to improve student performance on state examinations. [Critical Success Factors [Critical Success Factors 4, 6]]	Person(s) Responsible: Principal; STEM Lead Committee; STEM Lead Teacher; STEM Business Partners; Lead Teachers; Consultants	Resources: TEKSRS; DMAC; DRA; District Benchmarks; NRT Reports; STAAR/TELPAS;
	Evidence of Implementation: EOY Writing Sample ; Student Portfolios; Lesson Plans; Walkthroughs; Observations	Ongoing Evaluation Method: DRA; District Benchmarks; NRT Reports; STAAR/TELPAS	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 8/1/2017 - 6/1/2018 (Daily)		Needs: C1; I1; [Title I Components Evaluation]
2	Action: Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps. - Purchase materials, manipulatives, and supplies [Critical Success Factors [Critical Success Factors 1, 3, 4, 7]]	Person(s) Responsible: Principal; Asst. Principal; Lead Teachers; Interventionist	Resources: Teacher small group flashcards, games, leveled readers high lighters, Chart Tablets, manipulatives, charts and graphs.;
	Evidence of Implementation: Sign in Sheets; Lesson Plans; Walkthroughs	Ongoing Evaluation Method: Benchmarks; Positioning Tools; Progress Monitoring; Weekly Checkpoints	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		Needs: B1; [Title I Components Evaluation]

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

Objective #3: In 2017-2018, the district and all campuses will increase the percent of students reaching the Meets Grade Level Performance Standard by 10% and Masters Grade Level Performance Standard by 5% over the percent achieved in 2016-2017 in all tested subjects and will meet 100% of their system safeguards.

1	Action: Analyze BOY, MOY and Benchmark Data and produce exemplar lessons that target higher level and critical thinking strategies. Plan Station activities to target advanced TEKS and objectives. [Critical Success Factors [Critical Success Factors 3, 4]]	Person(s) Responsible: Principal; Lead Teachers; Teachers	Resources: File Folders; Journal notebooks;
	Evidence of Implementation: Lesson Plans; Walkthroughs	Ongoing Evaluation Method: Positioning Tools; Benchmarks; Weekly checkpoints	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		Needs: B1; [Title I Components Evaluation]
2	Action: Teachers will provide field trips/conferences opportunities to create real life connections to RYSS/State Curriculum, STEM Fields, and higher ed opportunities. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6]]	Person(s) Responsible: TSTEM Leads; Department Heads; CCR; Principal	Resources: HCC; Surrounding businesses; Field trips;
	Evidence of Implementation: Fieldtrip packets; Pictures; Attendance Rosters	Ongoing Evaluation Method: Data; TSTEM annual reflections	Final Evaluation Method: Review of data and CIP Progress.Blueprints.
	Timeline: 8/1/2017 - 6/1/2018 (Daily)		Needs: B1; C1; [Title I Components Evaluation]
3	Action: Teachers will participate in professional development to address higher order thinking, critical thinking and advanced vocabulary and questioning to help our campus meet 100% of our safeguards. [Critical Success Factors [Critical Success Factors 3]]	Person(s) Responsible: Principal; Teachers	Resources: Research Based; Professional Development;
	Evidence of Implementation: Agendas; Sign-In Sheets	Ongoing Evaluation Method: STAAR scores; AEIS Reports; Teacher evaluations	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		Needs: B1; C1; C2; [Title I Components Evaluation]

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

Objective #6: All campuses will reach and maintain a 98% student attendance rate by the end of school year 2016-2017.

1	Action: Awards Committee Members will provide students with awards and acknowledgement for high standards and attendance. [Critical Success Factors [Critical Success Factors 1, 6]]	Person(s) Responsible: Principal; CCR; Department Heads; Lead Teachers	Resources: TXeis; DMAC; BlackBoard Connect;
	Evidence of Implementation: ADA	Ongoing Evaluation Method: Data; Graduation Rate; Attendance Rate	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 8/1/2017 - 6/1/2018 (Every 9 weeks)		Needs: B1; [Title I Components Evaluation]
2	Action: Establish an ADA committee to meet each week to review student attendance and take immediate corrective and preventive action. [Critical Success Factors [Critical Success Factors 1]]	Person(s) Responsible: Principal; Intervention Team; Counselor; Teachers	Resources: TXeis; Contracts;
	Evidence of Implementation: ADA Contracts; Parent/Student Sign-in Sheets; Raptor system report; TXEis reports	Ongoing Evaluation Method: Graduation Rate; Completion Rate; Data	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 8/1/2017 - 5/1/2018 (Daily)		Needs: A1; B1; [Title I Components Evaluation]

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Objective #7: The number of teacher absences for the 2018 school year at each campus will decrease by 5% from the previous year.

1	<p>Action: Administration will make teacher appreciation an on going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Interventionist will take over the class, so the teacher will have release time.</p>	<p>Person(s) Responsible: Principal; Campus Interventionist; Administrative Assistant</p>	<p>Resources: Coupons; Absence Reports; Planning Calendar;</p>
	<p>Evidence of Implementation: List of Coupons; Teacher release sign out Calendar with coverage</p>	<p>Ongoing Evaluation Method: End of the year comparison of First semester and Second semester absentee percentages.</p>	<p>Final Evaluation Method: Review of data and CIP Progress.</p>
	<p>Timeline: 8/1/2017 - 6/1/2018 (On-going) Needs: B1; [Title I Components Evaluation]</p>		

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

Objective #8: RY T-STEM & ECHS will increase 2017 EOC performance scores in English I, and English II while maintaining EOC performance scores in Algebra, Biology and History.

1	<p>Action: A continued struggle for students is with skills related to rigor and college readiness –behavior in college classes, soft skills for students working with Part of this also stems from our communication with students and their parents. We must work on ways to better communicate with our parents about our expectations for our students at the high school and college level. [Critical Success Factors [Critical Success Factors 1, 2, 3]]</p>	<p>Person(s) Responsible: Principal; Lead Teachers; Department Heads; CCR Caseworkers</p>	<p>Resources: Data; Interventions;</p>
	<p>Evidence of Implementation: Conferences; Sign-in sheets; Soft-Skills Training; Tracking of interventions</p>	<p>Ongoing Evaluation Method: Improved grades and academic behavior in core classes, dual credit classes and overall performance. We understand that what we are expecting is generally not expected of students at age 14-18 years, however, we hope to continue to focus on these areas for improved student success at the college level and beyond.</p>	<p>Final Evaluation Method: Review of data and CIP Progress.</p>
<p>Timeline: 7/1/2017 - 6/1/2018 (Daily)</p>		<p>Needs: B1; [Title I Components Evaluation]</p>	

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

Objective #9: In order to ensure campus safety and positive school climate, the school administration will provide funding for administrative, counseling, nursing, and custodial campus support to ensure the "whole child" needs are met.

1	Action: Continue to teach effective parenting and coping skills to students who are pregnant or parenting to ensure that they receive a high school diploma. These students will be closely monitored for attendance and grades with immediate interventions applied for at - risk performance. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6]]	Person(s) Responsible: CCR; Principal; Counselors; Parents	Resources: BCM; Specialized Consulting; VOCA;
	Evidence of Implementation: Graduation Rates; Attendance Rates	Ongoing Evaluation Method: Data	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 8/1/2017 - 6/1/2018 (As Needed)		Needs: B1;

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

Objective #10: The RY T-STEM & ECHS 9th-12th grade high school campus demonstrate a decrease in reading scores in the All Students group, a drop of over 10% was reflected at the secondary level. The Level III standard was inconsistent over all student groups. We aim to significantly increase the number of students performing at the Level III level and to meet the needs of all special population groups.

1	<p>Action: A rigorous 6-12 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored. The curriculum in the core content areas must be aligned and sequenced to ensure students are successful on STARR/EOC and meet or exceed standards at each grade level/subject area to completion of the recommended high school diploma course of study. [Critical Success Factors [Critical Success Factors 1]]</p>	<p>Person(s) Responsible: Department Heads; Principal; CCR; Special Populations Dept.</p>	<p>Resources: Formative/Summative Assessments; District Benchmarks; Stanford/Aprenda; STAAR; TELPAS ; EOY Writing Sample & Student Portfolios;</p>
	<p>Evidence of Implementation: As indicated by analyzed data, improvement initiatives will be identified, developed, implemented and monitored by district and campus leadership. The district TLI Reading Initiative will continue to be developed and monitored.</p>	<p>Ongoing Evaluation Method: Continue to implement a STEM program according to the TEA STEM designation and STEM business partnership requirements. Maintain and make accessible the use of STEM labs and scientific equipment in all 9-12 labs/classroom settings. Implement the district-wide Reading initiative by collaborating with the district appointed reading consultant to support raising rigor in the classroom. Teacher observations; PLCs; Data Talks</p>	<p>Final Evaluation Method: Review of data and CIP Progress.</p>
<p>Timeline: 8/1/2017 - 6/1/2018 (Daily)</p>		<p>Needs: B1; [Title I Components Evaluation]</p>	

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

Objective #11: Improve college readiness and academic behavior for increased student success in high rigor high school and college courses..

1	<p>Action: Provide guidance for students during freshmen and sophomore seminar classes at the high school. In addition, provide more time for our guidance counselor to go into the seminar classes and graduation project classes for scheduling suggestions, graduation requirements, researching college profiles, SAT/ACT, scholarship information and college transfer processes after high school graduation. Meet individually with students who are reported as having behavioral issues in college classes. Educate students and parents as to the damage to the GPA by making anything below a “C” in college classes and the impact on overall college admittance. [Critical Success Factors [Critical Success Factors 1]]</p>	<p>Person(s) Responsible: CCR Student Caseworkers; Academic Counselor; Principal; Lead Teachers; Department Heads</p>	<p>Resources: HCC Instructors; College advisors ; Academic counselor; FAFSA/TAFSA; College Nights; College Visits;</p>
	<p>Evidence of Implementation: FAFSA/TAFSA Events (2-4 events); College Nights; College Visits; Sign-in sheets; Pictures; Rosters</p>	<p>Ongoing Evaluation Method: Improved communication with students and parents; Improved communication with college instructors; Improved grades at the high school and college level; Improved communication in regards to attendance in classes; Increased leadership roles of our high school students at the college level</p>	<p>Final Evaluation Method: Review of data and CIP Progress.</p>
<p>Timeline: 8/1/2017 - 6/1/2018 (On-going)</p>		<p>Needs: B1; C1; [Title I Components Evaluation]</p>	

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

Objective #12: Improve Literacy by periodically reviewing of test scores, and pushing for higher passing rates of the college placement TSI exams.

1	Action: During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.	Person(s) Responsible: Department Heads; Teacher Leads; Reading & Writing Teachers	Resources: Region 4 Gateway; Reading and Writing Test Prep ; DMAC; TEKSRS; Test Generator;
	Evidence of Implementation: PLC Minutes; Sign-in sheets; Principal observations; Data Talks; Consultant collaboration	Ongoing Evaluation Method: Increase in literacy capacity as defined through passage rates on the college placement TSI test; Improved grades at the middle school, high school and college levels ; Improved EOC scores	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 9/1/2017 - 6/1/2018 (Weekly)		Needs: B1; C1;

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 #13: Based on the 2017 System Safeguards TEA Report - Status Report Performance at the Federal Target was at 87% overall. Improvement must be evident at in Reading for we did not meet requirements in this content area.

1	Action: Literacy plans and frequent evaluation of the Pacing Calendar and data will aid in improving Reading overall at our 6th-12th grade campus.	Person(s) Responsible: Department Leads; CCR ; Principal; Lead Teachers	Resources: DMAC; Data; Test Prep;
	Evidence of Implementation: Literacy plans and frequent evaluation of the Pacing Calendar	Ongoing Evaluation Method: Data; Lesson Plans; Pacing Calendar	Final Evaluation Method: Review of data and CIP Progress.
	Timeline: 8/1/2017 - 6/1/2018 (Weekly)		Needs: B1;

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: RYSS language labs will serve all English Language Learners across the district.

1	Action: ELL Language Lab, Rosetta Stone, will be open on a daily basis to target all our recent immigrants and ELL students in need [Critical Success Factors [Critical Success Factors 4]]	Person(s) Responsible: Principal; Campus Interventionist; Teacher Assistant	Resources: Rosetta Stone; Tech Lab; Google Chrome Notebooks;
	Evidence of Implementation: Student Sign in Sheets; Minutes per week report by student	Ongoing Evaluation Method: Benchmarks; Positioning Tools; Weekly Checkpoints; TELPAS	Final Evaluation Method: Review of data and TAPR.
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		Needs: I1; [Title I Components Evaluation]

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

Objective #2: By June 2018, the achievement gap between student groups at the same grade level, including Special Education and LEP, will be narrowed by 10% in each subject tested as compared to the 2017 STAAR performance.

1	Action: Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development. [Critical Success Factors [Critical Success Factors 1, 4]]	Person(s) Responsible: Principal; Lead Teachers; Teachers	Resources: Professional Development; Workbooks; Word Walls; Flashcards;
	Evidence of Implementation: PD Agendas; Sign in Sheets; Lesson Plans; Walkthroughs	Ongoing Evaluation Method: Weekly Checkpoints; Benchmarks; Positioning tools; TELPAS; STAAR	Final Evaluation Method: Review of data and TAPR.
	Timeline: 8/1/2017 - 6/1/2018 (On-going)		Needs: I1; [Title I Components Evaluation]

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

Objective #4: The district will increase understanding among faculty and leadership of the LEP Progress Measure and how it relates to state and federal accountability.

1	Action: An Intervention Plan will be developed and implemented to grow the percentage of students in the LEP Program obtaining LIII-Advanced Level of Performance in the State assessments. [Critical Success Factors [Critical Success Factors 1, 2, 4]]	Person(s) Responsible: Principal; Lead Teachers Special; Pops Manager ESL TEAM	Resources: Files Trackers; Data;
	Evidence of Implementation: AEIS Reports AMAO Report	Ongoing Evaluation Method: State Assessment Data	Final Evaluation Method: Review of data and TAPR.
	Timeline: 10/1/2017 - 6/1/2018 (Daily)		Needs: B1; I1; [Title I Components Evaluation]

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

Objective #5: Increase understanding of the LEP Progress Measure and how it relates to state and federal accountability.

1	Action: Special Populations Department will provide training opportunities regarding the impact of LEP Progress Measure and its impact on State and Federal indicators to all teachers and support	Person(s) Responsible: Special Populations Coordinator; Principal; ESL Program; Lead Teachers	Resources: Registration; Files; Supplies;
	Evidence of Implementation: Training Registration forms; Powerpoints; Training Certificates	Ongoing Evaluation Method: Evaluations; TELPAS; System Safeguards; AMAOs	Final Evaluation Method: Review of data and TAPR.
	Timeline: 9/1/2017 - 6/1/2018 (Daily)		Needs: B1; I1;

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 #6: Campus Obj/Focus: Critical Success Factors

CSF 3 CSF 5 CSF 6

RY T-STEM & ECHS Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2018 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level.

1	<p>Action: Administration will conduct a parent/student orientation meeting for all LEP parents and students selected for admission to the campus for the 2016-2017 school year. Periodic meetings will be held to promote ELL Learner tools provided at the district and campus level.</p>	<p>Person(s) Responsible: Principal; Lead Teachers; PTO; Content Leads</p>	<p>Resources: Research based; literature and data; Free literature and support; Title I, Part A Funds; Title II, Part A Funds; PTA Funds Funds</p>
	<p>Evidence of Implementation: Sign in sheets; Flyers; Data; Meeting sessions</p>	<p>Ongoing Evaluation Method: Student achievement; Every grading cycle and progress report</p>	<p>Final Evaluation Method: Review of data and TAPR.</p>
	<p>Timeline: 9/1/2017 - 6/1/2018 (On-going) Needs: I1;</p>		

Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.

Objective #1: Upon graduation 100% of RYSS seniors will be accepted and enrolled in a college/university or workforce course of study.

1	Action: Administer career interest survey to Middle and High School students for proper post-secondary career path choice.	Person(s) Responsible: Secondary Teachers;; Secondary Principal;; Academic Case Manager	Resources: Career Interest; Survey; ACT Survey; High School Allotment Funds; Career & Technology Funds
	Evidence of Implementation: Agendas; Sign-in	Ongoing Evaluation Method: Student Survey Results	Final Evaluation Method: Review of data and TAPR.
	Timeline: 3/1/2017 - 6/1/2018 (Daily)		Needs: A1; B1;

Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.

Objective #2: 100% of RYSS students entering 8th grade will be informed and enrolled in ECHS, and all in 11th & 12th grades will apply for a minimum of four scholarships and be awarded at least two scholarships to attend a college/university or workforce program.

1	Action: Enroll students in their senior year into a College Readiness & Study Skills Class.	Person(s) Responsible: Academic Case Manager	Resources: College Readiness & Study Skills; Curriculum; Career & Technology Funds; High School Allotment Funds
	Evidence of Implementation: Student Attendance; Student; Progress Report	Ongoing Evaluation Method: Completion of half semester College Readiness & Study Skills course	Final Evaluation Method: Review of data and TAPR. Post-secondary rating.
	Timeline: 8/1/2017 - 6/1/2018 (Daily)		Needs: B1;

Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.

Objective #3: All RYSS MS/HS campuses will participate in the PSAT/SAT/ACT assessments.

1	Action: Enroll 8th-11th grade students to participate in the correspondent PSAT assessment: (a) PSAT 8/9 for 8th and 9th grade students, (b) PSAT 10 for 10th grade students, (c) PSAT/NMSQ for 11th grade students	Person(s) Responsible: CCR; Principal; Lead teachers	Resources: College Board Account; Career & Technology Funds; High School Allotment Funds
	Evidence of Implementation: Student Assessment Enrollment	Ongoing Evaluation Method: Student Assessment; Scores	Final Evaluation Method: Review of data and TAPR.
	Timeline: 9/1/2017 - 5/1/2018 (Daily)		Needs: B1;

Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.

Objective #4: All RYSS students qualified to take the PSAT/SAT/ACT will be offered a class to prepare them for success on the exam(s).

1	Action: Train qualify teachers to provide PSAT/SAT/ACT training to qualified students.	Person(s) Responsible: Principal; Academic Service Director; Academic Case Manager	Resources: Princeton Review Resources; PSAT/SAT/ACT resources; Career & Technology Funds; High School Allotment Funds
	Evidence of Implementation: Student Assessment Enrollment	Ongoing Evaluation Method: Student Assessment Scores	Final Evaluation Method: Review of data and TAPR.
	Timeline: 8/1/2017 - 6/1/2018 (Daily)		Needs: B1;

Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.

Objective #5: All MS/HS campuses will increase the percent of advanced placement course and dual credit course offerings by 10% or more in 2018.

1	Action: High School caseworkers and faculty will have course selection sessions with Middle school students to promote, inform and recruit students meeting requirements for AP and DC courses.	Person(s) Responsible: Principal; CCR Caseworkers; AP Teachers; Lead Teachers	Resources: Power Point; Presentations; Personal Grad Plans; AP and DC Course Offerings;
	Evidence of Implementation: Student surveys; Graduation plans	Ongoing Evaluation Method: AP students; DC students	Final Evaluation Method: Review of data.
	Timeline: 12/1/2017 - 4/1/2018 (Daily)		Needs: B1;

Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.

Objective #6: All students taking advanced placement courses will take the appropriate AP exam.

1	<p>Action: Secondary Teachers will be expected to actively seek/secure registration in the Rice University Advanced Placement Program prior to the start of the Fall Semester of the next school year. (a) Register staff, (b) Provide payment for AP Program at Rice University, (c) All PreAP and AP certification certificates will be submitted to HR, Master Schedule Coordinator, and College Board for approval.</p>	<p>Person(s) Responsible: Principal; School Counselor; Human Resources; Teachers</p>	<p>Resources: Career & Technology Funds; Title I, Part A Funds; Title II, Part A Funds</p>
	<p>Evidence of Implementation: Staff Certifications; Registration and Training Documentation</p>	<p>Ongoing Evaluation Method: AP Exams Results; BOY & MOY Participation Report; T-STEM Blueprint</p>	<p>Final Evaluation Method: Review of data.</p>
	<p>Timeline: 8/1/2017 - 6/1/2018 (On-going)</p>		<p>Needs: B1; C1; C2;</p>

Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.

Objective #7: There will be a 20% increase in the number of students scoring at or above a 3 on their AP exam from the previous year.

1	Action: Use student performance data from previous AP exams to identify and provide students with appropriate interventions and/or opportunities for accelerated instruction.	Person(s) Responsible: Principal; FACE Director & CCR	Resources: Flyers of AP Exams Calendars; CCR Website; Marquee; Student data reports; Intervention lesson plans; Accelerated instruction plans; Differentiated Instruction; Special Ed Funds; Career & Technology Funds; High School Allotment Funds
	Evidence of Implementation: Copies of AP Exams Calendars	Ongoing Evaluation Method: Copies of promotional material	Final Evaluation Method: Review of data.
	Timeline: 3/1/2017 - 8/1/2018 (Daily)		Needs: B1;

Goal #3: College and Workforce Readiness - All RYSS students will graduate ready to begin classes at the college/university level, begin work on a workforce course of study, or career.

Objective #8: All 7th, 8th, 11th and 12th grade students will be assigned a mentor assigned who is a college/workforce graduate.

1	Action: Workforce and college mentors will meet with students seeking a targeted pathway in that field. [Critical Success Factors [Critical Success Factors 1]]	Person(s) Responsible: Principal; CCR Caseworkers; Lead Teachers	Resources: CCR; Workforce and college mentors/partners;
	Evidence of Implementation: sign-in sheets; graduation plans; job shadowing; internships	Ongoing Evaluation Method: evaluations, parent feedback, student feedback, surveys	Final Evaluation Method: Review of data.
	Timeline: 2/1/2017 - 6/1/2018 (Daily)		Needs: B1; [Title I Components CNA, CIP, Evaluation]

Goal #4: 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: Increase two-way communications with parents, family members, and the community.

1	Action: Wednesday Communication folders will go home to communicate weekly and monthly events. Monthly newsletters will go home and Blackboard Connect calls will remind parents and students of events. [Critical Success Factors [Critical Success Factors 5]]	Person(s) Responsible: Principals Lead teachers Departments	Resources: Blackboard Connect services Teacher input Department updates; Title I, Part A Funds
	Evidence of Implementation: PLCs Folders; Calendars; website	Ongoing Evaluation Method: Discussions Meetings; Surveys	Final Evaluation Method: Review of data.
	Timeline: 8/1/2017 - 6/1/2018 (Weekly)		Needs: C2; F1; [Title I Components Evaluation]

Goal #4: 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: Provide opportunities for strategic partnerships expansion.

1	<p>Action: The campus will make sure to invite and promote opportunities to share information and gather input from parents and community members that will aid and benefit all stakeholders. These opportunities will promote engagement to increase and support overall student achievement. [Critical Success Factors [Critical Success Factors 5]]</p>	<p>Person(s) Responsible: Principal PTO CCR Teachers</p>	<p>Resources: Flyers Promotional events Post-secondary institutions Local Funds; Career & Technology Funds; Title II, Part A Funds; PTO Funds Funds; Educator Excellent Initiative Grant; Carl Perkin; Carl Perkins</p>
	<p>Evidence of Implementation: Sign-in sheets Field trips; Meeting Agendas; Fairs/workshops</p>	<p>Ongoing Evaluation Method: Increase of overall student achievement.</p>	<p>Final Evaluation Method: Review of data.</p>
	<p>Timeline: 10/1/2017 - 5/1/2018 (Monthly) Needs: F1; [Title I Components Evaluation]</p>		

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

Objective #3: All Campuses and the District will provide opportunities for students to be actively engaged in in their educational lives and empower students to believe in their potential for postsecondary education or career certification. Specifically, student workshops that motivate engage and provide hands-on experience and exposure to career interests.

1	Action: Parent meetings will be held to communicate with campus principal and departments.	Person(s) Responsible: Principal; Interventionist TEAM; CCR; Department Heads	Resources: Community Leaders; Parent Literature; Title I, Part A Funds
	Evidence of Implementation: Agendas Sign-in sheets	Ongoing Evaluation Method: Surveys participation photos	Final Evaluation Method: Review of data.
	Timeline: 9/1/2017 - 5/1/2018 (Monthly)		Needs: F1;

Goal #4: 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 #4: All Campuses and the District will increase outreach strategies to create strategic partnerships that will combine core academics with career-based knowledge and skills in collaborative and research-intensive learning environments. A major focus will be on developing partnerships with medical, business, and energy leading corporations across Houston that will partner with RYSS to offer students work-based experiences and certifications as well as support Districtwide initiatives to help increase student achievement.

1	Action: Collaboration with CCR, Special Populations, FACE, and Academic Services to facilitate family and community workshops, forums that will provide trainings in the following areas: (a) Student Counseling; (b) CIA; (c) CCR AP/STEM/ECHS	Person(s) Responsible: Principal; CCR; FACE; Academic Services Special Populations	Resources: Parent literature; CCR & College FAFSA/TAFSA; Parent Center Lab; Title I, Part A Funds; Title II, Part A Funds
	Evidence of Implementation: Agendas Sign-in Sheets	Ongoing Evaluation Method: Pictures and surveys	Final Evaluation Method: Review of data.
	Timeline: 9/1/2017 - 7/1/2018 (Monthly)		Needs: B1; F1;

Goal #4: 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 #5: The District and campuses will provide a safe, disciplined, and healthy environment conducive to student learning.

1	<p>Action: Implement the RYSS District Wellness Plan and Provide a coordinated school health program. The District will convene a representative district wellness committee that will meet four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy. - All District elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. - The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.</p>	<p>Person(s) Responsible: Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach</p>	<p>Resources: Literature; Curriculum; Communication;</p>
	<p>Evidence of Implementation: Meetings and communication</p>	<p>Ongoing Evaluation Method: Parent Surveys; Department meetings</p>	<p>Final Evaluation Method: Review of data.</p>
	<p>Timeline: 12/1/2017 - 5/1/2018 (Daily)</p>		<p>Needs: B1; C1; F1;</p>
2	<p>Action: Increase staff education and development at the campus level in compliance with Truancy Prevention Measures under HB 2398: (a) Purchase materials and supplies to provide ongoing training and workshops, (b) Contract for consultants to provide training and workshops</p>	<p>Person(s) Responsible: Principals; FACE; Intervention TEAM; Facilities Management Department</p>	<p>Resources: ESC 4; State Requirements;</p>
	<p>Evidence of Implementation: Truancy Prevention Measures</p>	<p>Ongoing Evaluation Method: Attendance Records</p>	<p>Final Evaluation Method: Review of data.</p>
	<p>Timeline: 7/1/2017 - 7/1/2018 (Daily)</p>		<p>Needs: B1; C1; F1;</p>

3	Action: Maintain a safe and secure environment for each instructional and non-instructional facility: (a) Will conduct Fire Drills Obstructed, (b) Will conduct Shelter in Place Drill, (c) Will conduct Unauthorized Person (Inside)Drill, (d) Will conduct Fire Drills, (e) Will conduct Severe Weather Drill, (f) Will conduct Threatening Person (Outside)Drill, (g) Purchase Speed Limit Signs to be installed within the perimeter of the schools, (h)Purchase Speed Bumps, safety equipment, and supplies to ensure student and family safety while on campus especially during drop off and pickup times, (i) Maintain security radios in working order for daily safety communications	Person(s) Responsible: Principals; FACE; Intervention TEAM; Facilities Management Department	Resources: Trackers; Binders; COH Policies and Regulations;
	Evidence of Implementation: Binder Tracker	Ongoing Evaluation Method: Evaluation of Drills and Meetings	Final Evaluation Method: Review of data.
	Timeline: 7/1/2017 - 7/1/2018 (Daily)		Needs: B1; C1; F1;
4	Action: Safety committee will continue to meet weekly to discuss campus grounds, classroom and surrounding area safety concerns and improvements.	Person(s) Responsible: Principal; Intervention TEAM	Resources: Safety Drills; Calendar; Minutes;
	Evidence of Implementation: Sign-in sheets; Calendar; Agendas	Ongoing Evaluation Method: Safety binder; Data reports	Final Evaluation Method: Review of data.
	Timeline: 7/1/2017 - 7/1/2018 (Weekly)		Needs: B1; F1;
5	Action: Provide routine health services in conjunction with BCM and PE/Health courses. Alignment with district/campus wellness policy and programs.	Person(s) Responsible: Principal; Food Services Department; FACE; District and Campus Wellness Committee; PE Coach	Resources: Equipment; Technology Devices Data; Tracking documents and reports; FMNV Charts and website;
	Evidence of Implementation: Policy; Meetings; Fitness Gram Lessons	Ongoing Evaluation Method: Parent and student; feedback/surveys; Evaluations	Final Evaluation Method: Review of data.
	Timeline: 7/1/2017 - 4/1/2018 (Daily)		Needs: B1; F1;
6	Action: Provide routine health services in conjunction with BCM and PE/Health courses. Alignment with district/campus wellness policy and programs.	Person(s) Responsible: Principal; Food Services Department ;FACE; District and Campus Wellness Committee; PE Coach	Resources: Equipment Technology Devices Data; Tracking documents and reports; FMNV Charts and website;
	Evidence of Implementation: Meetings; Fitness Gram Lessons	Ongoing Evaluation Method: Parent and student feedback/surveys; Evaluations	Final Evaluation Method: Review of data.
	Timeline: 12/1/2017 - 7/1/2018 (Monthly)		Needs: F1;

System Safeguards

1	Reading	<p>Students will participate in reading activities in all content core classes.</p> <hr/> <p>Addresses the following Safeguards: Federal Performance - Reading (All); Federal Performance - Reading (Economically Disadvantaged); Federal Performance - Reading (ELL (Current & Monitored)); Federal Performance - Reading (Hispanic); State Performance - Reading (ELL (Current & Monitored))</p>
2	Mathematics	<p>Math will focus on problem solving and all grade level standards to push students to reach masters level by end of school year on state assessments.</p> <hr/> <p>Addresses the following Safeguards: Federal Performance - Mathematics (All); Federal Performance - Mathematics (Economically Disadvantaged); Federal Performance - Mathematics (ELL (Current & Monitored))</p>
3	Writing	<p>Writing will be incorporated in all content area courses. All ELL students will be expected to use all writing tools and accommodations needed to meet mastery. All students will write in interactive notebooks to journal, track learning and reflect.</p> <hr/> <p>Addresses the following Safeguards: State Performance - Writing (All); State Performance - Writing (Economically Disadvantaged); State Performance - Writing (ELL (Current & Monitored)); State Performance - Writing (Hispanic)</p>

Funding

Career & Technology Funds

High School Allotment Funds

Carl Perkins

PTA Funds Funds

Special Ed Funds

Title I, Part A Funds

Title II, Part A Funds

Title III, Part A Funds

Title I

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

Component 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 3, Objective #8 , Strategy # 1: Workforce and college mentors will meet with students seeking a targeted pathway in that field.

Component 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 3, Objective #8 , Strategy # 1: Workforce and college mentors will meet with students seeking a targeted pathway in that field.

Component 3: Annual Evaluation

Annually Evaluate the School Plan

Goal # 1, Objective # 1, Strategy # 2: Department Heads will purchase classroom materials (supplies, reading materials, textbooks, software, copier rentals, contracted services) Technology and equipment which support the implementation of lessons which address STAAR standards and the TEKS.

Goal # 1, Objective # 2, Strategy # 1: Focus on core content areas to improve student performance on state examinations.

Goal # 1, Objective # 2, Strategy # 2: Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, Saturday camps.

- Purchase materials, manipulatives, and supplies

Goal # 1, Objective # 3, Strategy # 1: Analyze BOY, MOY and Benchmark Data and produce exemplar lessons that target higher level and critical thinking strategies. Plan Station activities to target advanced TEKS and objectives.

Goal # 1, Objective # 3, Strategy # 2: Teachers will provide field trips/conferences opportunities to create real life connections to RYSS/State Curriculum, STEM Fields, and higher ed opportunities.

Goal # 1, Objective # 3, Strategy # 3: Teachers will participate in professional development to address higher order thinking, critical thinking and advanced vocabulary and questioning to help our campus meet 100% of our safeguards.

Goal # 1, Objective # 6, Strategy # 1: Awards Committee Members will provide students with awards and acknowledgement for high standards and attendance.

Goal # 1, Objective # 6, Strategy # 2: Establish an ADA committee to meet each week to review student attendance and take immediate corrective and preventive action.

Goal # 1, Objective # 7, Strategy # 1: Administration will make teacher appreciation an on going priority. Teachers with perfect attendance during the first semester will be rewarded with "Release Time Coupons". Principal and Interventionist will take over the class, so the teacher will have release time.

Goal # 1, Objective # 8, Strategy # 1: A continued struggle for students is with skills related to rigor and college readiness –behavior in college classes, soft skills for students working with Part of this also stems from our communication with students and their parents. We must work on ways to better communicate with our parents about our expectations for our students at the high school and college level.

Goal # 1, Objective # 10, Strategy # 1: A rigorous 6-12 TEKS curriculum aligned both vertically and horizontally, with protocols that allow for fidelity to the curriculum to be monitored. The curriculum in the core content areas must be aligned and sequenced to ensure students are successful on STARR/EOC and meet or exceed standards at each grade level/subject area to completion of the recommended high school diploma course of study.

Goal # 1, Objective # 11, Strategy # 1: Provide guidance for students during freshmen and sophomore seminar classes at the high school. In addition, provide more time for our guidance counselor to go into the seminar classes and graduation project classes for scheduling suggestions, graduation requirements, researching college profiles, SAT/ACT, scholarship information and college transfer processes after high school graduation. Meet individually with students who are reported as having behavioral issues in college classes. Educate students and parents as to the damage to the GPA by making anything below a "C" in college classes and the impact on overall college admittance.

Goal # 2, Objective # 1, Strategy # 1: ELL Language Lab, Rosetta Stone, will be open on a daily basis to target all our recent immigrants and ELL students in need

Goal # 2, Objective # 2, Strategy # 1: Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development.

Goal # 2, Objective # 4, Strategy # 1: An Intervention Plan will be developed and implemented to grow the percentage of students in the LEP Program obtaining LIII-Advanced Level of Performance in the State assessments.

Goal # 3, Objective # 8, Strategy # 1: Workforce and college mentors will meet with students seeking a targeted pathway in that field.

Goal # 4, Objective # 1, Strategy # 1: Wednesday Communication folders will go home to communicate weekly and monthly events. Monthly newsletters will go home and Blackboard Connect calls will remind parents and students of events.

Goal # 4, Objective # 2, Strategy # 1: The campus will make sure to invite and promote opportunities to share information and gather input from parents and community members that will aid and benefit all stakeholders. These opportunities will promote engagement to increase and support overall student achievement.

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