Houston T-STEM and Early College High School

Campus Improvement Plan

2017-2018

2950 Broadway Street   *   Houston, TX   77017

State ID: 101-806-001

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 RYSS, we empower all students to attain sustainable 21st-century skills through participation in innovative college and career readiness programs.

The faculty and staff of RY T-STEM and ECHS believe that if students are provided with an enriched environment that integrates: (1) a strong curriculum and lesson delivery, (2) the removal of barriers to program access, (3) strong learning supports and interventions, and (4) instructors that are experts in their content, each student will be able to reach his/her maximum potential.

Administrators

Alma Perez-Silva   Principal

Description

Raul Yzaguirre School for Success - Houston 9-12 opened its doors in 2002 and serves 300 students in grades 9 through 12. The student population is 98% Hispanic, 49% Male, 51% Female. Raul Yzaguirre School for Success - Houston 9-12 serves 6% Special Education students, 100% Economically Disadvantaged students, 86% English Language Learners; 91% At-Risk students, 12% Gifted & Talented students. The average attendance rate for students is 96%.

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

RY T-STEM and ECHS will continue to promote online applications and marketing via social media. A diverse interview committee will continue 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.

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) Mathaletics, (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.

Special Programs

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 once 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.

ECHS - Early College High School Academy Designation

ECHS campuses are required to serve students who are at risk of dropping out of school, provide an associate's degree or up to 60 hours toward a baccalaureate degree, waive tuition, fees, or required textbooks, comply with all assurances in the application, and adhere to the ECHS Blueprint. Beyond those requirements, leadership teams at designated campuses have the ability to structure the ISD-IHE partnership, establish the physical campus, recruit students, partner with the community, etc. in a way that best meets the needs of their unique communities and students.

TEA is committed to furthering the ECHS model in Texas by providing support to campuses through technical assistance and leadership coaching services to ensure fidelity of implementation according to the ECHS Blueprint. RY TSTEM & ECHS Academy is provided with technical assistance form Educate Texas and TEA via a coach. The campus administration, advisory committee and coach meet on a routine basis to review ECHS needs and progress.

Planning Committee	
Member Name	**Title**
Jessica Dupas	HS STEM Lead
Elizabeth White	STEM Physics & GT Coordinator
Elsworth Lewis	HS Math Teacher & Math Lead
Maggie Salinas	Special Populations Manager
Nicholas Smith	Special Education Lead
Javier Herrera	Social Studies Teacher
Brenda Valdez	Teacher Assistant
Marisela Orozco	Librarian
Sagrario Salcedo	Information Technology & CCR Director
Luz Alcocer	Parent
Lizvette Mondragon	Student
Jorge Hernandez	Community member
Samantha Rios	Student
Alyssa Abacan	Baylor College of Medicine Teen Health & TSTEM Business Partner

Comprehensive Needs Assessment

RY T-STEM & ESCH NEEDS ASSESSMENT

Based on school data reviewed (STAAR, EOC, SAT, ACT, TSI, AP, Dual Credit, Texas Academic Performance Report, PEIMS, and Index Reports) there are 7 areas that are to be addressed:

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

1. The curriculum in the core content areas must be aligned and sequenced to ensure students are successful on STARR EOC/TSI/Dual Credit/SAT/ACT and meet or exceed standards at each grade level/subject area to completion of the recommended Innovation Academy Early College course of study.

2. Opportunities for faculty to be certified and highly qualify in AP/TSI/Dual Credit courses which will allow for a college readiness initiative and preparation for successful completion of AP/Dual Credit.

3. A clear and concise updated manual of policies, procedures, and practices that also includes delineated roles and responsibilities of those within the Innovation Academy Early College program.

4. A district-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 in relationship to the Health Science field.

5. Provide opportunities for students to be actively engaged in in their educational lives and empower students to believe in their potential for post-secondary education or career certification. Specifically, student workshops that motivate, engage, and provide hands-on experience and exposure to career interests in the field of Health Science.

6. Assigned a career mentor in the Health Science field for participant students for college and career advising.

7. RYSS students will graduate ready to begin classes at the post-secondary level in a Health Science field.

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 needs to continue the diversity awareness training in regards to special population students. Diversity training and awareness has improved yet must be maintained.

Data Used to Evaluate Needs

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

B: Excellence in Academics

Strengths

1: Science - Biology 86% approaching standard, 40% meeting standards 6% reaching masters standard.
2: Social Studies - US History 86% approaching standard, 40% Meeting standards 12% reaching masters standard.
3: Recruiting HQ teachers during Spring and Summer ACP Internship sessions. Ease of online application system for recruitment (Applitrack)

Needs

B1: Writing scores must increase by 10% meeting standards and 10 or more reaching Mastery Standard.
B2: English I & II must increase by 15% or more to meet standards and 10% increase reaching Mastery Standard.
B3: An increase of 10% or more of all students will reach Mastery Standard in all content area tests.

Data Used to Evaluate Needs

Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Inidividual Student Profiles
Program Evaluations
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 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: 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.

C2: Students will have an opportunity to join extracurricular and internship programs such as soccer, drum-line, basketball, volleyball, football, choir, art club, STEM clubs, and industry partner internships or job shadow opportunities/events.

Data Used to Evaluate Needs

Classroom Walkthrough Data
Maintenance Records
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: 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: 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.
D2: Lead teachers will be empowered and held accountable for accountability and tracking.

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: Improve instructional delivery and lesson cycle overall.

E2: RY T-STEM and ECHS has identified specific areas that needed to improve in order for the school to continue meeting the needs of our students and to maintain an outstanding level of performance. In order to maintain momentum and address areas of need with accuracy and efficiency, our faculty and staff will need to continue with consultant services to assist in the areas of Reading, Math, Science and Social Studies a minimum of 3 times per month.

E3: Collaboration in all 6th-12th grade core content and enrichment classes to allow for clear and aligned instructional practices.

Data Used to Evaluate Needs

Attendance Data
Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Inidividual 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 meetings to communicate new initiatives, expectations and norms.
3: Parent Conferences held each grading cycle to allow for open discussion of student progress and needs.

Needs

F1: Collaboration with stakeholders is not frequent enough
F2: Lack of consistency in communication with stakeholders
F3: 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

G1: 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 the prior 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: Rresources for our Special Populations, including (a) Language Live, (b) Rosetta Stone, (c) Think Through Math, (d) Mathaletics, (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 monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.

I2: A fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.

I3: Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all 6th-12th grade students.

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.

4: Internship, lectures, job shadowing, targeted events will be provided to all students that meet ECHS requirements or demonstrate interest in ECHS and ICIA programs.

Needs

J1: RY T-STEM and ECHS will maintain and consider an increase in the number of active Partners-in Education to 4-5 by the end of 2017.

Data Used to Evaluate Needs

Program Evaluations
Response to Intervention tracking
Student Achievement Data
TAPR

Priority Needs

A: Demographics

A1   Staff needs to continue the diversity awareness training in regards to special population students. Diversity training and awareness has improved yet must be maintained.

B: Excellence in Academics

B1   Writing scores must increase by 10% meeting standards and 10 or more reaching Mastery Standard.

B2   English I & II must increase by 15% or more to meet standards and 10% increase reaching Mastery Standard.

B3   An increase of 10% or more of all students will reach Mastery Standard in all content area tests.

C: School Culture and Climate

C1   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.

C2   Students will have an opportunity to join extracurricular and internship programs such as soccer, drum-line, basketball, volleyball, football, choir, art club, STEM clubs, and industry partner internships or job shadow opportunities/events.

D: Staff Quality, Recruitment and Retention

D1   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.

D2   Lead teachers will be empowered and held accountable for accountability and tracking.

E: Curriculum, Instruction and Assessment

E1   Improve instructional delivery and lesson cycle overall.

E2   RY T-STEM and ECHS has identified specific areas that needed to improve in order for the school to continue meeting the needs of our students and to maintain an outstanding level of performance. In order to maintain momentum and address areas of need with accuracy and efficiency, our faculty and staff will need to continue with consultant services to assist in the areas of Reading, Math, Science and Social Studies a minimum of 3 times per month.

E3   Collaboration in all 6th-12th grade core content and enrichment classes to allow for clear and aligned instructional practices.

F: Family and Community Engagement

F1   Collaboration with stakeholders is not frequent enough

F2   Lack of consistency in communication with stakeholders

F3   Need parent workshops to be periodically scheduled

I: Special Populations

I1   A monitoring system for all teachers and students to track and report the usage and implementation of all programs and resources.

I2   A fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.

I3   Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all 6th-12th grade students.

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.

1	**Action:** STAAR, TSI, SAT, ACT, NRT, and Princeton Review material [Critical Success Factors [Critical Success Factors 4]]	**Person(s) Responsible:** Requisitions; Inventory; Lesson Plans; Pacing Calendars	**Resources:** Data; Benchmarks will occur two times a year; Mini-Checkpoint assessments will take place at the end of each unit;
	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:** Data review of student performance
	Timeline: 8/1/2017 - 7/1/2018 (Daily)	**Needs:** B1; B2; B3; E1; E2; [Title I Components Evaluation]	

2	**Action:** Teachers will require all students to: maintain and update a subject area specific vocabulary listing of key academic terms used on STAAR and the TEKS. [Critical Success Factors [Critical Success Factors 1, 4]]	**Person(s) Responsible:** Department Heads; All Teachers; Principal	**Resources:** Lead4ward Academic Vocabulary; Interactive Notebooks; Word Walls;
	Evidence of Implementation: Lesson Plans; Lead4ward - DMAC Access; Pacing Calendars - Units; Classroom walls	**Ongoing Evaluation Method:** Peer observations; Mentor/Mentee Meetings and observations; Data; PLC Discussions	**Final Evaluation Method:** Data review
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** B1; B2; B3; C1; E1; E3; I1; I2; I3; [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, 5, 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: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** B1; B2; B3; E1; E2; E3; [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, 4, 5]]	**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: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** A1; C1; I1; I2; I3; [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 1, 4]]	**Person(s) Responsible:** Principal, lead teachers, students	**Resources:** DMAC, student trackers, data grids;
	Evidence of Implementation: PLCs, Data Talks, Student Learning Reports	**Ongoing Evaluation Method:** PLCs, Data Talks, DMAC	**Final Evaluation Method:** Student Performance Results
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** E1; E2; E3; [Title I Components Evaluation]	

2	**Action:** Alignment of all core content area subjects along with enrichment (Art, music, and PE) support. Participation and facilitation of PLCs (Grade-level and department PLCs)	**Person(s) Responsible:** Principal; Lead teachers; Grade Level Leads	**Resources:** Student Data; Core CIA; Data Trackers;
	Evidence of Implementation: Meeting Minutes; Sign-in sheets; Lesson Plans; Pacing calendars	**Ongoing Evaluation Method:** Checkpoints; Benchmarks; Teacher assessments	**Final Evaluation Method:** Meeting Minutes; Sign-in sheets; Lesson Plans; Pacing calendars
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** B1; B2; B3; E1; E2; E3; [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 #4: All campuses will reach and maintain a 98% student attendance rate by the end of school year 2017-2018.

1	**Action:** Attendance Committee Members will provide students with acknowledgement for high standards and attendance. [Critical Success Factors [Critical Success Factors 4]]	**Person(s) Responsible:** Principal; CCR; Department Heads; Lead Teachers	**Resources:** TXeis; DMAC; BlackBoard Connect;
	Evidence of Implementation: ADA, Attendance Committee	**Ongoing Evaluation Method:** Data, Graduation Rate, Attendance Rate	**Final Evaluation Method:** Data Review
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** B1; B2; B3; C1; C2; F3; [Title I Components Evaluation]	

2	**Action:** ADA committee to meet periodically to review student attendance and take immediate corrective and preventive action. [Critical Success Factors [Critical Success Factors 4]]	**Person(s) Responsible:** Principal; Intervention Team; Academic Advisor; teachers, parents and students	**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:** Data review, student ADA rate
	Timeline: 8/1/2017 - 6/1/2018 (Daily)	**Needs:** A1; B1; B2; B3; [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 #5: The number of teacher absences for the 2017-2018 school year at each campus will decrease by 5% from the previous year.

1	**Action:** Teacher attendance will be tracked using a data tracker and report from HR/Accounting. [Critical Success Factors [Critical Success Factors 2, 4, 7]]	**Person(s) Responsible:** Principal; Administrative Assistant; Clerks	**Resources:** Calendars, Leave forms, Excel Data Tracker; TXEIS;
	Evidence of Implementation: Reports/Records containing: data, absence reports, request for leave forms.	**Ongoing Evaluation Method:** Student Performance and teacher participation	**Final Evaluation Method:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (Daily)	**Needs:** C1; D1; [Title I Components CIP, 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: In 2017-2018, the RY T-STEM & ECHS 9th-12th grade high school will meet 100% of their system safeguards.

1	**Action:** Teachers will participate in professional development to address higher thinking, critical thinking and advanced vocabulary and questioning to help our campus meet 100% of safeguards [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Principal	**Resources:** Research Based Professional Development;
	Evidence of Implementation: Agendas; Sign in Sheets	**Ongoing Evaluation Method:** STAAR scores; AEIS Reports; Teacher evaluations	**Final Evaluation Method:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (On-going)	**Needs:** B3; D2; I1; I3; [Title I Components Evaluation]	

1	**Action:** Students will be provided with student learning reports in all core classes to monitor and track progress. [Critical Success Factors [Critical Success Factors 1]]	**Person(s) Responsible:** All content core teachers	**Resources:** DMAC Title I;
	Evidence of Implementation: DMAC Reports	**Ongoing Evaluation Method:** Quarterly meetings	**Final Evaluation Method:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (Every 3 weeks)	**Needs:** B1; [Title I Components CNA, CIP, 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 #7: In 2017-2018, the RY T-STEM & ECHS 9th-12th grade high school campus will increase the percent of students passing at Mastery Level by 5% in each subject tested.

1	**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: CSF 1 CSF 2 CSF 4 CSF 6 [Critical Success Factors [Critical Success Factors 1]]	**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:** PLC Minutes and field lessons. Projects and presentations.
	Timeline: 8/1/2017 - 6/1/2018 (Daily)	**Needs:** A1; C1; I1; [Title I Components CNA]	

2	**Action:** Intervention and accelerated instruction for all students in need of support to attain "met standards" or "Advanced Level III" [Critical Success Factors [Critical Success Factors 1]]	**Person(s) Responsible:** Principal; Lead Teachers; Teachers	**Resources:** Student Portfolios; Data Trackers (DMAC SLR); Interactive Notebooks;
	Evidence of Implementation: Lesson Plans; Observations; Mentor Observations; Peer Observations; Data Talks/Progress conferences	**Ongoing Evaluation Method:** Checkpoint assessments; Benchmarks; Local and State Assessments	**Final Evaluation Method:** Tutorials and data
	Timeline: 10/1/2017 - 3/1/2018 (Weekly)	**Needs:** B3; [Title I Components CIP]	

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

Objective #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	**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 4, 6]]	**Person(s) Responsible:** Principal; Lead Teachers; Department Heads; CCR Caseworkers	**Resources:** Data; Interventions;
	Evidence of Implementation: Conferences; Sign-in sheets; Soft-Skills Training; Tracking of interventions	**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.	**Final Evaluation Method:** Data review
	Timeline: 7/1/2017 - 6/1/2018 (Daily)	**Needs:** C1; I1; [Title I Components CNA, CIP, 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 #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: CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 [Critical Success Factors [Critical Success Factors 3, 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:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (As Needed)	**Needs:** F1; I1; [Title I Components Evaluation]	

2	**Action:** Counseling services will continue to provide students, parents and families with the support needed to maintain a safe, nurturing and positive school learning environment for all stakeholders. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]]	**Person(s) Responsible:** Principal; BCM Counseling; Specialized Consulting Services; VOCA Intervention TEAM	**Resources:** PD; Monthly Meetings to discuss status and needs;
	Evidence of Implementation: Meetings; Referrals; Services and schedules	**Ongoing Evaluation Method:** Teacher feedback; Parent Survey; Student feedback	**Final Evaluation Method:** Data review
	Timeline: 7/1/2017 - 6/1/2018 (Daily)	**Needs:** A2; C1; F3; [Title I Components CNA, CIP, 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 #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 "Mastery" 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	**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, 3, 4, 7]]	**Person(s) Responsible:** Department Heads; Principal; CCR; Special Populations Dept.	**Resources:** Formative/Summative Assessments; District Benchmarks; Stanford/Aprenda; STAAR; TELPAS ; EOY Writing Sample & Student Portfolios;
	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.	**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	**Final Evaluation Method:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (Daily)	**Needs:** A1; C1; I1; [Title I Components CNA, CIP, 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 #11: Improve college readiness and academic behavior for increased student success in high rigor high school and college courses..

1	**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, 2]]	**Person(s) Responsible:** CCR Student Caseworkers; Academic Counselor; Principal; Lead Teachers; Department Heads	**Resources:** HCC Instructors; College advisors ; Academic counselor; FAFSA/TAFSA; College Nights; College Visits; Local Funds; Special Ed Funds; Career & Technology Funds; High School Allotment Funds; Title I, Part A Funds; Title II, Part A Funds; Texas Literacy Initiative; Educator Excellent Initiaitve Grant; Carl Perkins
	Evidence of Implementation: FAFSA/TAFSA Events (2-4 events); College Nights; College Visits; Sign-in sheets; Pictures; Rosters	**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	**Final Evaluation Method:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (On-going)	**Needs:** I1; [Title I Components CNA, CIP, 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 #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. [Critical Success Factors [Critical Success Factors 1, 3, 4, 6]]	**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:** Data review
	Timeline: 9/1/2017 - 6/1/2018 (Weekly)	**Needs:** C1; I1; [Title I Components CNA, CIP, 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 #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. [Critical Success Factors [Critical Success Factors 1, 2]]	**Person(s) Responsible:** Deparetment 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:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (Weekly)	**Needs:** A1; C1; I1; [Title I Components CNA, CIP, 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 #1: RYSS language labs will serve all English Language Learners across the district.

1	**Action:** ELL Language Lab, Rosetta Stone, will open on a daily basis to target all our recent immigrants and ELL students in need without pulling them out from regular classroom instruction [Critical Success Factors [Critical Success Factors 4, 7]]	**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:** Data review and student performance, CIP progress review
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** I1; I2; I3; [Title I Components Evaluation]	

2	**Action:** Provide all staff PD in Sheltered English Instruction, ELPS, and Vocabulary development. [Critical Success Factors [Critical Success Factors 1, 4, 7]]	**Person(s) Responsible:** Principal; Lead Teachers; Teachers; LPAC	**Resources:** PD Presenters; Student Books and dictionaries;
	Evidence of Implementation: Agendas; Sign-in sheets; Lesson Plans; Checklists; Walkthroughs	**Ongoing Evaluation Method:** TELPAS scores; STAAR; Benchmarks; Positioning Tools	**Final Evaluation Method:** Data review of student performance
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** E1; E3; I3; [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:** 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]]	**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:** Data review
	Timeline: 10/1/2017 - 6/1/2018 (Daily)	**Needs:** B3; I1; I3; [Title I Components CNA, CIP, Evaluation]	

2	**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. [Critical Success Factors [Critical Success Factors 1, 2]]	**Person(s) Responsible:** District Coordinator; Principal; Teachers; ESL Program	**Resources:** Registration; Files; Supplies;
	Evidence of Implementation: Training Registration forms ; Powerpoints; Training Certificates	**Ongoing Evaluation Method:** Evaluations; TELPAS; System Safeguards; AMAOs	**Final Evaluation Method:** Data review
	Timeline: 12/1/2017 - 6/1/2018 (Daily)	**Needs:** I1; [Title I Components CNA, CIP, Evaluation]	

3	**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. [Critical Success Factors [Critical Success Factors 4, 5]]	**Person(s) Responsible:** Principal; Lead Teachers; PTO; Content Leads	**Resources:** Research based literature and data; Free literature and support; Title I, Part A Funds; Title II, Part A Funds; PTA Funds Funds
	Evidence of Implementation: Sign in sheets; Flyers; Data; Meeting sessions	**Ongoing Evaluation Method:** Student achievement; Every grading cycle and progress report	**Final Evaluation Method:** Data review
	Timeline: 9/1/2017 - 6/1/2018 (Daily)	**Needs:** F1; I1; [Title I Components CNA, CIP, 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 #7: Since October 2016, all RYSS 6-12 grade students were assigned a laptop for use with Rosetta Stone and other relevant instructional software programs installed.

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:** 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:** Data review
	Timeline: 10/1/2017 - 7/1/2018 (Daily)	**Needs:** D2; I1; I3; [Title I Components CNA, CIP, Evaluation]	

2	**Action:** Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps. [Critical Success Factors [Critical Success Factors 1]]	**Person(s) Responsible:** Principal; SPED Teacher; Campus Interventionist	**Resources:** Practice workbooks; Folder/ Hands on activities; Tech Labs; Title III, Part A Funds
	Evidence of Implementation: Student sign in sheets; Lesson Plans; Walkthroughs	**Ongoing Evaluation Method:** Positioning Tools; Progress Monitoring; Weekly Checkpoints ; Teacher Observations	**Final Evaluation Method:** Data review
	Timeline: 1/1/2017 - 7/1/2018 (Daily)	**Needs:** A1; B3; I1; I3; [Title I Components CNA, CIP, 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 #8: As of June 2017, the achievement gap between ELL and Special Education students and those in regular classes at the same grade level was tentatively narrowed by 10% in each subject tested as compared to the 2017 STAAR performance. ESL Teachers were added to the faculty to better serve the ELL population and assist in this area.

1	**Action:** Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps. [Critical Success Factors [Critical Success Factors 1, 2]]	**Person(s) Responsible:** Principal; SPED Teacher; Campus Interventionist	**Resources:** Practice workbooks; Folder/ Hands on activities; Tech Labs;
	Evidence of Implementation: Student sign in sheets; Lesson Plans; Walkthroughs	**Ongoing Evaluation Method:** Positioning Tools; Progress Monitoring; Weekly Checkpoints ; Teacher Observations	**Final Evaluation Method:** Data review
	Timeline: 9/1/2017 - 6/1/2018 (Weekly)	**Needs:** I1; [Title I Components CNA, CIP, Evaluation]	

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. [Critical Success Factors [Critical Success Factors 1, 2, 3]]	**Person(s) Responsible:** Secondary Teachers; Secondary Principal; Academic Case Manager	**Resources:** Career Interest Survey; ACT Survey Career & Technology Funds; High School Allotment Funds; High School Allotment Funds
	Evidence of Implementation: Agendas; Sign-in	**Ongoing Evaluation Method:** Student Survey Results	**Final Evaluation Method:** Review of student surveys and data
	Timeline: 3/1/2017 - 6/1/2018 (Daily)	**Needs:** B3; E3; I3; [Title I Components Evaluation]	

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 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. [Critical Success Factors [Critical Success Factors 2]]	**Person(s) Responsible:** Academic Case Manager	**Resources:** College Readiness & Study Skills CurriculumCareer & Technology Funds; High School Allotment 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:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (Daily)	**Needs:** B3; [Title I Components Evaluation]	

2	**Action:** Develop a Financial Aid committee to facilitated scholarships and other financial aid advising to 11th & 12th grade students. [Critical Success Factors [Critical Success Factors 2]]	**Person(s) Responsible:** Secondary Teachers; Financial Aid Mentors; Academic Case Manager; Principals	**Resources:** Financial Aid resources; Scholarships Webpage ; Project GRAD resourcesCareer & Technology Funds; High School Allotment Funds;
	Evidence of Implementation: Financial advising sign in sheets	**Ongoing Evaluation Method:** Scholarship Award Letter	**Final Evaluation Method:** Data review
	Timeline: 12/1/2017 - 6/1/2018 (Daily)	**Needs:** A2; B3; F1; F3; [Title I Components CIP]	

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 [Critical Success Factors [Critical Success Factors 1, 2, 4]]	**Person(s) Responsible:** CCR ; Principal; Lead teachers	**Resources:** College Board AccountCareer & Technology Funds; High School Allotment Funds;
	Evidence of Implementation: Student Assessment Enrollment	**Ongoing Evaluation Method:** Student Assessment Scores	**Final Evaluation Method:** Data review
	Timeline: 9/1/2017 - 5/1/2018 (Daily)	**Needs:** B3; [Title I Components CNA, CIP, Evaluation]	

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. [Critical Success Factors [Critical Success Factors 1]]	**Person(s) Responsible:** Principal; Academic Service Director; Academic Case Manager	**Resources:** Princeton Review Resources; PSAT/SAT/ACT resourcesCareer & Technology Funds; High School Allotment Funds; High School Allotment Funds
	Evidence of Implementation: Student Assessment Enrollment	**Ongoing Evaluation Method:** Student Assessment Scores	**Final Evaluation Method:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (Daily)	**Needs:** B3; [Title I Components CNA, CIP, Evaluation]	

2	**Action:** Require that all qualified 12th grade students to participate in the SAT/ACT assessments. [Critical Success Factors [Critical Success Factors 2]]	**Person(s) Responsible:** College Readiness & Study Skills Teacher; SAT/ACT Teacher; Academic Case Manager	**Resources:** College Readiness & Study Skills course; SAT/ACT resourcesCareer & Technology Funds; High School Allotment Funds; High School Allotment Funds
	Evidence of Implementation: Student enrollment in the College Readiness & Study Skills and/or SAT class; RYSS Graduation Application	**Ongoing Evaluation Method:** SAT/ACT Scores	**Final Evaluation Method:** Data review
	Timeline: 8/1/2017 - 7/1/2018 (Daily)	**Needs:** B3; [Title I Components CNA, CIP, Evaluation]	

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 2017-2018.

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. [Critical Success Factors [Critical Success Factors 2]]	**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:** Data review
	Timeline: 12/1/2017 - 4/1/2018 (Bi-Annually)	**Needs:** B3; [Title I Components CNA, CIP, Evaluation]	

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	**Action:** Provide opportunities for College Prep faculty to be trained to teach PBL, Pre-AP and AP courses in order to increase student enrollment in advanced placement courses. - STEM, English, Math, History, and Science teachers have been specifically targeted for certification. [Critical Success Factors [Critical Success Factors 2]]	**Person(s) Responsible:** Principal; School Counselor; Human Resources	**Resources:** Data review; Career & Technology Funds; Title I, Part A Funds; Title II, Part A Funds
	Evidence of Implementation: Staff Certifications; Training Registration	**Ongoing Evaluation Method:** District AP Screener; AP Exam Results; BOY and MOY Participation Report; T-STEM Blueprint	**Final Evaluation Method:** Data review
	Timeline: 8/1/2017 - 6/1/2018 (On-going)	**Needs:** B3; I1; I3; [Title I Components Evaluation]	

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. [Critical Success Factors [Critical Success Factors 2]]	**Person(s) Responsible:** Principal; FACE Director & CCR	**Resources:** Flyers of AP Exams Calendars; CCR Website; MarqueeHigh School Allotment Funds Student data reports; Intervention lesson plans; Accelerated instruction plans; Differentiated InstructionSpecial 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:** Data review
	Timeline: 1/1/2017 - 5/1/2018 (Daily)	**Needs:** B3; [Title I Components Evaluation]	

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 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:** Data review of student portfolios, data trackers and overall student progress on college applications, scholarship applications and testing required.
	Timeline: 2/1/2017 - 6/1/2018 (On-going)	**Needs:** B3; [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 #1: Increase two-way communications with parents, family members, and the community.

1	**Action:** Wednesday Communication will go home to communicate weekly and monthly events. Newsletters, flyers will go home and Blackboard Connect calls will remind parents and students of events. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6]]	**Person(s) Responsible:** Principals, lead teachers, departments	**Resources:** Blackboard, Teacher input, department updates;
	Evidence of Implementation: PLCs, Folders, Calendars, Website	**Ongoing Evaluation Method:** Discussions, meetings, surveys, parent feedback during meetings	**Final Evaluation Method:** Data review and sign in sheets
	Timeline: 7/1/2017 - 7/1/2018 (Weekly)	**Needs:** C1; C2; [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 #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: Student Counseling; CIA; CCR; AP/STEM/ECHS	**Person(s) Responsible:** Principal; CCR; FACE; Academic Services; Special Populations	**Resources:** Parent literature; CCR & College FAFSA/TAFSA; Parent Center Lab;
	Evidence of Implementation: Agendas; Sign-in Sheets	**Ongoing Evaluation Method:** Pictures and surveys	**Final Evaluation Method:** Data review
	Timeline: 9/1/2017 - 7/1/2018 (On-going)	**Needs:** E3; F3; I1; I3;	

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	**Action:** Provide routine health services in conjunction with BCM and PE/Health courses. Alignment with district/campus wellness policy and programs. [Critical Success Factors [Critical Success Factors 1]]	**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:** Data review
	Timeline: 12/1/2017 - 5/1/2018 (On-going)	**Needs:** B3;	

2	**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:** Data review
	Timeline: 7/1/2017 - 7/1/2018 (Weekly)	**Needs:** A2; B3;	

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:** Data review
	Timeline: 8/1/2017 - 7/1/2018 (Daily)	**Needs:** F1; F2; F3;	

4	**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	**Person(s) Responsible:** Principals; FACE; Intervention TEAM; Facilities Management Department	**Resources:** ESC 4; State Requirements;
	Evidence of Implementation: Truancy Prevention Measures	**Ongoing Evaluation Method:** Attendance Records	**Final Evaluation Method:** Data review
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** C1; D2;	

5	**Action:** Increase teacher, students, and parent awareness of issues regarding sexual abuse of children as required by HB 1041 as well as Bullying, Suicide, Gang Awareness & Intervention, and Cyber Bullying: (a) Contract with consultants to provide TTA and expertise on all of the above, (b) Review curricula to identify existing instruction on this topic, and add objectives as warranted, (c) Provide training to staff, students, and parents, (d) Continue involving and informing parents via meetings, letters, phone blasts, and internet postings throughout year, (e) Contract with Counselors as needed to support students with mental health and mental wellness intervention and services.	**Person(s) Responsible:** Principals; FACE; Intervention TEAM; Facilities Management Department	**Resources:** Literature; Curriculum; Communication;
	Evidence of Implementation: Meetings and communication	**Ongoing Evaluation Method:** Parent Surveys; Department meetings	**Final Evaluation Method:** Data review
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** D2; F1;	

6	**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	**Person(s) Responsible:** Principal; FACE; Food Services; Physical Education Department; ESC 4	**Resources:** Fitness Gram; Wellness Plan; TEA FMNV; ESC 4 PD;
	Evidence of Implementation: Wellness Plan; Meetings	**Ongoing Evaluation Method:** Surveys; Meetings and feedback	**Final Evaluation Method:** Data review
	Timeline: 7/1/2017 - 7/1/2018 (Daily)	**Needs:** A1; C1;	

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 #6: The campus will implement comprehensive and coordinated parent engagement initiatives that emphasize the importance of parents as active partners in their student's academic achievements.

1	**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.	**Person(s) Responsible:** Principal; PTO; CCR; Teachers	**Resources:** Flyers; Promotional events; Post-secondary institutions; Local Funds; Career & Technology Funds; Title II, Part A Funds; PTA Funds Funds; Educator Excellent Initiaitve Grant; Carl Perkins
	Evidence of Implementation: Sign-in sheets; Field trips; Meeting Agendas; Fairs/workshops	**Ongoing Evaluation Method:** Increase of overall student achievement.	**Final Evaluation Method:** Data review
	Timeline: 10/1/2017 - 6/1/2018 (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 #7: 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. [Critical Success Factors [Critical Success Factors 1, 3]]	**Person(s) Responsible:** Principal; Interventionist TEAM; CCR; Department Heads	**Resources:** Community Leaders; Parent Literature;
	Evidence of Implementation: Agendas; Sign-in sheets	**Ongoing Evaluation Method:** Surveys; participation photos	**Final Evaluation Method:** Data review
	Timeline: 9/1/2017 - 7/1/2018 (Monthly)	**Needs:** F1; F2; F3; [Title I Components Evaluation]	

System Safeguards

1	Reading	Daily reading and writing will take place in every content area to address reading comprehension and expression.
		Addresses the following Safeguards: Federal Performance - Reading (All); Federal Performance - Reading (Economically Disadvantaged); Federal Performance - Reading (ELL (Current & Monitored)); Federal Performance - Reading (Hispanic); Federal Performance - Reading (Special Education); State Performance - Reading (ELL (Current & Monitored)); State Performance - Reading (Special Education)
1	Mathematics	All students will participate in TTM/Mathaletics online program activity to support learning and problem solving skills.
		Addresses the following Safeguards: Federal Performance - Mathematics (All); Federal Performance - Mathematics (Economically Disadvantaged); Federal Performance - Mathematics (ELL (Current & Monitored))
3	Writing	All students will read and write daily in all content areas to improve reading comprehension and writing expression.
4	Science	All courses will focus on TSTEM & ECHS blueprint.
5	Social Studies	All students will keep an interactive notebook and timeline to aid their understanding of social studies benchmarks and events.

| 6 | Graduation | All students will meet with CCR Advisors at minimum 3 times a year to review graduation plans and goals. |

Funding

Career & Technology Funds

Educator Excellent Initiaitve Grant

Gifted & Talented

High School Allotment Funds

Local Funds

Carl Perkins

PTA Funds Funds

State Comp Ed Funds

Special Ed Funds

Title I, Part A Funds

Title II, Part A Funds

Title III, Part A Funds

Texas Literacy Initiative

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 # 1, Objective #6 , Strategy # 1: Students will be provided with student learning reports in all core classes to monitor and track progress.

Goal # 1, Objective #7 , Strategy # 1: 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: CSF 1 CSF 2 CSF 4 CSF 6

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 #9 , Strategy # 2: Counseling services will continue to provide students, parents and families with the support needed to maintain a safe, nurturing and positive school learning environment for all stakeholders.

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 # 1, Objective #12 , Strategy # 1: During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.

Goal # 1, Objective #13 , Strategy # 1: Literacy plans and frequent evaluation of the Pacing Calendar and data will aid in improving Reading overall at our 6th-12th grade campus.

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

Goal # 2, Objective #2 , Strategy # 3: 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.

Goal # 2, Objective #7 , Strategy # 1: Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development.

Goal # 2, Objective #7 , Strategy # 2: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 2, Objective #8 , Strategy # 1: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 3, Objective #3 , Strategy # 1: 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

Goal # 3, Objective #4 , Strategy # 1: Train qualify teachers to provide PSAT/SAT/ACT training to qualified students.

Goal # 3, Objective #4 , Strategy # 2: Require that all qualified 12th grade students to participate in the SAT/ACT assessments.

Goal # 3, Objective #5 , Strategy # 1: 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.

Component 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #5 , Strategy # 1: Teacher attendance will be tracked using a data tracker and report from HR/Accounting.

Goal # 1, Objective #6 , Strategy # 1: Students will be provided with student learning reports in all core classes to monitor and track progress.

Goal # 1, Objective #7 , Strategy # 2: Intervention and accelerated instruction for all students in need of support to attain "met standards" or "Advanced Level III"

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 #9 , Strategy # 2: Counseling services will continue to provide students, parents and families with the support needed to maintain a safe, nurturing and positive school learning environment for all stakeholders.

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 # 1, Objective #12 , Strategy # 1: During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.

Goal # 1, Objective #13 , Strategy # 1: Literacy plans and frequent evaluation of the Pacing Calendar and data will aid in improving Reading overall at our 6th-12th grade campus.

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

Goal # 2, Objective #2 , Strategy # 3: 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.

Goal # 2, Objective #7 , Strategy # 1: Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development.

Goal # 2, Objective #7 , Strategy # 2: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 2, Objective #8 , Strategy # 1: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 3, Objective #2 , Strategy # 2: Develop a Financial Aid committee to facilitated scholarships and other financial aid advising to 11th & 12th grade students.

Goal # 3, Objective #3 , Strategy # 1: 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

Goal # 3, Objective #4 , Strategy # 1: Train qualify teachers to provide PSAT/SAT/ACT training to qualified students.

Goal # 3, Objective #4 , Strategy # 2: Require that all qualified 12th grade students to participate in the SAT/ACT assessments.

Goal # 3, Objective #5 , Strategy # 1: 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.

Component 3: Annual Evaluation

Annually Evaluate the School Plan

Goal # 1, Objective # 1, Strategy # 1: STAAR, TSI, SAT, ACT, NRT, and Princeton Review material

Goal # 1, Objective # 1, Strategy # 2: Teachers will require all students to: maintain and update a subject area specific vocabulary listing of key academic terms used on STAAR 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: Alignment of all core content area subjects along with enrichment (Art, music, and PE) support. Participation and facilitation of PLCs (Grade-level and department PLCs)

Goal # 1, Objective # 4, Strategy # 1: Attendance Committee Members will provide students with acknowledgement for high standards and attendance.

Goal # 1, Objective # 4, Strategy # 2: ADA committee to meet periodically to review student attendance and take immediate corrective and preventive action.

Goal # 1, Objective # 5, Strategy # 1: Teacher attendance will be tracked using a data tracker and report from HR/Accounting.

Goal # 1, Objective # 6, Strategy # 1: Teachers will participate in professional development to address higher thinking, critical thinking and advanced vocabulary and questioning to help our campus meet 100% of safeguards

Goal # 1, Objective # 6, Strategy # 1: Students will be provided with student learning reports in all core classes to monitor and track progress.

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 # 9, Strategy # 1: 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: CSF 1 CSF 2 CSF 4 CSF 5 CSF 6

Goal # 1, Objective # 9, Strategy # 2: Counseling services will continue to provide students, parents and families with the support needed to maintain a safe, nurturing and positive school learning environment for all stakeholders.

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 # 1, Objective # 12, Strategy # 1: During weekly PLCs teachers will create and implement Literacy Design Collaborative (LDC) checkpoints and strategies into their current instructional practices.

Goal # 1, Objective # 13, Strategy # 1: Literacy plans and frequent evaluation of the Pacing Calendar and data will aid in improving Reading overall at our 6th-12th grade campus.

Goal # 2, Objective # 1, Strategy # 1: ELL Language Lab, Rosetta Stone, will open on a daily basis to target all our recent immigrants and ELL students in need without pulling them out from regular classroom instruction

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

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

Goal # 2, Objective # 2, Strategy # 3: 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.

Goal # 2, Objective # 7, Strategy # 1: Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development.

Goal # 2, Objective # 7, Strategy # 2: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 2, Objective # 8, Strategy # 1: Provide all LEPS and SPED students accelerated instruction both before and after school as well as Saturday camps.

Goal # 3, Objective # 1, Strategy # 1: Administer career interest survey to Middle and High School students for proper post-secondary career path choice.

Goal # 3, Objective # 2, Strategy # 1: Enroll students in their senior year into a College Readiness & Study Skills Class.

Goal # 3, Objective # 3, Strategy # 1: 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

Goal # 3, Objective # 4, Strategy # 1: Train qualify teachers to provide PSAT/SAT/ACT training to qualified students.

Goal # 3, Objective # 4, Strategy # 2: Require that all qualified 12th grade students to participate in the SAT/ACT assessments.

Goal # 3, Objective # 5, Strategy # 1: 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.

Goal # 3, Objective # 6, Strategy # 1: Provide opportunities for College Prep faculty to be trained to teach PBL, Pre-AP and AP courses in order to increase student enrollment in advanced placement courses.
- STEM, English, Math, History, and Science teachers have been specifically targeted for certification.

Goal # 3, Objective # 7, Strategy # 1: Use student performance data from previous AP exams to identify and provide students with appropriate interventions and/or opportunities for accelerated instruction.

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 will go home to communicate weekly and monthly events. Newsletters, flyers will go home and Blackboard Connect calls will remind parents and students of events.

Goal # 4, Objective # 7, Strategy # 1: Parent meetings will be held to communicate with campus principal and departments.

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