

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Raul Yzaguirre Schools for Success District Improvement Plan 2023-2024 2024/2025



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Date Reviewed:

Date Approved:

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Mission

We the faculty, staff, family, and community of Raul Yzaguirre Schools for Success, have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting.

The pursuit of excellence is aimed at developing self-respect and pride among our students. Our ultimate goal is for them to become critical thinkers and lifelong learners.

Nondiscrimination Notice

RAUL YZAGUIRRE SCHOOL FOR SUCCESS does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Vision

RYSS will be the gold standard for excellence in community-based education by graduating college-bound, civic-oriented leaders.

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RAUL YZAGUIRRE SCHOOL FOR SUCCESS Site Base

Name	Position
Tamez, Dr. Adriana	Superintendent
Fuentes, Justin	Chief of Schools
Miranda, Dr. Angie	Executive Director Federal and State Compliance
Martinez, Pablo	Director, Data Quality
Chavez, Diana	Principal, PSTEM
Knosel, Marigel	Principal, BRYSS
Longoria, Noelia	Principal, ECMS and ECHS
Sarabia, Auden	Principal, NESTEM
Cervantes, Yesenia	Principal, First Friends at Pasadena
Martinez, Denise	Executive Director of Academics
Pansmith, Susan	Director, Special Education
Armstrong, Terrie	Multilingual Program Manager
Sanchez, Karymme	Teacher
Moreno, Karla	Teacher
Rivera, Jose	Parent
Ortega, Teresa	Parent
Vassan, Jessica	Bilingual Director Elementary
Luna, Gabriela	Community
Delangel, Linda	Community Member
Ramirez, Lupe	Community Partner
Hernandez, Nidia	Paraprofessional
Calixto, Guadalupe	Paraprofessional
Fonseca, Ramiro	Outreach and Engagement
Garces, Graciana	Strategy and External Affairs
Hernandez, Mercedes	Paraprofessional
Martinez, Pablo	Data Quality
Garza, Thelma	District Compliance Officer

RAUL YZAGUIRRE SCHOOL FOR SUCCESS Site Base

Name	Position
Stevens, Carla	Research, Data, and Accountability

Narrative

The Raul Yzaguirre Schools for Success district serves approximately 2019 students in Brownsville, Houston, and Pasadena. The district strives to provide an educational experience where students are challenged to engage in the development of skills that lead to college and career ready.

As we transitioned into a newly created Federal and State Compliance Department, the ESC 4 Federal and State Programs were contacted to provide personalized professional development of all ESSA programs. Initially, the district staff received comprehensive training and then all campus leaders were involved in training that was targeted to campus implementation and practices that align to statute.

All campus Title 1 leaders trained their stakeholders in the following topics: Comprehensive Needs Assessment (CNA) process, Title 1, Best Practices for Data analysis, required stakeholders' responsibilities, focus areas, TEA strategic priorities and identification of data reports to assess strengths and problems. A minimum of two Comprehensive Needs Assessments (CNA) meetings were held and district administrators were included in the process. After engaging in the data analysis process stakeholders identified a minimum of 3 focus areas or goals that would support instruction and increase student performance. The district administrators developed a matrix to code all campuses CNA targets and goals. The results will inform the work the district will engage in to support schools and allocate resources.

The district conducted an evaluation of the 2023-2024 District Improvement Plan (DIP) and included all stakeholders to ensure they provided input and determined what worked and what needed to be adjusted. The district also engaged the stakeholders in an additional CNA process to ensure goals are aligned and support is tailored to campus needs. The stakeholders worked in committees to select and analyze data while coding both campus and district data to determine goals. After analyzing the matrix created for both data sets, we determined the focus will be

Parent and Family Engagement, Academics, Curriculum and Instruction, and Social Emotional student support.

A PowerPoint, TEA Strategic Priorities, ESF Framework, and other artifacts were shared, and the process was documented in minutes, charts and pictures. All ESSA title programs followed the same structured process and were documented separately.

District Improvement Plan Description for Title I, Title II, Title III, and Title IV Consultation Process:

The Raul Yzaguirre Schools for Success (RYSS) is dedicated to ensuring that federal funds from Title I, Title II, Title III, and Title IV are used strategically to meet the diverse needs of our students, staff, and community. To achieve this, we implement a comprehensive consultation process that engages a wide array of stakeholders and fosters collaborative decision-making. This process is designed to ensure that the allocation of resources aligns with district goals, federal requirements, and the specific needs of our school community.

Title I Consultation Process:

For Title I, which focuses on improving the academic achievement of disadvantaged students, the consultation process includes input from teachers, principals, parents, and community members. Through surveys, focus groups, and committee meetings, stakeholders provide insights on how to best address the needs of economically disadvantaged students, improve parental involvement, and enhance instructional programs. Feedback gathered from these consultations informs the development of targeted interventions and support services designed to close achievement gaps and promote equitable educational opportunities.

Title II Consultation Process:

The Title II consultation process is centered on enhancing the quality of instruction by investing in professional development for teachers and school leaders. RYSS engages a diverse group of stakeholders, including teachers, principals, instructional coaches, paraprofessionals, and community partners, through surveys and collaborative committee meetings. This process allows for the identification of key areas where professional development is needed, such as instructional strategies, leadership skills, and student engagement techniques. The consultation results guide the allocation of Title II funds to support high-quality professional learning opportunities that drive student achievement.

Title III Consultation Process:

Title III funds are dedicated to supporting English learners (ELs) and immigrant students. The consultation process involves educators, parents of ELs, bilingual and ESL specialists, and community organizations. RYSS conducts surveys and hosts meetings to gather feedback on the specific needs of ELs, including language acquisition support, culturally responsive teaching, and family engagement. Stakeholders collaborate to develop strategies that ensure ELs receive the language support and instructional resources necessary for academic success. The input from this consultation process informs the allocation of Title III funds to programs and services that enhance English language proficiency and promote academic achievement for ELs.

Title IV Consultation Process:

Title IV focuses on providing students with a well-rounded education, improving school conditions for student learning, and enhancing the use of technology. The consultation process for Title IV involves a broad range of stakeholders, including teachers, administrators, parents, students, and community partners. Through surveys, public forums, and committee meetings, RYSS gathers input on priorities such as expanding access to arts and STEM programs, promoting safe and healthy school environments, and integrating technology into instruction. The feedback from these consultations helps determine how Title IV funds are allocated to support a holistic approach to education that addresses students' academic, social, emotional, and physical needs.

Overall Consultation Process:

Throughout the consultation process for Title I, II, III, and IV, RYSS ensures that all voices are heard and that the needs of the entire school community are considered. Documentation of the process, including meeting minutes, agendas, sign-in sheets, presentations, and survey results, is meticulously maintained and available for review. The consultation process is an ongoing cycle, with regular check-ins and evaluations throughout the year to assess progress, make necessary adjustments, and ensure that the district's improvement plan remains responsive to the evolving needs of our students and staff.

This structured and inclusive approach ensures that federal funds are utilized effectively to enhance educational quality, equity, and outcomes across the

district.

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Goal 1. (Student Achievement) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students. The district will support RYSS campuses in increasing student achievement through the implementation of high-quality instructional materials, the development/support/coaching of teachers, and through data analysis.

Objective 1. (Curriculum, Instruction, and Assessment) Set an instructional vision and implement a standards-aligned curriculum that integrates effective instructional strategies and comprehensive, evidence-based programs and assessments that support and monitor student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a RYSS instructional framework for all content areas, with facilitation from Bellwether. (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,4,4.1,5,5.3)	Assistant Principal/Dean of Instruction, Executive Director of Academics	Summer 2024-Summer 2025	(S)Strong Foundations Planning Grant (LASO II)	Criteria: Framework in place and communicated to all teachers and staff.
2. Implement new assessments to monitor achievement in the early grades (DIBELS literacy screener and CIRCLE PK assessment). (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 4,5)	Executive Director of Academics	September 2024		Criteria: Assessments operational, teachers trained, participation by 100% of targeted students.
3. Hire a literacy coach to support elementary grades with implementation of new curriculum through PLCs, coaching, and leader collaboration. (Target Group: All) (Strategic Priorities: 2)	Executive Director of Academics, Literacy Coach	August 2024	(S)Strong Foundations Planning Grant (LASO II)	Criteria: Literacy coach in place for duration of grant; sustained funding beyond grant secured. Literacy coach time tracker showing levels of teacher support.

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- Objective 2.** (Early Literacy) The percent of K-3 students reading on or above grade level in English and Spanish will increase five (5) percentage points on the iReady EOY Reading assessment. See Board Goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will purchase the updated PK4 Teaching Strategies curriculum in English and Spanish for PK4 classrooms to strengthen pre-literacy and early literacy skills aligned with the Science of Reading. (Target Group: All,EB,PRE K) (Strategic Priorities: 2)	Executive Director of Academics	Fall 2024		Criteria: Instructional walkthrough data
2. The district will adopt the Texas Elementary Literacy Program (Amplify) in grades K-2, English and Spanish, Skills and Knowledge component, with requisite training and on-site support provided by partner National Institute for Excellence in Teaching (NIET). (Target Group: EB,K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,5)	Executive Director of Academics, Literacy Coach	August 2024 - June 2025	(S)Strong Foundations Implementation (LASO II)	Criteria: Instructional walkthroughs, iReady & curriculum assessment data, teacher surveys
3. District will serve as its own authorized provider of the Texas Reading Academies to ensure all K-3 teachers and leaders comply with this HB3 requirement. (Target Group: BI,ESL,EB,K,1st,2nd,3rd) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3)	Bilingual ESL Director, Executive Director of Academics	August 2024-April 2025	(F)Title II Part A Supporting Effective Instruction	Criteria: Teacher completion/certification; completion of 4 coaching cycles/teacher
4. The district will hold its third annual literacy symposium to kick off the school year with a focus on reading and writing, aligned to district goals and instructional framework. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2) (ESF: 3,3.1,5,5.1)	Executive Director of Academics, Literacy Coach	August 1, 2025	(F)Title II Part A Supporting Effective Instruction	Criteria: Participant surveys

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Objective 3. (Grades 3-12 Literacy) The percent of all district students that score Meets Grade Level or above on STAAR Reading will increase three percentage points from 50% to 53% in 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will implement the Phonics for Reading intervention curriculum for struggling readers in grades 3-12. (Target Group: EB,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 4,5,5.4)	Executive Director of Academics, Instructional Specialist/Coordinator, Teacher(s)	Sept 2024-June 2025		
2. The district will provide training and calibration support to ensure students and teachers have internalized the expectations of STAAR writing. (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 4,4.1,5,5.3)	Executive Director of Academics, Teacher(s)	Winter 2024-25		
3. Hold third annual literacy symposium, with content specific to middle/high school. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,5,5.1)	Chief School Officer, Executive Director of Academics	August 1, 2025		Criteria: Participant surveys

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Objective 4. (Early Mathematics) The percent of K-3 students scoring on or above grade level in Math will increase four (4) percentage points on the iReady EOY Math assessment. See Board Goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will purchase the updated PK4 Teaching Strategies curriculum in English and Spanish for PK4 classrooms to strengthen foundational math skills for all students. (Target Group: All, PRE K)		August 2024- June 2025		
2. Continue to implement Eureka K-5; progress monitor through assessments and instructional walkthroughs, and to support through campus leads and NIET. (Target Group: All)	Assistant Principal/Dean of Instruction, Executive Director of Academics, Teacher(s)	August 2024- June 2025		

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- Objective 5.** (Grades 3-12 Mathematics) The percent of all district students that score Meets Grade Level or above on STAAR Math will increase three percentage points from 47% to 50% in 2025. (DOUBLE CHECK #)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand the implementation of Eureka Math to additional grade levels and campuses, providing requisite training, support, and monitoring. (Target Group: K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2) (ESF: 4.1,5,5.1,5.2)	Executive Director of Academics	August 2024	(S)Strong Foundations Implementation (LASO II)	Criteria: Instructional walkthroughs, teacher surveys, student performance on iReady and Eureka assessments.
2. Implement Advanced Math pathway for students in grades 6-12, allowing them to take Algebra in 8th grade and courses such as AP Calculus in 12th grade. (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3) (ESF: 4,5)	Executive Director Federal and State Compliance, Executive Director of Academics, Human Resources, Teacher(s)	August 2024- June 2025		

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Objective 6. (Science) In Science the percent of students that score Meets Grade Level or above on the 5th and 8th Grades Science STAAR assessment will increase to 50% (from 38% and 37%, respectively) in 2025. Performance on the Biology STAAR EOC will increase from 56% to 60% Meets Grade Level or above.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will adopt a new high-quality science curriculum (STEMscopes), with requisite instructional materials and training for teachers. Includes training in the updated science TEKS and effective science pedagogy for all grade levels. (Target Group: All) (Strategic Priorities: 3)	Executive Director of Academics	Fall 2024		
2. Purchase Summit K-12 Science STAAR Mastery as a supplement to STEMscopes to support student mastery of the TEKS. (Target Group: All) (Strategic Priorities: 3) (ESF: 4,5,5.3)	Executive Director of Academics	September 2024- June 2025		

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Objective 7. (Social Studies) In Social Studies the percent of students that score Meets Grade Level in Social Studies will increase in 8th grade from 24% to 30% (CONFIRM #. INCLUDE US HIST? [69%]).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase Studies Weekly for grades K-5 to increase students' background knowledge and mastery of the Social Studies TEKS through the use of this online platform and regular periodical. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (ESF: 3,3.4,4,5)	Executive Director of Academics, Instructional Specialist/Coordinator	August 2024- June 2025		
2. Provide pacing support for secondary Social Studies teachers through A+ Challenge. (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,6th,7th ,8th) (Strategic Priorities: 1) (ESF: 4,5)	Assistant Principal/Dean of Instruction, Principal	Fall 2024		

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Objective 8. (Special Populations of Students) Students with Special Needs, Emergent Bilingual or Gifted/Talented classifications show five (5) percentage points of growth from previous year's achievement levels as measured by the assessments taken by each population. (E.g., the percentage of EB students who show at least one level of growth on the TELPAS composite score increases from 39% to 44%.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide guidelines on instructional minutes for master schedules to elementary principals that ensure compliance with the district's early exit transitional bilingual program/policy and students' literacy development in English and Spanish. (Target Group: BI,ESL,EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 3,3.4,4,5,5.1)	Bilingual ESL Director, Executive Director of Academics	Summer/Fall 2024		
2. Dedicate an instructional specialist to supporting teachers of secondary (6-12) Emergent Bilingual (EB) students. (Target Group: EB,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,3) (ESF: 3,3.3,4,5,5.1,5.2)	Bilingual ESL Director, Instructional Specialist/Coordinator	August 2024-June 2025		
3. Purchase and continue to implement Summit K-12 Connect to Literacy program to improve the English proficiency of EB students. (Target Group: BI,ESL)	Bilingual ESL Director, Principal, Teacher(s)	August 2024-June 2025		Criteria: Monitor TELPAS readiness during the year with Summit K-12 assessments.
4. Purchase Goalbook for Special Education teachers to report and communicate on interventions. (Target Group: SPED) (Strategic Priorities: 4) (ESF: 4,5)	Special Ed Teachers, Special Education Director	August 2024		
5. Purchase and implement Encore Life Skills curriculum. (Target Group: SPED) (Strategic Priorities: 4)	Special Ed Teachers, Special Education Director	August 2024	(S)SPED Funding	
6. Develop the program guidelines to enhance support for campuses serving gifted and talented students. (Target Group: GT) (Strategic Priorities: 4) (ESF: 5.2)	Executive Director of Academics	August 2024-Dec 2024	(S)GT Allotment	Criteria: Completed Program Guideline
7. For LifeSkills students, implement the La Tiendita job transition program. (Target Group: SPED) (Strategic Priorities: 3) (ESF:	Outreach and Strategy Chief, Special Education Director	August 2024	(S)SPED Funding	

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3,3.3,3.4)				
8. Connect immigrant students to postsecondary opportunities with a college visit program. (Target Group: EB,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,3.4)	Instructional Specialist/Coordinator	Spring 2025	(F)Title III Bilingual / ESL	Criteria: Completion of trip, immigrant student participation

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Objective 9. (College, Career and Military Readiness (CCMR)) The percent of students that meet CCMR criteria will increase from ___ to ___ by June 2025. See board goals attached.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the total number of students who participate in CTE courses that offer an Industry Based Certification by 10%. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, DCSI, Principal	June 2025	(F)Cal Perkins, (S)Local Funds	Criteria: Enrollment PEIMS report
2. Monitor student enrollment and progress to ensure we meet House Bill 3 requirements regarding student completion of Programs of Study. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, DCSI, Principal	August-September 2024	(F)CTE Basic Grant, (S)Local Funds	Criteria: PEIMS reports Enrollment Data
3. RYSS campuses will provide information to all students, parents, and staff regarding higher education admission and financial aid opportunities, so they can make informed curriculum decisions. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, DCSI, Principal	By January 2025	(F)Cal Perkins, (S)Local Funds	Criteria: Number of students and parents that participate in information sessions. Sign in sheets Financial Aid Resources

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Goal 2. (Student Support Services) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 1. The District will provide resources and all RYSS campuses will implement programs to appropriately address the psychological, social and behavioral needs of RYSS students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents and a decrease in student discipline/ behavioral threat referrals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing training to administrators and staff to improve classroom management, bullying and violence prevention, suicide prevention, and other trainings, such as Texas Behavior Support Initiative, etc., to address safety needs. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Chief School Officer, District Directors	By June 2025		Criteria: Completion of training
2. Expand the Response to Intervention (Rtl) process to include behavior management prevention. (Target Group: All) (ESF: 3.2)	Principal	Every 6 weeks		Criteria: RTI Documentation
3. Campuses will implement a student behavior management plan that includes campus and classroom expectations, consistent hierarchy of consequences for student behavior, and positive behavioral supports. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Chief School Officer, Principal	Quarterly	(S)Local Funds	Criteria: Behavior Plans and Evaluation
4. Implement a district-wide implementation of Restorative Practices starting with the Stronger Connections grant campuses. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Chief School Officer, Executive Director Federal and State Compliance, Executive Director of Academics, Principal	August 2024 - Decembe2024		Criteria: Completion of training, communication plan for roll-out of implementation, meeting notes from Advisory Council

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Goal 2. (Student Support Services) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 2. RYSS will ensure that campuses provide comprehensive support to help students develop essential social-emotional skills, including problem-solving and self-regulation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide on-going training and support for teachers and counselors to build efficacy for social and emotional support, including grief-informed and trauma informed-care. (Target Group: All) (ESF: 3.2,3.3)		October 24 and March 25	(F)Stronger Connections Grant, (S)Local Funds	Criteria: Attendance Certificates and Artifacts
2. Identify a district-wide social-emotional program to implement SEL competencies that include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	Counselors, Executive Director of Academics	October 2024	(F)Stronger Connections Grant	Criteria: Program Selected

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Goal 2. (Student Support Services) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 3. RYSS campuses will increase student attendance by 2 percentage points.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will develop and implement a campus-wide attendance plan aimed to improve overall attendance. The Attendance Plan should include interventions, consequences, and incentives. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Chief School Officer, Principal	August 2024 - October 202		Criteria: Attendance Plans
2. Monitor list of high-risk attendance and make recommendations to campuses for future action. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Chief School Officer, Data Quality, Principal	Ongoing		Criteria: Attendance Reports

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Goal 3. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 1. RYSS will support and monitor campus activities that provide meaningful learning on topics such as technology access to programs and grades, supporting literacy development, program offerings, and partnership access.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide guidance to all Parent and Family campus liaisons and leads regarding responsibilities and compliance. (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Executive Director Federal and State Compliance, Principal	August 2024-December 2024	(F)Title I	Criteria: Invitation, sign in sheet, PPT, materials
2. Attend ESC Region 4 and TEA training to understand the Title 1 compliance goals and responsibilities of the PFE department. (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 1.1)	Assistant Principal/Dean of Instruction, Executive Director Federal and State Compliance, Principal	September 2024 to April 2	(F)Title I	Criteria: PD artifacts, PD registration and notes
3. Facilitate access to the Parent and Family conference in October. (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Executive Director Federal and State Compliance	October 2024	(F)Title I	Criteria: Conference registration, notes, artifacts

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Goal 3. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 2. RYSS will develop a survey and administer to parents with the purpose of identifying needs that will be addressed by campuses and community organizations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the PFE documentation from Region 20 and develop survey questions aligned to guidelines. RYSS will use the Panorama template to administer and collect data. (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Executive Director Federal and State Compliance	October 2024	(F)Title I	Criteria: Survey Data Communication to parents
2. RYSS will collect data from the Panorama parent survey and will communicate needs to campuses to ensure these are included in their plans and activities. (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Principal	October 2024	(F)Title I	Criteria: Survey data report and subsequent plans

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Goal 3. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 3. RYSS district will provide Parent and Family Engage training to all campus leaders to ensure plans and activities align to ESSA guidelines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate and complete Region IV service agreement to provide PFE training for all campus and district leadership teams. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Executive Director Federal and State Compliance, Executive Director of Academics	February 2025	(F)Title I	Criteria: Service Agreement Sign in sheet PPT Training artifacts
2. Monitor PFE activities and gather parent input to evaluate the effectiveness of the information or activity provided. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Executive Director Federal and State Compliance, Executive Director of Academics, Principal, Teacher(s)	September 2024 to April 2	(F)Title I	Criteria: Open House/Annual Meeting Parent and Student Activity Literacy Activity for Parents

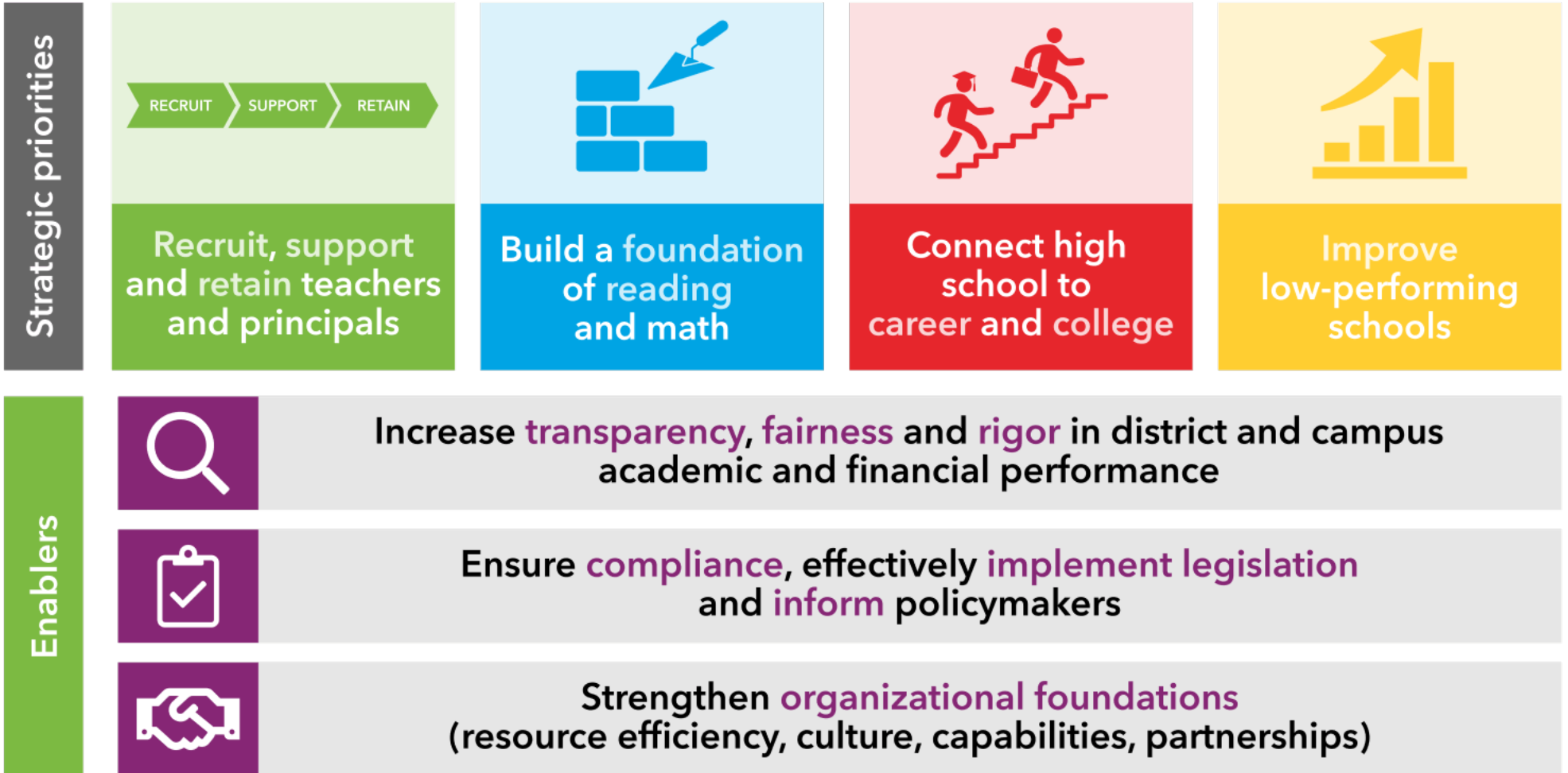
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Goal 3. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 4. RYSS will ensure campuses schools prioritize building the capacity of parents/guardians and establish a robust school-home relationship.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. RYSS will assist parents/guardians in understanding:</p> <ol style="list-style-type: none"> 1.The challenging state academic standards, 2. State and local academic assessments, 3. Requirements of assessments, 4. How to monitor a child's progress, and 5. Work with educators to improve their children's achievement (Target Group: All) <p>(Strategic Priorities: 4) (ESF: 3.4)</p>		Sept. 2024 to April 2025	(F)Title I	Criteria: PFE Training calendar Sign in sheets Training artifacts
<p>2. RYSS will provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as:</p> <ol style="list-style-type: none"> 1. Literacy training, and/or 2. Using technology online tools such as Learning Ally and (Target Group: All,ECD,BI,ESL,EB,SPED,GT,CTE,AtRisk) <p>(Strategic Priorities: 4) (ESF: 3.4)</p>	Chief School Officer, Principal, Teacher(s)	Sept. 24-April 25	(F)Title I	Criteria: Training artifacts Sign in sheets PPT presentation Learning Ally
<p>3. RYSS will ensure information regarding school and parent programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and language the parents/guardians can understand (Target Group: All,AtRisk)</p> <p>(Strategic Priorities: 2,4) (ESF: 3.4)</p>	Chief School Officer, Executive Director Federal and State Compliance, Outreach and Strategy Chief, Principal, Teacher(s)	August 24-May 25	(F)Title I, (S)Local Funds	

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Resources

Resource	Source
Cal Perkins	Federal
ESSER III	Federal
IDEA Special Education	Federal
Stronger Connections Grant	Federal
Title I	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
CSGF	Other
Bilingual Allotment	State
GT Allotment	State
Local Funds	State
SPED Funding	State
State Compensatory	State