Early College STEM Academy (6-8)

2950 Broadway Street, Houston, TX   77017

Campus Improvement Plan
2022-2023

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

MISSION

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

VISION

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

DESCRIPTION

Demographics

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

Student Achievement

- We must increase literacy for all learners, in all content areas, for our students to be successful and adequately prepared for college readiness at the secondary level.

School Culture and Climate

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

Staff Quality, Recruitment and Retention

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

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

Curriculum, Instruction and Assessment

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

Family and Community Engagement

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

School Context and Organization

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

Technology

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

Special Populations

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

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

ADMINISTRATORS

Noelia Longoria - Principal

Damon Jasso - Assistant Principal

Yesenia Cervantes - Instructional Specialist

PLANNING COMMITTEE

MEMBER	TITLE	Role
Noelia Longoria	ECHS / STEM Administrator 6th-12th	Principal
Marco Setien	Teacher- Biology	Teacher
Elizabeth White	Teacher - AP Physics / STEM	Teacher
David Davila	Teacher - Social Studies	Teacher
Yulissa Mora	Teacher - ELA	Teacher
Aktug Cilekci	Teacher - Pre Cal	Teacher
Jill Moreno	Teacher - Art	Teacher
Daniella Botello	Counselor	Non-Teaching Staff
Blanca Martinez	Secretary	Non-Teaching Staff
Marycruz Chavez	Parent	Parent
Joaquin Martinez	Community Member	Community Member
Anne VanHorn	Business Representative	Business Representative

CNA PROCESS

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Strengths

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

Needs

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

Summary

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

Data

Curriculum-Based Assessments

Classroom Walkthrough Data

STAAR / EOC Results

LEP, ELL achievement data

Attendance Data

Campus-Based Assessments

District-Based Assessments

Inidividual Student Profiles

Response to Intervention tracking

Formative Assessments

Demographics

Strengths

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

Needs

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

Summary

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

Data

Staff Demographics

Parent Surveys/Discussions

Classroom Walkthrough Data

District-Based Assessments

Curriculum-Based Assessments

Formative Assessments

Student Achievement Data

Program Evaluations

Campus-Based Assessments

Inidividual Student Profiles

Response to Intervention tracking

Promotion / Retention data

Student Demographics

Family and Community Engagement

Strengths

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

Needs

1. Early College STEM Academy needs to increase authentic parent involvement opportunities on campus.
2. Early College STEM Academy needs to increase communication with stakeholders using digital tools such as Zoom, Facebook, Twitter, and Instagram.
3. There is a need for parents to have the opportunity to see their students' work in the school through interactive parent nights.

Summary

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

Data

Parent Workshop Evaluations

Parent Surveys/Discussions

Attendance Data

School Context and Organization

Strengths

1   Early College STEM Academy has the budget to fund lead teachers to assist teachers.

2   Early College STEM Academy has community & business partners to fund initiatives for our students.

Needs

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

Summary

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

Data

Staff Demographics

Parent Workshop Evaluations

Parent Surveys/Discussions

Program Evaluations

Attendance Data

School Culture and Climate

Strengths

1   Early College STEM Academy ensures that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

2   Early College STEM Academy uses social media such as Facebook, Twitter, and Instagram to inform our students, parents, and community members of school activities and opportunities for engagement.

3   Early College STEM Academy provides opportunities to students and families to engage in a variety of programs after school including academic tutorials, soccer, music, basketball, volleyball, chess club, and art club.

Needs

1   There is a need to increase social emotional learning awareness and opportunities campus wide.

2   There is a need for students to participate in various extracurricular programs via the 21st Century after school program that are in person. The 21st century will provide programs such as soccer, music, basketball, volleyball, art club, and STEM clubs.

3   There is a need to increase student safety campus wide through professional development that encourages staff to remain updated with the expectations on student safety.

Summary

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

Data

Staff Demographics

Student Achievement Data

Attendance Data

Program Evaluations

Classroom Walkthrough Data

Campus Safety Exercise Data

Student Physical Education grade reports & evaluations

Student Data from the Coordinated Health program

Special Populations

Strengths

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

Needs

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

Summary

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

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

Data

LEP, ELL achievement data

Program Evaluations

Classroom Walkthrough Data

Campus-Based Assessments

Curriculum-Based Assessments

Formative Assessments

STAAR / EOC Results

Staff Quality, Recruitment and Retention

Strengths

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

Needs

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

Summary

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

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

Data

Attendance Data

Staff Attendance Data

Classroom Walkthrough Data

Discipline Data

Promotion / Retention data

TAPR

Student Achievement

Strengths

1   The percentage of students at the Meets Grade Level Standard for the preliminary 2022 STAAR assessment results increased 19 percentage points to 48% for Grade 8 reading, 56% points to 94% for Algebra I and 22% points to 35% for Grade 8 Social Studies.
2   Professional Learning Communities were created in the master schedule for teachers which is a dedicated time for teachers to collaborate, create lessons, assessments, and instructional strategies to better serve student learning.

Needs

1   The percentage of students at the Meets grade Level Standard for the preliminary 2022 STAAR assessment results were 22% for Grade 6 reading, 16% for Grade 6 Math, and 15% for grade 7 Math.
2   Informal and formal data indicates there is a need to increase teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies and providing targeted interventions (RtI).
3   There is also a need to increase teacher training in creating effective lessons that support TEKS alignment and higher order learning processes.
4   There is a need to create a system to monitor and increase daily attendance to support student achievement.

Summary

We must increase literacy for all learners, in all content areas, for our students to be successful and adequately prepared for college readiness at the secondary level.

Data

Staff Demographics

Student Achievement Data

Program Evaluations

TAPR

Attendance Data

Campus-Based Assessments

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Response to Intervention tracking

Formative Assessments

Curriculum-Based Assessments

STAAR / EOC Results

Technology

Strengths

1   Early College STEM Academy is a 1:1 campus.

2   Over the last year, there has been an increase in network accessibility for devices.

Needs

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

2   There is a need to have a program that permits teachers to monitor thier students online activity in real-time.

Summary

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

Data

Student Achievement Data

Program Evaluations

Classroom Walkthrough Data

PRIORITY NEEDS

A: Demographics

A1   There is a need to provide more professional development to teachers aimed at strengthening their targeted instruction in order to meet the needs of each child.

A2   There is a need to increase communication with parents regarding their student's progress and intervention needs.

B: Student Achievement

B2   Informal and formal data indicates there is a need to increase teacher knowledge and skills in analyzing benchmark and other data in determining student deficiencies and providing targeted interventions (RtI).

B3   There is also a need to increase teacher training in creating effective lessons that support TEKS alignment and higher order learning processes.

B4   There is a need to create a system to monitor and increase daily attendance to support student achievement.

C: School Culture and Climate

C1   There is a need to increase social emotional learning awareness and opportunities campus wide.

C2   There is a need for students to participate in various extracurricular programs via the 21st Century after school program that are in person. The 21st century will provide programs such as soccer, music, basketball, volleyball, art club, and STEM clubs.

C3   There is a need to increase student safety campus wide through professional development that encourages staff to remain updated with the expectations on student safety.

D: Staff Quality, Recruitment and Retention

D1   A clear and concise updated manual of policies, procedures, and practices that also includes delineated roles and responsibilities of those within the organization.

D2   A comprehensive and coordinated teacher recruitment and selection system; whereby the HR department and campus administrators timely coordinate the recruitment and selection of teachers who, at minimum, meet highly qualified requirements to be in place for the first day of instruction and meet the needs of the ECHS/STEM campus.

D3   Teachers need to be supported in instructional strategies through professional learning communities, consultants, data disaggregation, and through staff development.

E: Curriculum, Instruction and Assessment

E1   There is a need to continue to support students who require special education by receiving training in our Professional Learning Communities and professional development with specific strategies that will support our most high need student populations' learning.

E2   There is a need to continue to support Emergent Bilinguals by receiving trainings in our Professional Learning Communities and monthly afterschool trainings in the following ELL strategies: ELPS, Quality Teaching for English Learners (QTEL), Guided Language Acquisition Design (GLAD), and Sheltered Instruction Observation Protocol (SIOP).

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

F: Family and Community Engagement

F1   Early College STEM Academy needs to increase authentic parent involvement opportunities on campus.

F3   There is a need for parents to have the opportunity to see their students' work in the school through interactive parent nights.

I : Special Populations

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

I2   Early College STEM Academy currently does not have a fully equipped life-skills setting for our students in need of soft-skills, life-skills and intervention.

I3   Emergent Bilinguals need strategies and best practices to improve their listening, speaking, reading, and writing on TELPAS.

Actions

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

Objective #1: Early College STEM Academy administration will provide coaching sessions for 100% of the teachers on academic systems and processes that identify all special populations and will enable closing students' achievement gaps.

1	**Action:** Implement weekly PLC meetings and grade level meetings to discuss student achievement / monitor student progress, lesson planning, scope & sequence and engage students in effective strategies.	**Person(s) Responsible:** Principal, Assistant Principal, Lead Teachers, Teachers, RtI Coordinator, Special Population Managers	**Resources:** Lesson plan, pacing calendars, scope and sequence, progress monitoring tools, consultant, Title 1 funds, local funds, state comp ed funds, ESSER III, E3 Alliance;
	Evidence of Implementation: Lesson plans, STAAR, TELPAS, pacing calendars, meetings minutes, sign-in sheets, walkthroughs, formal observations, documentation binders	**Ongoing Evaluation Method:** Progress monitoring, Mock STAAR, BOY/MOY/EOY Data,	**Final Evaluation Method:** STAAR, TELPAS, REN 360
	Timeline: 8/15/2022 - 5/31/2023 (Weekly)	**Needs:** C1; D1; D2;	

2	**Action:** Additional instructional time is embedded in master schedule to support core curriculum, ELA and Math, small group instruction, align TEKS and instructional resources, effective implementation of RtI.	**Person(s) Responsible:** Principal, Assistant Principal, Lead Teachers, Teachers, RtI coordinator	**Resources:** Lesson Plan, Pacing Calendars, Scope and Sequence, RtI Progress Monitoring Tools, Consultant, Professional Development, IXL, Education Galaxy;
	Evidence of Implementation: Lesson plans, pacing calendars, RtI progress monitoring, PLC meetings, meeting minutes, formal observations,	**Ongoing Evaluation Method:** Progress monitoring, Mock STAAR, BOY/MOY/EOY Data, Assessments in DMAC, Program Usage,	**Final Evaluation Method:** STAAR TELPAS REN 360
	Timeline: 8/15/2022 - 5/31/2023 (Weekly)	**Needs:** A1;	

3	**Action:** Measure progress for Emergent Bilinguals and how it relates to state and federal accountability.	**Person(s) Responsible:** Principal, Assistant Principal, Teachers	**Resources:** Rosetta Stone, ELPS, SIOP PD, Presenters, E3 Alliance,; Title III, Part A Funds; ESSER III
	Evidence of Implementation: Sign-In sheets, walkthroughs, observations, Agendas, lesson plans,	**Ongoing Evaluation Method:** progress monitoring, BOY / MOY Ren, STAAR Mock,	**Final Evaluation Method:** STAAR TELPAS EOY Ren 360
	Timeline: 8/8/2022 - 5/31/2023 (Every 6 weeks)	**Needs:** A1; A2;	

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

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

1	**Action:** Teachers will design lessons that include differentiated instruction (Tier II & III interventions), opportunities for blended learning, and RtI support.	**Person(s) Responsible:** Principal, Assistant Principal, Interventionist, Consultant, Lead Teachers, Teachers	**Resources:** Professional Development Consulting Fees STAAR practice Educational resources;
	Evidence of Implementation: Walkthrough Data PLCs Lesson Plans Assessment Data	**Ongoing Evaluation Method:** DMAC Assessment Data REN 360 (EOY, MOY, EOY) Mock STAAR RtI Progress Monitoring	**Final Evaluation Method:** STAAR TELPAS REN 360 DATA
	Timeline: 8/15/2022 - 5/31/2023 (Weekly)		**Needs:** A1; B2; B3; [Title I Components CNA]

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

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

1	**Action:** Host monthly safety meeting with Faculty, Safe and Secure Committee, and parents to discuss and maintain a safe secure school environment.	**Person(s) Responsible:** Principal, Assistant Principal, Parent Coordinator, Safe & Secure Committee	**Resources:** Safety & Secure Survey Agendas Parent/Staff Sign In Rosters Professional Development;
	Evidence of Implementation: Agendas, Sign-In Sheets, Meeting Minutes	**Ongoing Evaluation Method:** Safety Records	**Final Evaluation Method:** End of Year Safety Survey
	Timeline: 8/9/2022 - 5/31/2023 (Monthly)		**Needs:** C1; C3;

2	**Action:** Increase of drills, professional development provided by Houston Police Department to discuss and inform faculty and staff safety topics to maintain a safe and secure environment.	**Person(s) Responsible:** Principal, Assistant Principal, Safe & Secure Committee	**Resources:** Agendas, Meeting Minutes, Professional Development, Local Funds;
	Evidence of Implementation: Agenda, Meeting Minutes, Sign-In Sheets	**Ongoing Evaluation Method:** Drill Documents, Safety Training	**Final Evaluation Method:** End of Year Safety Survey Incident / Safety Report
	Timeline: 8/9/2022 - 5/31/2023 (Monthly)		**Needs:** C1; C3;

3	**Action:** Early collage faculty and staff will ensure school safety by implementing 10 campus safety meetings and adhering 100% of the safety plan activities.	**Person(s) Responsible:** Faculty, Staff, TA,	**Resources:** safety meeting;
	Evidence of Implementation: monthly campus meetings adhering to 100% plan activities, sign-in, agenda, minutes	**Ongoing Evaluation Method:** meetings	**Final Evaluation Method:** Teacher, parent, student survey
	Timeline: 7/26/2022 - 7/26/2022 (Daily)		**Needs:** C3; F1;

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

Objective #4: 100% of Early College STEM Academy students will participate in the College Career Military Readiness.

1	**Action:** Teachers will provide CCMR support to 8th graders.	**Person(s) Responsible:** Principal, Assistant Principal, JROTC, Teachers, Counselor	**Resources:** Professional development, TSI Resources; Title III, Part A Funds
	Evidence of Implementation: Course selection, Parent Informational Meetings, Sign-In, 8th Grade TSI	**Ongoing Evaluation Method:** Parent Meeting, counselor	**Final Evaluation Method:** Course selection, Dual Credit enrollment,
	Timeline: 8/8/2022 - 5/31/2023 (Bi-Annually)	**Needs:** J1;	

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

Objective #1: 90% of beginning teachers [defined as less than 2 years of experience] will remain at RYSS for the following year.

1	**Action:** The District personnel will provide monthly professional development to support first year teachers.	**Person(s) Responsible:** District Personnel, Administrators, Teachers, Specialists	**Resources:** Instructional Materials, IXL, and Education Galaxy; Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Professional Development Sign In Sheets, Classroom observations	**Ongoing Evaluation Method:** Professional Development, Professional Learning Communities, 1st Year Teacher Support (District),	**Final Evaluation Method:** Classroom observations
	Timeline: 8/30/2022 - 5/31/2023 (Monthly)	**Needs:** D2; A1; D1; [Title I Components CNA, Annual Evaluation]	

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

Objective #2: The overall average beginning teacher TTESS rating for Domain 1. 2 (Data & Assessment) and Domain 2.2 (Content Knowledge & Expertise) will be at least a 3.0 as evidenced by the final TTESS ratings in DMAC.

1	**Action:** The District personnel will provide monthly professional development to support first year teachers.	**Person(s) Responsible:** District Personnel, Administrators, Teachers, Specialists	**Resources:** Instructional Materials, IXL, and Education Galaxy; Local Funds; State Comp Ed Funds; Title I, Part A Funds; Title I, Part A Focus Grant Funds
	Evidence of Implementation: Professional Development Sign In Sheets, Classroom observations	**Ongoing Evaluation Method:** Professional Development, Professional Learning Communities, 1st Year Teacher Support (District)	**Final Evaluation Method:** Classroom observations
	Timeline: 8/30/2022 - 8/30/2022 (Daily)	**Needs:** D3; [Title I Components CNA]	

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

Objective #3: 100% of Early College STEM Academy new teachers will participate in New Teacher training and meet with their assigned mentors twice a month.

1	**Action:** New teachers will participate in new teacher professional development throughout the school year. [Effective Schools Framework [Effective Schools Framework 1, 3]]	**Person(s) Responsible:** Principal, Assistant Principal, Teachers	**Resources:** District Director, Principal, Assistant Principal, Specialists; Title III, Part A Funds; ESSER III
	Evidence of Implementation: A schedule of new teacher training and sign in sheets of new teacher participation.	**Ongoing Evaluation Method:** Observations of teachers and level the of implementation of strategies presented during trainings.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 8/1/2022 - 5/31/2023 (Monthly)		**Needs:** D1; D2;

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

Objective #4: 100% of teachers at Early College STEM Academy will participate in ongoing professional development that will teach them how to do differentiation in the classroom and build teacher capacity according to the T-TESS goals.

1	**Action:** Encourage and motivate all teachers and teacher assistants to attend monthly professional development on all core subjects. Education Galaxy, IXL, STEMscopes, Writing across curriculum, social studies and teaching strategies, E3 Alliance training.	**Person(s) Responsible:** Principal, Assistant Principal, Teachers, Teacher Assistance, Lead Teachers, Interventionist/Specialist	**Resources:** PD sign-in sheets PD Agenda Lesson plan pacing calendar walkthroughs IXL, Education Galaxy; Title III, Part A Funds; ESSER III
	Evidence of Implementation: PD Agendas PD Sign In Sheets Lesson Plans Pacing Calendars Walkthroughs Program Usage Reports	**Ongoing Evaluation Method:** DMAC Data Mock STAAR Lesson Plans Pacing Calendars Progress monitoring Program Usage Reports	**Final Evaluation Method:** STAAR TELPAS REN 360 EOY Data
	Timeline: 8/8/2022 - 5/31/2023 (Monthly)	**Needs:** E1; E2; E3;	

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

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

1	**Action:** Early College STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by targeting supports and tutoring to students who have not mastered STAAR exam, and monitoring student performance throughout the year. [Effective Schools Framework [Effective Schools Framework 1, 4, 5]]	**Person(s) Responsible:** Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist, Teachers	**Resources:** DMAC, LEAD4WARD, E3 Alliance, IXL, Education Galaxy, consultants, PD; ESSER III $15,000.00
	Evidence of Implementation: Evidence of implantation will be walk throughs, lesson plans, and student engagement of learning objectives	**Ongoing Evaluation Method:** Ongoing evaluation will be classroom observation, feedback from administrations, in addition, administrators will review lesson plans, mini assessments, six week cumulative assessments MOCK exams, and snapshots.	**Final Evaluation Method:** Final evaluation will be STAAR exam and TELPAS.
	Timeline: 8/15/2022 - 7/1/2023 (Weekly)	**Needs:** B2; B3; B5; B7; [Title I Components CNA, CIP, Annual Evaluation]	

2	**Action:** Early College STEM Academy will engage in Data Driven Instruction via mini assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on mini assessments, cumulative six week assessments, snapshopt, and MOCK exam to plan purposeful interventions. [Effective Schools Framework [Effective Schools Framework 1, 2, 4, 5]]	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DDI Protocol, DMAC, Lead4ward, IXL, Education Galaxy, core subject consultants/specialist, STEMscopes, Carnigie, Renaissance, professional development.; Title III, Part A Funds
	Evidence of Implementation: Evidence of implementation will be walkthroughs, lesson plans and student engagement of learning objectives.	**Ongoing Evaluation Method:** Ongoing evaluation will be classroom observation, feedback from administrators, review of lesson plans, mini assessments, cumulative assessmsents, MOCK exams, and shapshots.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Every 3 weeks)	**Needs:** B2; B3; [Title I Components CNA, CIP, Annual Evaluation]	

3	**Action:** Implement cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts. [Effective Schools Framework [Effective Schools Framework 1, 2, 4, 5]]	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook, professional development, core subject consultants; Title III, Part A Funds
	Evidence of Implementation: Evidence of implementation are walkthroughs, lesson plans, Mock STAAR, professional learning communities, T-TESS Observations	**Ongoing Evaluation Method:** Ongoing evaluation will be classroom observation, lesson plans, walkthroughs, and T-TESS Observation.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 8/15/2022 - 6/30/2023 (Daily)	**Needs:** E2; E3;	

4	**Action:** Provide targeted student interventions during Enrichment classes and Saturday Tutorials. [Effective Schools Framework [Effective Schools Framework 1, 2, 4, 5]]	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** mini assessment data, DMAC, Lead4ward, Education Galaxy, IXL, professional development, core subject consultants,; ESSER III $2,000.00
	Evidence of Implementation: Evidence of implementation are lesson Plans, Data trackers, and Saturday tutorial attendance, and additional core support imbedded in our Master Schedule.	**Ongoing Evaluation Method:** Ongoing evaluation will be classroom observations / walkthroughs, progress monitoring using mini assessment data, targeted intervention plans.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Daily)	**Needs:** B2; B3; [Title I Components CIP]	

5	**Action:** Professional Learning Communities will be provided and imbedded in the master schedule for teachers to have a common planning period dedicated for teachers to collaborate, create lessons, assessments, and instructional strategies to better serve student learning. In addition, consultant specialist will work through PLCs to support with strategies and resources to provide effective teaching and learning practices.	**Person(s) Responsible:** Principal, Assistant Principal, consultants, specialist, lead teachers, teachers	**Resources:** DMAC, Lead4ward, E3 Alliance, core subject consultants, professional development;
	Evidence of Implementation: Evidence of implementation will be walkthroughs, lesson plans, mini assessments, MOCK assessments.	**Ongoing Evaluation Method:** Ongoing evaluation will be classroom observations, feedback from administrators, six week cumulative assessments, MOCK exams, and snapshots.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)	**Needs:** A1; D3;	

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

Objective #2: The campus will meet or exceed state targets by 5% in all indicators as stated by the TEA Targeted Support and Improvement report.

1	**Action:** RYSS Early College STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics. In addition, special populations will also be given additional instructional time and targeted supports. [Effective Schools Framework [Effective Schools Framework 1, 3]]	**Person(s) Responsible:** Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist	**Resources:** DMAC, LEAD4WARD, E3 Alliance, Education Galaxy, Rossetta Stone, IXL, consultants / specialist, Renaissance 365; ESSER II $1,000.00; ESSER III $1,500.00
	Evidence of Implementation: DMAC, mini assessments, six weeks cumulative assessments, snapshots, MOCK exams, walk throughs, and lesson plan reviews	**Ongoing Evaluation Method:** Ongoing evaluation will be classroom observation, feedback from administrators, mini assessments, six week assessment, cumulative assessments, MOCK exams and snapshots.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)	**Needs:** B2; B3;	
2	**Action:** Engage in Data Driven Instruction via mini assessments, six weeks cumulative assessments that will allow campus teachers and leadership team to identify root cause by reviewing student performance on mini assessments to plan purposeful interventions.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DDI Protocol, DMAC, Lead4ward, professional development, PLC, IXL, Education Galaxy, consultants / specialist,;
	Evidence of Implementation: DMAC mini assessment, six weeks cumulative assessment, snapshot, MOCK exams, Lead4ward, STAAR Reports, DDI Protocol, student data tracker	**Ongoing Evaluation Method:** Bi-weekly data analysis of mini assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.	**Final Evaluation Method:** STAAR data results TELPAS data results
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)	**Needs:** B2; B3;	

3	**Action:** Implementing cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook; Title II, Part A Funds $2,000.00; ESSER III $2,000.00
	Evidence of Implementation: Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.	**Ongoing Evaluation Method:** Administrative team will review lesson plans on a weekly basis.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2022 - 7/1/2023 (Daily)	**Needs:** E2; E3;	

4	**Action:** Targeted student interventions during Enrichment classes and Saturday Tutorials.	**Person(s) Responsible:** Principal, Assistant Principal / Specialist, Teachers	**Resources:** Lesson Plans, Data student trackers, Saturday tutorials, Lead4ward, IXL, Education Galaxy, Imagine Math, specialist / consultants, professional development; ESSER III $15,000.00
	Evidence of Implementation: Lesson Plans, Student data trackers, student mastery of objectives through assessments and Saturday tutorial attendance.	**Ongoing Evaluation Method:** Classroom observations, progress monitoring using mini assessment data, targeted intervention plans.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Daily)	**Needs:** B2; B3;	

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

Objective #3: Early College STEM Academy will Increase the percent of all students reaching the Meets Grade Level Standard to 44% in Reading across grade levels.

1	**Action:** Engage in Data Driven Instruction via mini assessment that will allow campus teachers and leadership team to identify root cause by reviewing student performance on mini assessments to plan purposeful interventions. [Effective Schools Framework [Effective Schools Framework 1, 2, 3, 4, 5]]	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DDI Protocol, DMAC, Lead4ward, IXL, Education Galaxy, consultants / specialist;
	Evidence of Implementation: DMAC mini assessment data, six week cumulative assessments, snapshots, Lead4ward, STAAR Reports, DDI Protocol, additional instructional support imbedded in Master Schedule	**Ongoing Evaluation Method:** Bi-weekly data analysis of mini assessments, six weeks cumulative assessments, snapshots, and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 8/15/2022 - 6/30/2023 (Bi-Weekly)	**Needs:** B2; B3;	

2	**Action:** Implement cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts. [Effective Schools Framework [Effective Schools Framework 1, 2, 3, 4, 5]]	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook, PD,; Title II, Part A Funds; ESSER III
	Evidence of Implementation: Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.	**Ongoing Evaluation Method:** lesson plans, DMAC, six weeks cumulative, mini assessments, snapshots, walkthroughs, observations, PLC,	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)	**Needs:** E2; E3;	

3	**Action:** Provide targeted student interventions during Enrichment classes and Saturday Tutorials. [Effective Schools Framework [Effective Schools Framework 1, 2, 3, 4, 5]]	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DMAC, Lead4ward, Consultants, Professional Development, IXL, Education Galaxy, Renaissance 360, Imagine Math,;
	Evidence of Implementation: Lesson Plans, Student data trackers, six week cumulative, snapshot, MOCK test, and Saturday tutorial attendance.	**Ongoing Evaluation Method:** Ongoing evaluation will be Classroom observations, feedback on lesson plans, progress monitoring using mini assessment data, six week cumulative, targeted intervention plans,	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 8/15/2022 - 5/31/2023 (Weekly)		**Needs:** B2; B3;

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

Objective #4: Increase the percent of all students reaching the Meets Grade Level Standard to 46% in Math across grade levels.

1	**Action:** RYSS Early College STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by targeting supports and tutoring to students who have not mastered the STAAR exam, and monitoring student performance throughout the year. [Effective Schools Framework [Effective Schools Framework 1, 4, 5]]	**Person(s) Responsible:** Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist, teachers	**Resources:** DMAC, LEAD4WARD, E3 Alliance, professional development, IXL, Education Galaxy, Imagine Math Consultants / Specialist;
	Evidence of Implementation: Mini Assessment, six week cumulative, MOCK exams, snapshots, DMAC, teacher walk throughs, and lesson plan reviews.	**Ongoing Evaluation Method:** Classroom observations and feedback from administrations. In addition, administrators will review lesson plans and provide feedback on a weekly basis.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)	**Needs:** B2; B3;	

2	**Action:** Engage in Data Driven Instruction via mini assessment model that will allow campus leadership and leadership team to identify root cause by reviewing student performance on mini assessments to plan purposeful interventions.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** DDI Protocol, DMAC, Lead4ward, Education Galaxy, IXL, Imagine Math, Renaissance 360, PLC, professional development, consultant/specialist;
	Evidence of Implementation: DMAC mini assessment, six week cumulative assessments, MOCK exams, Student data tracker, snapshots, Lead4ward, STAAR Reports, DDI Protocol	**Ongoing Evaluation Method:** Bi-weekly data analysis of mini assessments and student data trackers will be used to conduct ongoing evaluations. Data analysis report including root cause and plan to address weaknesses. Professional Learning Communities will collaborate and review student data.	**Final Evaluation Method:** The final evaluation that will be used to determine effectiveness is our STAAR data in all tested areas. TELPAs
	Timeline: 7/1/2022 - 7/1/2023 (Bi-Weekly)	**Needs:** B2; B3;	

3	**Action:** Implement cross curricular instructional strategies for student engagement and effective execution of lesson plans. In addition, these instructional strategies will provide a clear and consistent set of effective instructional practices that all teachers will use to increase academic achievement for all scholars: Think, ink, pair, share; randomization; and anchor charts.	**Person(s) Responsible:** E3 Alliance, Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** E3 Alliance Playbook;
	Evidence of Implementation: Administrative team will review lesson plans on a weekly basis. Teachers will be trained and will collaborate on creating activities with the playbook during Professional learning communities.	**Ongoing Evaluation Method:** Administrative team will review lesson plans on a weekly basis.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2022 - 7/1/2023 (Daily)	**Needs:** E2; E3;	

4	**Action:** Provide targeted student interventions during Enrichment classes and Saturday Tutorials.	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, and teachers	**Resources:** Mini assessment data, DMAC, Lead4ward;
	Evidence of Implementation: Lesson Plans, Data trackers, and Saturday tutorial attendance.	**Ongoing Evaluation Method:** Weekly classroom visits, progress monitoring using mini assessment data, targeted intervention plans.	**Final Evaluation Method:** STAAR results.
	Timeline: 7/1/2022 - 7/1/2023 (Daily)	**Needs:** B2; B3;	

5	**Action:** Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily. [Effective Schools Framework [Effective Schools Framework 1, 2, 4]]	**Person(s) Responsible:** Principal, Instructional Specialist, Teacher - Mr. Montelongo, Middle School Math Teachers,	**Resources:** REN BOY, MOY EOY, Benchmarks, Imagine Math;
	Evidence of Implementation: Lesson plans, stations, pacing calendars	**Ongoing Evaluation Method:** Mini assessments, station work, MOCK STAAR	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/8/2022 - 7/8/2022 (Daily)	**Needs:** B2; B3; E2; [Title I Components CNA]	

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

Objective #5: Academic Achievement: Increase the percent of students passing Reading at the Masters level in 6th, 7th, and 8th grade by 5%.

1	**Action:** Early College STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by embedding higher-order thinking strategies in lesson plans.	**Person(s) Responsible:** Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist, Teachers,	**Resources:** DMAC, LEAD4WARD, E3 Alliance, Education Galaxy, IXL, Professional Learning Communities, Specialist/Consultants; Local Funds $1,000.00; ESSER III $1,500.00
	Evidence of Implementation: Mini Assessment data from assessments, teacher walk throughs, and lesson plan reviews, project based learning strategies embedded in lesson plans, and graphic organizers.	**Ongoing Evaluation Method:** Classroom observations and feedback from administrations. In addition, administrators will review lesson plans and provide feedback on a weekly basis.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)	**Needs:** B2; B3;	

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

Objective #6: Academic Achievement: Increase the percent of students passing Math at the Masters level in 6th, 7th, and 8th grade by 5%.

1	**Action:** Early College STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by embedding higher-order thinking strategies in lesson plans. [Effective Schools Framework [Effective Schools Framework 1, 5]]	**Person(s) Responsible:** Principal, District Improvement Compliance Officer, Assistant Principal, Instructional Specialist, Teachers	**Resources:** DMAC, LEAD4WARD, E3 Alliance, Education Galaxy, IXL, Professional Development, Professional Learning Communities, Specialist/Consultants; Local Funds $1,000.00
	Evidence of Implementation: Mini assessment data from assessments, teacher walkthroughs, and lesson plans reviews, project based learning strategies embedded in lesson plans, and graphic organizers.	**Ongoing Evaluation Method:** Classroom observations and feedback from administrators. In addition, administrators will review lesson plans and provide feedback on a weekly basis.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)		**Needs:** B2; B3;

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

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

1	**Action:** Early College STEM Academy will have a student attendance tracking system to monitor daily attendance for students.	**Person(s) Responsible:** Principal, Assistant Principal, PEIMS Clerk, Counselor	**Resources:** Ascender Software, Staff;
	Evidence of Implementation: Increase in student attendance by evidence in daily attendance reports	**Ongoing Evaluation Method:** Increase in student attendance by teachers meeting weekly in PLC grade level and core subject meetings, Call outs / conferencing with parents, students, and families to support student attendance.	**Final Evaluation Method:** STAAR TELPAS
	Timeline: 7/7/2022 - 5/31/2023 (Daily)	**Needs:** B4;	

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

Objective #2: 100% participation from stakeholders at Early College STEM Academy in providing a safe environment conducive to learning while enriching students well-being by implementing strategies presented in Safety meetings.

1	**Action:** Early College STEM Academy will implement ongoing professional development on safety routines and expectations that include school-wide safety procedures for students and parents. [Effective Schools Framework [Effective Schools Framework 1, 2]]	**Person(s) Responsible:** Principal, Assistant Principal, Instructional Specialist, Counselor, Security Officer, Teachers, Teacher Assistance,	**Resources:** Safety Professional Development, parent letters, mass call / outs; ESSER III
	Evidence of Implementation: Safety monthly meeting, PLCs minutes and agendas, parent monthly letters	**Ongoing Evaluation Method:** observation and walkthroughs	**Final Evaluation Method:** Attendance, grades, discipline referrals, counselor referrals
	Timeline: 7/7/2022 - 5/31/2023 (Monthly)		**Needs:** C3; [Title I Components CIP]

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

Objective #3: Early College STEM Academy students will participate in SEL student surveys in the fall and spring and meet 85% of the highest two levels of the Likert Scale and be able to recognize their own emotions and thoughts and how that influences their behavior.

1	**Action:** Early College STEM Academy will use a school-wide / software program (Sandy Hook Say Something) to support students' social and emotional development.	**Person(s) Responsible:** Principal, Assistant Principal, Counselor, Teachers	**Resources:** Professional Development, Sandy Hook Say Something,; ESSER III
	Evidence of Implementation: walkthroughs, lesson plans,	**Ongoing Evaluation Method:** Professional development through PLCs	**Final Evaluation Method:** Decrease of Student Discipline Referrals
	Timeline: 7/8/2022 - 5/31/2023 (Every 3 weeks)	**Needs:** C3;	

Goal #5: Parent, Family, and Community Engagement: RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.

Objective #1: 100% faculty participation at Early College STEM Academy in ensuring that students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning by implementing strategies learned during Safety meetings.

1	**Action:** Monthly discussion meetings to inform parents of various school program offerings and clubs and organizations and teacher / staff support to students and their families.	**Person(s) Responsible:** Principal, Assistant Principal, Lead Teachers, Teachers, Counselor, and various programs offered by RYSS.	**Resources:** Presenters, computers, IXL, Education Galaxy, Graduation Plans, College and University opportunities, career pathways, STEM opportunities, teachers / staff and Tejano Center Programs offered to students and families.; Title I, Part A Funds
	Evidence of Implementation: Agendas, parent / teacher sign-In, Flyers, Mass Call out / texts, social media posts, meeting minutes, Communication Systems	**Ongoing Evaluation Method:** parent and student surveys feedback, parent and organization involvement after every monthly event.	**Final Evaluation Method:** STAAR Survey TELPAS
	Timeline: 8/8/2022 - 5/31/2023 (Monthly)	**Needs:** C2;	

2	**Action:** Conduct monthly safety meetings to discuss campus safety concerns and solutions.	**Person(s) Responsible:** Principal, Assistant Principal, Counselor, Lead Teachers, Teachers	**Resources:** Agendas, Sign-In Sheets, Flyers, Call out / text, Social Media Posts; Title I, Part A Funds
	Evidence of Implementation: Agendas, Zoom meetings, Sign-In Sheets, Course Selection, Images	**Ongoing Evaluation Method:** Parent and Student Survey,	**Final Evaluation Method:** Student, Staff, Parent Survey
	Timeline: 8/8/2022 - 5/31/2023 (Monthly)	**Needs:** C3; [Title I Components CNA, CIP]	

Goal #5: Parent, Family, and Community Engagement: RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.

Objective #2: 100% teacher participation in parent events and having a shared sense of responsibility and ownership in a high-performing organization focused on family and student success at Early College STEM Academy.

1	**Action:** Conduct monthly parent meetings, workshops, and engaging, academic parent nights that address career pathways, college readiness, health and wellness and social emotional strategies.	**Person(s) Responsible:** Principal, Assistant Principal, Teachers, Counselor	**Resources:** Refreshments, packets, presenters, classroom materials, devices; Title I, Part A Funds
	Evidence of Implementation: Parent Sign-In sheets at meeting / workshops, agendas, flyers, social media posts, mass call out / texts	**Ongoing Evaluation Method:** parent engagement and communication through meetings / conferences / workshops, teacher-parent communication conference logs, student are engaged and effective in relationships with staff and involved in clubs / organizations and school attendance.	**Final Evaluation Method:** STAAR TELPAS Parent Survey
	Timeline: 8/11/2022 - 5/31/2023 (Monthly)	**Needs:** F1; F3; J1; [Title I Components CNA]	

Goal #6: Health and Wellness: RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #1: All campuses will increase student attendance rate from the previous school year.

1	**Action:** Attendance will be monitored and tracked daily by teachers, administrators, and daily attendance reports by PEIMS clerk.	**Person(s) Responsible:** Principal, Assistant Principal, PEIMS clerk, teachers, counselor, students, and parents	**Resources:** Ascender, teachers, staff, administrators, counselor, parents and students; ESSER III $500.00
	Evidence of Implementation: Ascender software, Google sheet attendance tracker and teacher / staff communication logs.	**Ongoing Evaluation Method:** Students of Concern home visits with parents and students, Professional Learning Committees, and daily attendance reports.	**Final Evaluation Method:** Increase in Student Attendance
	Timeline: 8/12/2022 - 5/28/2023 (Daily)	**Needs:** I1;	

Goal #6: Health and Wellness: RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #2: The number of teacher absences for the 2022-2023 school year at each campus will decrease by 5% from the previous year.

1	**Action:** The campus will collaborate with teachers to support attendance through a school-wide incentive program. [Effective Schools Framework [Effective Schools Framework 2, 3]]	**Person(s) Responsible:** Principal, Assistant Principal, Teachers,	**Resources:** Teacher incentive, bulletin board, weekly update; Title III, Part A Funds
	Evidence of Implementation: Six week teacher absence tracker, teacher attendance incentives, bulletin board, weekly update	**Ongoing Evaluation Method:** Teacher Attendance Tracker	**Final Evaluation Method:** EOY teacher attendance tracker decreased
	Timeline: 7/1/2022 - 5/31/2024 (Every 6 weeks)		**Needs:** B4; [Title I Components CNA]

Goal #6: Health and Wellness: RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #3: 100% participation of students at Early College STEM Academy will participate in three health and wellness sessions to bring awareness of healthy food choices.

1	**Action:** Early College STEM Academy will implement weekly awareness through PE and elective classes that promote healthy self-care. [Effective Schools Framework [Effective Schools Framework 1, 3]]	**Person(s) Responsible:** Principal, Assistant Principal, Counselor, Teachers	**Resources:** Elective teachers, lesson plans, newsletter, bulletin board; State Comp Ed Funds; Title III, Part A Funds
	Evidence of Implementation: Monthly newsletter with health awareness	**Ongoing Evaluation Method:** Posters, bulletins boards,	**Final Evaluation Method:** Student survey, students making healthier food choice
	Timeline: 7/8/2022 - 5/31/2023 (Monthly)	**Needs:** C1; [Title I Components CIP]	

Goal #6: Health and Wellness: RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #4: 100% participation of students at Early College STEM Academy will participate in three sessions to increase awareness towards a healthy life-style.

1	**Action:** Early College STEM Academy will implement the awareness of effective physical activity and self-care. [Effective Schools Framework [Effective Schools Framework 1, 2, 5]]	**Person(s) Responsible:** Principal, Assistant Principal, Elective Teachers, Counselor, Coach Jaquez, Valentin, 21st century - Samantha Gonzalez	**Resources:** Newsletter, bulletin board, flyers, workshops for parent / students, Sports Equipment, Teacher / Extra Duty Pay, Lead Membership Dues,; State Comp Ed Funds; Title III, Part A Funds
	Evidence of Implementation: strategies imbedded in lesson plans, workshop attendance	**Ongoing Evaluation Method:** Weekly Grades Progress Report Cards	**Final Evaluation Method:** Student Survey Decrease in Discipline Referrals Increase in grades
	Timeline: 7/8/2022 - 5/31/2023 (Monthly)		**Needs:** C1; [Title I Components CIP]

Additional Targeted Support

Student Success   SpEd   Academic Achievement

Goal #2, Objective #2, Strategy #3

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

Funding

Career & Technology Funds

ESSER II $2,800.00

ESSER III $58,000.00

High School Allotment Funds

Local Funds $28,500.00

Carl Perkins

PTA Funds Funds

State Comp Ed Funds $76,000.00

Special Ed Funds

Title I, Part A Funds $18,000.00

Title I, Part A Focus Grant Funds

Title II, Part A Funds $10,500.00

Title III, Part A Funds $120,000.00   2.00 FTEs

Title I

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

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Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

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

Goal # 2, Objective #1 , Strategy # 1: The District personnel will provide monthly professional development to support first year teachers.

Goal # 2, Objective #2 , Strategy # 1: The District personnel will provide monthly professional development to support first year teachers.

Goal # 3, Objective #1 , Strategy # 1: Early College STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by targeting supports and tutoring to students who have not mastered STAAR exam, and monitoring student performance throughout the year.

Goal # 3, Objective #1 , Strategy # 2: Early College STEM Academy will engage in Data Driven Instruction via mini assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on mini assessments, cumulative six week assessments, snapshopt, and MOCK exam to plan purposeful interventions.

Goal # 3, Objective #4 , Strategy # 5: Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

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

Goal # 5, Objective #2 , Strategy # 1: Conduct monthly parent meetings, workshops, and engaging, academic parent nights that address career pathways, college readiness, health and wellness and social emotional strategies.

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

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 3, Objective #1 , Strategy # 1: Early College STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by targeting supports and tutoring to students who have not mastered STAAR exam, and monitoring student performance throughout the year.

Goal # 3, Objective #1 , Strategy # 2: Early College STEM Academy will engage in Data Driven Instruction via mini assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on mini assessments, cumulative six week assessments, snapshopt, and MOCK exam to plan purposeful interventions.

Goal # 3, Objective #1 , Strategy # 4: Provide targeted student interventions during Enrichment classes and Saturday Tutorials.

Goal # 4, Objective #2 , Strategy # 1: Early College STEM Academy will implement ongoing professional development on safety routines and expectations that include school-wide safety procedures for students and parents.

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

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

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

Element 3: Parent and Family Engagement

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

Goal # 2, Objective # 1, Strategy # 1: The District personnel will provide monthly professional development to support first year teachers.

Goal # 3, Objective # 1, Strategy # 1: Early College STEM Academy will provide high quality first instruction to students in all content areas, specifically in reading and mathematics by targeting supports and tutoring to students who have not mastered STAAR exam, and monitoring student performance throughout the year.

Goal # 3, Objective # 1, Strategy # 2: Early College STEM Academy will engage in Data Driven Instruction via mini assessment model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on mini assessments, cumulative six week assessments, snapshopt, and MOCK exam to plan purposeful interventions.

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