



Raul Yzaguirre Schools for Success

2950 Broadway Street, Houston, TX 77017

District Improvement Plan 2022-2023

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



MISSION

The Raul Yzaguirre Schools for Success exists to educate and empower the next generation of leaders by creating a college-bound, culturally relevant environment with a focus on academics, health and social services, and youth and human services to create stronger families and healthier communities.

VISION

The Raul Yzaguirre Schools for Success will be the gold standard for excellence in community-based education by graduating college-bound, civic-oriented leaders.

VALUES: TEJANO CENTER WHERE FAMILY IS FIRST

- FAMILY
- INTEGRITY
- RESPECT
- SERVICE
- TEAMWORK

DESCRIPTION

Introduction

The Raul Yzaguirre Schools for Success (RYSS) was founded in Houston, Texas, in 1996 as one of the first open-enrollment charter schools approved by the Texas State Board of Education. By establishing RYSS, the Tejano Center for Community Concerns sought to provide a college preparatory educational experience for children of the center's surrounding neighborhoods in southeast Houston. Since its modest beginnings in a small rental facility with an enrollment of 100 students, RYSS has expanded its operation and reached an enrollment of 1,784 students in two cities: the main campus in Houston that now occupies an entire city block and an additional campus in Brownsville, Texas.

In March of 2020, our District closed its doors to face-to-face instruction and began virtual instruction due to the onset of COVID 19. The impact of the current worldwide pandemic has changed the way we educate our students. We are looking at education differently out of necessity to provide students a viable opportunity to continue their learning and not lose valuable skills and knowledge. The challenges we and all other learning institutes worldwide have allowed us to be innovative and creative in searching for more effective methods to engage and teach our students. The evidence of the impact of COVID-19-related issues due to RYSS school closures and virtual learning on academic achievement is only just emerging.

During the spring 2022, RYSS underwent a significant organizational transformation at the District, and campus levels. After extensive conversations and interviews, the RYSS stakeholders agreed on four priorities for the next five year. The RYSS Priorities include:

- 1.Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and

successfully manage growth.

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

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

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

Our charge for the 2022-2023 school year is to focus on our strategic priorities by ensuring that district and campus administrators, teachers, and staff work with students and families towards growth in all four areas. Yet, we must also denote that there are still comprehensive measures identified to mitigate the adverse effects created during the pandemic. Additional teachers in special education and RTI interventionists have been secured to assist in closing the gaps. Teachers will continue to receive on-going training in small group instruction, SIOP strategies and each campus will fulfill the HB4545 tutorial requirement for students who did not pass any of the STAAR Grades 3- 8 and/or EOC assessments.

District Performance

The State of Texas' academic accountability system gives a letter grade rating for each of three domains and an overall to districts and campuses. For 2018, RYSS received a score of 88, which would have been a B, but due to Hurricane Harvey, the District was not rated. For 2019, RYSS received a score of 90, which was an A overall. For 2020 and 2021, due to the COVID-19 pandemic, RYSS was announced as Not Rated: Declared State of Disaster. The data that will be used as an initial pulse for instructional decision-making for the 2022-23 school year is the STAAR 2022 testing data and all other formal and informal data acquired during the previous school year (2021-22).

State Accountability Domains Performance

As stated previously, for 2019-2020, the State declared that the District received a Not Rated: Declared State of Disaster due to the COVID-19 pandemic, which prohibited the safe administration of State testing for the year. During other 2020-21 school year, all campuses administered the STAAR assessment in 3rd thru 8th and High School EOCs. Before COVID-19, the last testing year resulted in the 2019 District Accountability Rating Overall Summary of the following: Overall Rating: A, Student Achievement B, School Progress A, Closing Gaps B. Data Source: TEA. In 2022, the RYSS Accountability Rating Overall was an A, the breakdown includes Student Achievement 88, School Progress 93 and Closing the Gaps 84. Data Source: TEA

Academic Performance

The 2022 data demonstrate that there is still much work to be done when serving our Special Education and Emergent Bilingual students. The District and three of its campuses did not meet the State's target for English Language Proficiency on the Texas English Language Proficiency Assessment System [TELPAS]. Therefore, this also will be an area of additional internal and external professional development for administrators, teachers and staff. The academic focus of listening and speaking will also aid in closing the gaps with these populations.

Academic Distinction Designations

Campuses that receive an accountability rating of an A, B, C, or D are eligible to earn an academic distinction designation. For 2022, Brownsville Raul Yzaguirre STEM Scholars Academy earned all six distinctions for which it was eligible: Academic Achievement in English Language Arts/Reading, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps and Postsecondary Readiness.

PSTEM Academy earned five distinctions for which it was eligible: Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps and Postsecondary Readiness.

Early College STEM Academy earned a distinction for Academic Achievement in Social Studies.

Data Source: Texas Academic Performance Report and 2022 Accountability Data Tables.

Development of the District Improvement Plan

The RYSS district conducted a performance evaluation to study informal and formal data on student performance and targeted outcomes, analyze trends and patterns within and across the data, and identify causal factors. This annual performance evaluation in targeted areas of need is critical as part of the continuous improvement cycle. In addition, the results of these analyses are used to develop the annual performance objectives and strategies that will ensure the attainment of the RYSS goals outlined in its district improvement plan. The Early Literacy and Early Mathematics assessment data and College Readiness data will also be used to report Monthly Board goals.

Effective Schools Framework from TEA:

The Effective Schools Framework is rooted in the continuous improvement process:

IDENTIFY THE NEEDS: Increased focus on-campus practices in addition to data;

PLAN: Narrow focus on high leverage needs;

IMPLEMENT AND MONITOR: Supports and capacity builders aligned to the framework. Five levers are essential in high-performing campuses.

1.Strong School Leadership and Planning: Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

2.Effective, Well-Supported Teachers: Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

3.Positive School Culture: Positive school culture requires a compelling and aligned vision, mission, goals, values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

4.High-Quality Curriculum: All students have access to a TEKS-aligned, guaranteed, and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

5.Effective Instruction: All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Demographics

- Reading and Writing Across all Content areas are a focus due to our large Emergent Bilingual population on all campuses. In addition, the cross curricular alignment is important for scholar transferability. It is important to emphasize and work toward all students learning and teachers teaching at higher levels of performance in order to achieve desired student success.

Student Achievement

- Although growth was evident in 85% of scholars [except English 1, Biology, and US History], there is a need to prioritize efforts with our largest population of students; Emergent Bilinguals. The correlation between the decline on TELPAS and the overall performance of Emergent Bilinguals on STAAR assessments further proves the need to focus on development and intentionality with how we support this population. Additionally, many of these scholars are also twice exceptional and impacted cross content and grade levels, specifically English Language Arts. As a district, we are committed to further developing and equipping our campus administrators and teachers with the resources and tools necessary to ensure an aligned rigorous curriculum and student-centered instructional practices.

School Culture and Climate

- RYSS administrators, faculty and staff are committed to the district's mission of educating all students. Work must continue to improve morale and provide opportunities for people to interact and build strong working relationships with one another to ensure retention at higher levels.

Staff Quality, Recruitment and Retention

- This year, to remain competitive in salaries, the Board approved a salary scale that matches the largest school districts in the Houston and Brownsville areas. Also approved in the March 2022 board meeting were stipends for Houston and Brownsville teachers certified to teach bilingual, special education, and secondary STEM. In addition, the RYSS teacher incentive pay program and added leadership opportunities have helped with retention, yet continued intentional professional development will allow teachers to grow in their specialized areas. A need to create partners in education will ensure high quality candidates into the pool.

Curriculum, Instruction and Assessment

- RYSS will use Content Days to discuss curriculum expectations, data driven protocols that will be used to develop plans that will effectively address student needs. The Curriculum Share Point will store all curriculum documents and hold critical resources plus online links that will assist in high quality teaching and learning.

Family and Community Engagement

- The Family and Community Engagement (FACE) department has steadily increased its value to the District and organization. There will need to be an increase emphasis on in-office visits by students, staff, parents, and the community to the FACE department. FACE must continue to promote civic engagements and act as a disseminator of information, connection, and resources in and out of the school community.

School Context and Organization

- Although RYSS has made progress in creating systems across the entire organization, individual departments must adhere to the RYSS four priorities and develop more specific procedures and protocols to ensure greater effectiveness and efficiency in daily operations. Systems must be developed so that there is consistency and coordination among staff and departments in the recruitment and retention of highly effective personnel. Additional systems must be developed to ensure data and files are captured, archived and retrievable.

Technology

- RYSS technology will be used as part of the academic expectations for blended learning and communication of academic expectations. More effort is needed to provide all campuses with the technological tools that are necessary for educational attainment. There is a need to monitor the effectiveness of learning software so that we only spend funds on research based products that maximize learning.

Special Populations

- STAAR/EOC data indicate that Special Education and EL students need additional academic support. Research based intervention and acceleration utilizing research based practice are needed to address academic gaps.

ADMINISTRATORS

Dr. Adriana Tamez - Superintendent

Dr. Brenda Rangel - Chief Academic Officer

George Flores - Chief Financial Officer

Thelma Garza - School Improvement Officer

Carla Stevens - Director of Research and Accountability

PLANNING COMMITTEE

MEMBER	TITLE
Pablo Martinez	Director of PEIMS
Shawn Morton	Teacher, ECHS ROTC
Jillian Moreno	Teacher, ECHS
Liliana Sacramento	Director, BRYSS ECC
Adriana Garcia	Instructional Aide, PSTEM
Brenda Valdez	Instructional Aide, PSTEM
Jessica Villarreal	Executive Assistant
Erika Clark	Parent, BRYSS
Cristobol Lara	Parent, ECHS
Lizette Moreno	Parent, PSTEM
Ingrid Knosel	Community Member, BRYSS
Laura Vallejo	FACE Parent Liasion, PSTEM
Anne Van Horne	Baylor College Teen Clinic
Debra Carrizal	LULAC Educational Service Center
Sharon Sambolin	Content Lead, PSTEM
Maria Salinas	Director of Special Education
Alison Robinson	Teacher MS/HS
Andrea Bernes	Assistant Principal, BRYSS
Aktug Cilekci	Teacher, ECHS
Maribel Saldivar	Content, BRYSS
Karla Trevino	Content Lead, BRYSS
Silvia Alvarado	Content Lead, BRYSS
Rebecca Martinez	ESL Teacher, ECHS/MS
Adan Montelongo	Content Lead, ECMS

MEMBER	TITLE
Ellie Garza	Director, SE STEM
Daniella Botello	Counselor, ECHS/MS
Stephany Mendoza	Teacher, BRYSS
Noelia Longoria	Principal, ECHS/MS
Marigel Knosel	Principal, BRYSS
Carlos Banda	Director of Multilingual Programs
Georgina Glatz	Dyslexia Teacher, ECHS
Lesly Garcia	FACE Parent Liasion, ECHS/MS
Anali Martinez	Math Teacher, PSTEM
Amanda Sanchez	Science Teacher, PSTEM
Jocelyn Echegoyen	Teacher, PSTEM
Susana Reyna	Teacher, PSTEM
Miriam Perez	Teacher, SE STEM
Elizabeth Solano	Teacher, SE STEM
ShaQuan Akins	Teacher, NESTEM
Cecily Destin	Teacher, NESTEM
Sanjuanita Cisneroz	Principal, Castillo ECC
Georgina Castilleja	Principal, NESTEM
Amanda Madrigal	Teacher, NESTEM
Alexandria Darden	Teacher, NESTEM
Marco Setien	Teacher, ECHS
James Sherwood	Teacher, ECHS
David Davila	Teacher, ECMS
Elizabeth White	Teacher, ECHS
Yulissa Mora	Teacher, ECHS

CNA PROCESS

Throughout the school year 2021-22 a detailed analysis of Pre- K thru 12th grade accountability data was used to determine student needs and next steps for the development of teacher capacity for the 2022-23 school year.

T-TESS Teacher formal evaluations and informal walkthroughs were calibrated, analyzed to assess needs and actionable steps towards professional development.

An analysis of multiple data points that include; classroom observations, grades, running records and progress monitoring was necessary to determine the effectiveness of campus Literacy across the content approach.

TELPAS scores and samples were analyzed and programs were reviewed with the purpose of identifying actionable steps that will increase teaching and learning for Emergent Bilinguals (EB) population.

Pre- and Post Pandemic Attendance data has been analyzed to assess root cause and identify strategies to increase attendance.

Discipline and Social Emotional data have been analyzed with the purpose of identifying strategies to reduce behaviors that lead to disciplinary action and increase support services for all students in need of assistance.

Comprehensive Needs Assessment

Demographics

Strengths

- 1 RYSS is staffed with teachers that are eager to learn and possess degrees that enrich the learning experiences of students.
- 2 The student population has elected to enroll in comprehensive rigorous college/career preparatory program.
- 3 Parents are involved in their students' education and participation in programs geared to assist them in helping their children and sharpening their own skills.
- 4 Community organizations and local businesses are supportive of district goals and collaborate with RYSS.

Needs

- 1 Increased parental engagement and training in student academic success is needed to ensure coordinated effort for improved academics and college/career awareness.
- 2 Due to level of expertise of teachers and uncertified core content teacher, it is necessary to continue to develop effective and coherent systems to support backward planning, lesson delivery and data analysis to inform decision-making.

Summary

Reading and Writing Across all Content areas are a focus due to our large Emergent Bilingual population on all campuses. In addition, the cross curricular alignment is important for scholar transferability. It is important to emphasize and work toward all students learning and teachers teaching at higher levels of performance in order to achieve desired student success.

Data

TAPR
District-Based Assessments
REN STAR Data
STAAR / EOC Results
Student Achievement Data
Program Evaluations
Attendance Data
Discipline Data

Student Achievement

Strengths

- 1 The district and all RYSS campuses received an A or B rating from the state in 2022, with BRYSS earning all 6 out of 7 possible distinctions and PSTEM earning 5 out of 6 distinctions and Early College STEM earned one distinction in Social Studies.
- 2 There were 48% RYSS Social Studies scholars who performed at Meets or Masters on the STAAR 8th Grade and US History. 40% of Special Education scholars were on or above grade levels.
- 3 In English Language Arts/Reading 40% RYSS Emergent Bilinguals were on grade level or above .
- 4 In STAAR 2022 Mathematics, 43% of all scholars were at the Meets grade level and 21% at Masters level. 42% Current and Monitored Emergent Bilinguals were on grade level or above.

Needs

- 1 In 2022, only 37% of Emergent Bilingual scholars were at grade level (Meets or Masters) in all subjects.
- 2 In 2022, only 29% of all current Special Education scholars achieved grade level (Meets or Masters) standard in all STAAR Tests.
- 3 Only 24% of all Special Education scholars in English Language Arts/ Reading who took the STAAR or STAAR Alternative achieved the grade level standard (Meets or Masters level).
- 4 In 2022, Emergent Bilingual students achieved 27% at grade level (Meets or Masters) in Science STAAR; and 32% at grade level (Meets or Masters) in Social Studies STAAR.
- 5 In 2022, overall Science achievement was 36% at grade level (Meets or Masters) in 5th, 8th and Biology End of Course exam. Only 27% of Emergent Bilingual scholars scored at Meets or Masters.
- 6 In 2022, Mathematics overall performance did not meet the state target of 46%. In TELPAS the scholar achievement was at 31%, 5% below state target and 8% below RYSS's previous performance.

Summary

Although growth was evident in 85% of scholars [except English 1, Biology, and US History], there is a need to prioritize efforts with our largest population of students; Emergent Bilinguals. The correlation between the decline on TELPAS and the overall performance of Emergent Bilinguals on STAAR assessments further proves the need to focus on development and intentionality with how we support this population. Additionally, many of these scholars are also twice exceptional and impacted cross content and grade levels, specifically English Language Arts. As a district, we are committed to further developing and equipping our campus administrators and teachers with the resources and tools necessary to ensure an aligned rigorous curriculum and student-centered instructional practices.

Data

Student Achievement Data
 Response to Intervention tracking
 Formative Assessments
 Curriculum-Based Assessments
 STAAR / EOC Results

Classroom Walkthrough Data
TAPR
Graduation Records
Promotion / Retention data

School Culture and Climate

Strengths

- 1 The RYSS school community is dedicated to excellence. All are focused on prioritizing strategies to ensure our students thrive academically and socially.
- 2 Faculty/staff display a true sense of commitment and drive to the district's four priorities:
 - 1.Strong Infrastructure and Planning
 - 2.Strong Teams
 - 3.Excellent Instruction
 - 4.Thriving Students
- 3 Mentors have been assigned to ensure all first and second year teachers are supported academically and culturally via the social and emotional conversations.

Needs

- 1 The Faculty/staff attendance rate needs to increase by introducing incentive and recognition platforms for those who are in attendance at high rates each semester.
- 2 There is a need to develop a cohesive campus culture that addresses teaching and learning. A PLC model will increase collaboration and as a result will positively impact the perception regarding students.
- 3 Faculty/staff would benefit from more opportunities for team-building exercises and events to increase staff collaboration and cooperation during district Content Days and campus PLC time..

Summary

RYSS administrators, faculty and staff are committed to the district's mission of educating all students. Work must continue to improve morale and provide opportunities for people to interact and build strong working relationships with one another to ensure retention at higher levels.

Data

Staff Demographics

Attendance Data

Classroom Walkthrough Data

Staff Quality, Recruitment and Retention

Strengths

- 1 The Directors of Teacher Development, Multilingual, and SPED work with teachers and provide professional development for first, and second-year teachers and any other teacher the campus principals recommend for additional assistance throughout the school year.
- 2 Teachers are engaged in a PLC model that promotes practicing lessons before going live in front of scholars.
- 3 RYSS teachers have opportunities to assume leadership roles and various pathways on their campuses. Principals have set up leadership cohorts to address content and social initiatives.
- 4 The RYSS Teacher Institute provides ongoing individualized professional development for developing teacher expertise in PLCs, curriculum alignment, and Special Populations to ensure teaching and learning during Tuesday Tune-Ups and individual coaching.
- 5 RYSS has been intentional in raising the 2022-23 teacher compensation pay for certified and uncertified teachers. Additional compensation was designated for new to RYSS teachers as a signing bonus.

Needs

- 1 Teacher professional development opportunities in all content areas must address the effective implementation of teaching and learning to increase student discourse and ownership while engaging in high rigor via writing.
- 2 A recruitment plan to attract high quality certified teachers in all content areas, particularly in the areas of bilingual education, special education, math and science is needed.
- 3 Partnering with local educational agencies to ensure a vision for recruiting new teachers to the field of education is needed.

Summary

This year, to remain competitive in salaries, the Board approved a salary scale that matches the largest school districts in the Houston and Brownsville areas. Also approved in the March 2022 board meeting were stipends for Houston and Brownsville teachers certified to teach bilingual, special education, and secondary STEM. In addition, the RYSS teacher incentive pay program and added leadership opportunities have helped with retention, yet continued intentional professional development will allow teachers to grow in their specialized areas. A need to create partners in education will ensure high quality candidates into the pool.

Data

Staff Demographics

Attendance Data

TAPR

Front Line- HR data platform

Curriculum, Instruction and Assessment

Strengths

- 1 Strong emphasis is placed on teaching staff accessing TEKS in order to align primary curriculum, instruction and assessment. This ensures that secondary supplemental curriculum is aligned and has been vetted by administrators, consultants and teachers.
- 2 The use of Lead4ward as a resource aligns with state standards and provides training for teachers to ensure their understanding.
- 3 Specific aligned professional development to meet the needs of teachers in content areas as well as through Blended Learning practices is provided.
- 4 Special Pops weekly Instructional Best Practice via Tuesday Tune-Up sessions are provided for new teachers and those needing specialized support.

Needs

- 1 The RYSS teachers and staff will need to use the Content Days (August 3, 10, September 23, November 4 full days and January 25, and April 19 1/2 days) for extensive review of scope and sequence. Modeling and practice is necessary to develop assessments that are aligned to the rigor of the TEKS. Further professional development will be offered by individual campuses on October 14(full day), February 22 (1/2 day).
- 2 Model Data Driven Instruction protocols that result in targeted instruction based on needs identified by data results is needed for teachers. Campuses need to include students and parents in data conference to ensure investment of all stakeholders.
- 3 RYSS will need to follow the Daffour's Professional Learning Community (PLC) Rubric and expectations to discuss weekly curriculum and instruction that is relevant and reflective of current rigorous practices.

Summary

RYSS will use Content Days to discuss curriculum expectations, data driven protocols that will be used to develop plans that will effectively address student needs. The Curriculum Share Point will store all curriculum documents and hold critical resources plus online links that will assist in high quality teaching and learning.

Data

Campus-Based Assessments
District-Based Assessments
STAAR / EOC Results

Family and Community Engagement

Strengths

- 1 A strong and growing Family and Community Engagement (FACE) department has become a connection hub for students, parents, staff, and faculty for obtaining information about programs, services, and connection to resources.
- 2 RYSS has increased school strategic partnerships to help in student achievement and improve college-bound culture.
- 3 Individual campuses are supporting parent engagement via their monthly campus Parent meetings and community outreach events.

Needs

- 1 Civic engagement programs for parents should be increased to help engage their students in their education at school and home.
- 2 High school students need to have a varied mix of pathways and opportunities to participate in externships, internships and workforce programs in the STEM and business industry fields.
- 3 RYSS will need to increase parent empowerment sessions throughout the day to ensure that families are highly engaged and informed on the intricacies of the school system.

Summary

The Family and Community Engagement (FACE) department has steadily increased its value to the District and organization. There will need to be an increase emphasis on in-office visits by students, staff, parents, and the community to the FACE department. FACE must continue to promote civic engagements and act as a disseminator of information, connection, and resources in and out of the school community.

Data

Attendance Data

Response to Intervention tracking

School Context and Organization

Strengths

- 1 RYSS has undergone a significant transformation at the organization, District, and campus levels. During the Spring 2022, Stakeholders agreed on four priorities for the next five year. The RYSS Priorities include:
Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.
Strong Teams: Recruit, develop, and retain top talent to create thriving school-based and central office teams.
Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.
Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.

Needs

- 1 Human Resources department must develop more specific procedures and protocols to ensure greater effectiveness and efficiency in daily operations.
- 2 Data Quality Systems must be developed so that there is consistency and coordination among staff and departments. Additional systems must be developed to ensure data and files are captured, archived and retrievable.
- 3 There is a need to develop a vision for the hiring of human capital and the recruitment and retention of highly qualified personnel.

Summary

Although RYSS has made progress in creating systems across the entire organization, individual departments must adhere to the RYSS four priorities and develop more specific procedures and protocols to ensure greater effectiveness and efficiency in daily operations. Systems must be developed so that there is consistency and coordination among staff and departments in the recruitment and retention of highly effective personnel. Additional systems must be developed to ensure data and files are captured, archived and retrievable.

Data

Staff Demographics

Student Achievement Data

Program Evaluations

Attendance Data

Discipline Data

Maintenance Records

Student Demographics

Graduation Records

Technology

Strengths

- 1 The majority of the classrooms are equipped with computers, lab tops, Chrome Books, iPads. In the last two years, RYSS has been intentional in providing student one to one technology to ensure access at home and on campus.
- 2 The RYSS Online Assessment Committee consisting of RYSS District Leadership, Campus Principals and members of the IT team was created in January of 2022 to ensure highly efficient systems in preparation for the 2023 Online STAAR Testing.
- 3 In August 2022, Learning.com was purchased district-wide to ensure all students practice Online best practices techniques and content best practices.

Needs

- 1 Continue updating the website for the RYSS and campuses. It should be ongoing and considered a priority.
- 2 All curricular platforms will need to be monitored for connectivity and usage at all campus. Campus principals will need to develop a system for checks and balances for every curriculum resource and platform.

Summary

RYSS technology will be used as part of the academic expectations for blended learning and communication of academic expectations. More effort is needed to provide all campuses with the technological tools that are necessary for educational attainment. There is a need to monitor the effectiveness of learning software so that we only spend funds on research based products that maximize learning.

Data

Program Evaluations

Campus-Based Assessments

District-Based Assessments

Maintenance Records

Special Populations

Strengths

- 1 An Emergent Bilingual certified teacher provides instruction for students learning English as a second language in middle and high school at the Early College Houston and BRYSS middle campus.
- 2 RYSS Teacher Assistants assist in the instructional support for students with disabilities learning English as a second language and native English speaker students with disabilities. Teacher assistants have been trained to assist in small group settings.
- 3 A partnership with the Department of Assistive and Rehabilitative Services (DARS) has been established for the past four years allowing for a stronger transition plan for students graduating from high school.

Needs

- 1 RYSS continues in the process of hiring highly qualified, Special Education certified teachers for the Houston campuses to provide specialized instruction for students with disabilities on campus according to federal, state and local guidelines.
- 2 RYSS has an insufficient number of Bilingual/ESL certified teachers on campuses to provide support to English learners, considering that 62.7 % of students still have a language barrier according to TEA criteria.
- 3 There is a need to increase parent involvement through academic workshops and conferences with teachers. In addition, informational items could be sent home for those parents that are unable to attend scheduled instructional activities.
- 4 Based on student data, there is need to strengthen the quality of the bilingual education to ensure students are exiting the program in a timely manner.
- 5 Based on TELPAS data, students learning English as a second language are not showing significant progress in the language acquisition from one school year to the next.
- 6 RYSS is lacking a Newcomers Program for the students to assimilate to the English language, culture and traditions that will help them succeed academically and socially.
- 7 The campus SPED and EL population pose challenges that will require strategic targeted instruction to ensure they are meeting academic standards.

Summary

STAAR/EOC data indicate that Special Education and EL students need additional academic support. Research based intervention and acceleration utilizing research based practice are needed to address academic gaps.

Data

Promotion / Retention data
Program Evaluations
Attendance Data
STAAR / EOC Results
TAPR
Classroom Walkthrough Data
Graduation Records
Staff Demographics

Student Achievement Data

Actions

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

Objective #1: RYSS Content teams will collaborate on curriculum alignment, a well defined scope and sequence and research high quality instructional resources during four selected days and two half days throughout the year.

1	<p>Action: The District will assign content team leads to engage in Vertical Content Planning across the district.</p>	<p>Person(s) Responsible: CAO Principals Directors</p>	<p>Resources: TEKS Curriculum Snapshot (Lead 4ward)</p> <ul style="list-style-type: none"> • Field Guides (Lead 4ward) • Process Standards • Readiness/Supporting Standards • TEA Adopted Primary Resource <ul style="list-style-type: none"> o Pacing Calendars by six weeks o Weekly Lesson Plans; ESSER II; ESSER III
	<p>Evidence of Implementation: Agendas Scope & Sequence documents Pacing calendars by six weeks Weekly Lesson Plans</p>	<p>Ongoing Evaluation Method: Walkthrough data Content Assessment data PLCs</p>	<p>Final Evaluation Method: Benchmark Assessment data End of Year Assessments STAAR/EOC</p>
	<p>Timeline: 6/1/2022 - 1/5/2023 (Monthly)</p>		<p>Resources: TEKS Curriculum Snapshot (Lead 4ward)</p> <ul style="list-style-type: none"> • Field Guides (Lead 4ward) • Process Standards • Readiness/Supporting Standards • TEA Adopted Primary Resource <ul style="list-style-type: none"> o Pacing Calendars by six weeks o Weekly Lesson Plans;
2	<p>Action: Content Team Leads will oversee the content teams collaboration with teachers to produce original content creation, ensure curriculum alignment adherence, production of pacing calendars and the technical execution of all digital content district-wide.</p>	<p>Person(s) Responsible: CAO District Directors Principals Content team leads</p>	<p>Resources: Local Funds; ESSER II; ESSER III</p>
	<p>Evidence of Implementation: District content specific curriculum documents Pacing calendars Agendas from content planning days, August 3, 10, September 23, November 4, 2022 & January 5, 2023</p>	<p>Ongoing Evaluation Method: Weekly Lesson Plans Teacher implemented pacing calendars PLCs Walkthrough data</p>	<p>Final Evaluation Method: Content Assessment data Benchmark data STAAR/EOC data</p>
	<p>Timeline: 8/3/2022 - 1/5/2023 (Daily)</p>		

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

Objective #2: The RYSS Schools Office will provide ongoing internal and external professional development to reinforce the execution of high level lessons.

1	<p>Action: The District Schools Office will facilitate Instructional Leadership meetings to provide opportunities for collaboration and input among campuses in the development of quality professional development.</p>	<p>Person(s) Responsible: CAO District Directors Principals</p>	<p>Resources: Agendas Academic Performance Data T-TESS Data Walkthrough Feedback Data Needs Assessment Surveys; Local Funds; ESSER II; ESSER III</p>
	<p>Evidence of Implementation: Leadership Agendas PLC meeting Agendas Survey responses</p>	<p>Ongoing Evaluation Method: Professional Development Agendas Professional Development Evaluation forms Feedback from PD participants</p>	<p>Final Evaluation Method: Walkthrough Data TTESS Data Academic Performance Data</p>
	<p>Timeline: 5/20/2022 - 6/30/2023 (Every 3 weeks)</p>		<p>Resources: Agendas Academic Performance Data T-TESS Data Walkthrough Feedback Data Needs Assessment Surveys;</p>

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: PK-12th grade teachers new to RYSS and new to teaching will participate in the RYSS Learning Institute to develop foundational knowledge regarding getting to know students, classroom management, and instructional planning.	Person(s) Responsible: Denise Martinez, Director of Teacher Development.	Resources:
	Evidence of Implementation: <ul style="list-style-type: none"> • Sign-in sheets • Teacher PD satisfaction survey 	Ongoing Evaluation Method: <ul style="list-style-type: none"> • Walkthroughs • Mid-year satisfaction survey • Mentor / appraiser Feedback 	Final Evaluation Method: <ul style="list-style-type: none"> • Signed contract • Teacher satisfaction survey
	Timeline: 7/26/2022 - 7/28/2022 (Annually)		
2	Action: Provide ongoing development aligned to teacher need and/or based on evidence from TTESS	Person(s) Responsible: Denise Martinez, Carlos Banda, Maggie Salinas	Resources: <ul style="list-style-type: none"> • Sharepoint site • Responsive Learning;
	Evidence of Implementation: <ul style="list-style-type: none"> • Calendar of PD shared with all teachers and campus administrators • One-page flyer of sessions/descriptions 	Ongoing Evaluation Method: <ul style="list-style-type: none"> • Sign-in sheets • Post PD satisfaction surveys 	Final Evaluation Method: <ul style="list-style-type: none"> • Analysis of all surveys • TEA end of year Mentor Program Allotment Teacher/Mentor Survey report.
	Timeline: 8/30/2022 - 4/28/2023 (Weekly)	Resources: <ul style="list-style-type: none"> • Sharepoint site • Responsive Learning; 	

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: Provide ongoing development aligned to teacher need and/or based on evidence from TTESS	Person(s) Responsible: Denise Martinez, Carlos Banda, Maggie Salinas	Resources: • Sharepoint site • Responsive Learning;
	Evidence of Implementation: • Calendar of PD shared with all teachers and campus administrators • One-page flyer of sessions/descriptions	Ongoing Evaluation Method: • Sign-in sheets • Post PD satisfaction surveys	Final Evaluation Method: • Analysis of all surveys • TEA end of year Mentor Program Allotment Teacher/Mentor Survey report.
	Timeline: 8/30/2022 - 4/28/2023 (Weekly)		Resources: • Sharepoint site • Responsive Learning;
2	Action: Provide effective coaching, development and ongoing support for beginning teachers with a focus on instructional planning, deepening content knowledge, and ensuring sense of safety and support.	Person(s) Responsible: Denise Martinez, Director of Teacher Development, Mentors	Resources: • Coaching Framework • New Teacher Framework • TEA end of year Mentor Program Allotment Teacher/Mentor Survey report.;
	Evidence of Implementation: • Mentor/BT tracker • Walkthroughs • New Teacher Pathway One Pager	Ongoing Evaluation Method: • Feedback from principals • Walkthroughs	Final Evaluation Method: • TTESS
	Timeline: 8/29/2022 - 5/26/2023 (Weekly)		Resources: • Coaching Framework • New Teacher Framework • TEA end of year Mentor Program Allotment Teacher/Mentor Survey report.;

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

Objective #3: By the end of January 2023, RYSS will have trained campus administrators and teachers with strategies and a toolkit of resources that will precipitate the Special Education student growth for Reading STAAR/EOC from 40% to 48% and for Mathematics from 54% to 62%.

1	Action: All teachers will be invited to attend 21 professional development opportunities scheduled throughout the 2022 Fall Semester. • Tuesdays & Thursdays Tune-Up Sessions. In-house developed workshops tailored to specific campus needs.	Person(s) Responsible: Maria Salinas Denise Martinez Carlos Banda	Resources: Training Materials; Local Funds; Special Ed Funds; ESSER III
	Evidence of Implementation: Agendas -Sign-in sheets -Hand-outs	Ongoing Evaluation Method: -Walkthroughs -Coaching	Final Evaluation Method: Pre&Post Assessment Teacher Satisfaction Survey Accountability Rating System-Closing the Gaps Indicator
	Timeline: 8/30/2022 - 12/15/2022 (Weekly)		Resources: Training Materials;
2	Action: Principals and one SPED Lead/Coordinator from each campus will participate in the Texas Council of Administrators of Special Education Conference.	Person(s) Responsible: Maria Salinas	Resources: TCASE; Special Ed Funds
	Evidence of Implementation: -Agenda -Sign-in sheets -Hand-outs	Ongoing Evaluation Method: Campus PLC meetings	Final Evaluation Method: TEA Accountability Rating System-Closing the Gaps Indicator
	Timeline: 2/6/2023 - 2/8/2023 ()		Resources: TCASE;

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

Objective #4: By end of June 2023, RYSS will have trained SLAM Lead Teachers, one on each campus.

1	<p>Action: ELA/ESL and Bilingual Teachers will use second language acquisition methods during Tier 1 instruction that will increase reading comprehensibility.</p>	<p>Person(s) Responsible: -C. Banda -T. Armstrong</p>	<p>Resources: Conferences: Region IV, TABE, NABE Literacy Routines SIOP Lead4Ward DMAC;</p>
	<p>Evidence of Implementation: -PLC agendas -Sign-in sheets - Quick Walks - Meeting/Debrief notes -Campus Reading ELA Assessments</p>	<p>Ongoing Evaluation Method: Sign-in Sheets Presentations</p>	<p>Final Evaluation Method: TELPAS</p>
	<p>Timeline: 9/13/2022 - 12/6/2022 (Bi-Monthly)</p>	<p>Resources: Conferences: Region IV, TABE, NABE Literacy Routines SIOP Lead4Ward DMAC;</p>	
1	<p>Action: By end of June 2023, RYSS will have trained SLAM Lead Teachers, one on each campus.</p>	<p>Person(s) Responsible: -C. Banda -T. Armstrong -Lead Teachers</p>	<p>Resources: TABE NABE Region IV ML Symposium;</p>
	<p>Evidence of Implementation: -Meeting agendas -Meeting notes -Sign-in sheets - Observations and Feedback - Monthly Sept. – Jan. -Lead Teachers present Symposium</p>	<p>Ongoing Evaluation Method: Summit K12 Quick Walks</p>	<p>Final Evaluation Method: TELPAS</p>
	<p>Timeline: 9/19/2022 - 5/31/2023 (On-going)</p>	<p>Resources: TABE NABE Region IV ML Symposium;</p>	

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

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

1	<p>Action: All Campuses with Accountability Rating will participate in the HB4545 interventions in grades 3- 8 and EOC courses. Teachers will be trained on small group instruction and share best practices on effective instructional strategies to close the gap for students who did not pass the STAAR exam. Any student who did not pass the STAAR exam will need to participate in 30 hours of additional instructional support in the content in which they did not pass.</p>	<p>Person(s) Responsible: Chief Academic Officer, Campus Principals</p>	<p>Resources: State Comp Ed Funds</p>
	<p>Evidence of Implementation: Students will participate in daily external intervention classes before, during school and on Saturdays.</p>	<p>Ongoing Evaluation Method: DMAC and benchmark assessment data, student goals worksheet,</p>	<p>Final Evaluation Method: STAAR 2023 results</p>
	<p>Timeline: 9/1/2022 - 1/1/2023 (Daily)</p>		
2	<p>Action: Ensure that all campus instructional leaders thoroughly understand how effective instructional practice in the classroom aligns to State Accountability results.</p>	<p>Person(s) Responsible: Chief Academic Officer Principals</p>	<p>Resources: TEA website resources Region IV Training on Continuous Improvement Professional conferences Professional books; Title I, Part A Funds; Local Funds \$68,805.00; Title II, Part A Funds \$38,832.00</p>
	<p>Evidence of Implementation: Campus leadership meeting agendas Daily classroom visits T-Tess feedback Ongoing progress monitoring</p>	<p>Ongoing Evaluation Method: Data analysis aligned to accountability</p>	<p>Final Evaluation Method: Analysis of data included in the accountability system</p>
	<p>Timeline: 8/1/2022 - 8/1/2023 (Weekly)</p>		<p>Resources: TEA website resources Region IV Training on Continuous Improvement Professional conferences Professional books;</p>

3	Action: Review data from 2022 accountability reports with campus leaders with the purpose of identifying trends and next steps.	Person(s) Responsible: Chief Academic Officer Data/Accountability Director Director of Teacher Development Principals DCSI	Resources: State Accountability Reports;
	Evidence of Implementation: Agendas Data analysis reports	Ongoing Evaluation Method: Implementation of plan progress monitoring	Final Evaluation Method: Comparison of previous year to current year state data results Ongoing data reports and adjustments to plan
	Timeline: 8/1/2022 - 10/1/2023 (Annually)		Resources: State Accountability Reports;
4	Action: Implementation of Blended Learning Grant in all grades and campuses	Person(s) Responsible: Chief Academic Officer, Director of Teacher Development, Principals, Blended Learning Council	Resources: Blended Learning Grant will provide technology for grades Kinder, 1st and 2nd, Project Manager and Educational BL provider Education Elements;
	Evidence of Implementation: BL Council, Leadership Council Agendas, All Artifacts will be collected and sent to TEA.	Ongoing Evaluation Method: BL Tracker will be used to monitor all tasks by Project Manager, Director of Teacher Development and Chief Academic Officer.	Final Evaluation Method: Evidence of Classroom practices and Student agency.
	Timeline: 9/1/2022 - 7/1/2023 (Daily)		Resources: Blended Learning Grant will provide technology for grades Kinder, 1st and 2nd, Project Manager and Educational BL provider Education Elements;

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

Objective #2: In the Student Achievement portion of the state accountability system for 2023, the district will meet or exceed performance at the Meets Grade Level standard in all subjects tested as follows: Reading/ELA from 48% to 53%, Math from 43% to 48%, Science from 36% to 41%, and Social Studies from 48% to 53%.

1	<p>Action: Provide effective coaching with a focus on mastery while supporting teachers with lesson planning, objective driven lessons, depth of understanding and logic introduction of content.</p>	<p>Person(s) Responsible: Chief Academic Officer Instructional Coaches Teacher Specialist and Dean of Instruction Principals</p>	<p>Resources: Lead4Ward Conferences Book studies Rice University PD Consultants Region IV PD Harris County PD TEKS RS Professional Development; Local Funds \$96,500.00; State Comp Ed Funds \$127,300.00; Title I, Part A Funds \$122,378.00</p>
	<p>Evidence of Implementation: Agendas and participation Feedback Completed lesson plans</p>	<p>Ongoing Evaluation Method: Walk-through observations Planning sessions with feedback Curriculum analysis for depth of understanding Exit tickets/Data</p>	<p>Final Evaluation Method: Teacher retention reports and academic performance results.</p>
	<p>Timeline: 8/1/2022 - 8/31/2023 (On-going)</p>		<p>Resources: Lead4Ward Conferences Book studies Rice University PD Consultants Region IV PD Harris County PD TEKS RS Professional Development;</p>
2	<p>Action: Facilitate weekly data conversations with campus leaders and teachers with the purpose of identifying strengths and weaknesses.</p>	<p>Person(s) Responsible: Principals Instructional Coaches Instructional Specialist and Dean of Instruction Chief Academic Officer</p>	<p>Resources: Common assessments Exit tickets Data trackers; Local Funds \$4,000.00</p>
	<p>Evidence of Implementation: Attendance to meetings and active participation DDI protocol</p>	<p>Ongoing Evaluation Method: Data analysis aligned to accountability</p>	<p>Final Evaluation Method: Student data results on assessments (benchmarks, common assessments, and STAAR)</p>
	<p>Timeline: 8/1/2022 - 8/31/2023 (On-going)</p>		<p>Resources: Common assessments Exit tickets Data trackers;</p>

3	Action: All campus leaders will develop a campus action plan addressing the academic needs of both the LEP and Special Education populations. These plans will include: data findings and next steps, professional development, identification of effective research-based strategies, clarity and concise presentation of lesson delivery.	Person(s) Responsible: Principals, Instructional coach, Director of Special Education, Director of Multilingual	Resources: STAAR data for LEP and Special Education; TELPAS;; Title I, Part A Funds \$9,000.00
	Evidence of Implementation: LEP and Special Education action plans	Ongoing Evaluation Method: Identified students in each subgroup needing assistance are targeted for support. Data analysis	Final Evaluation Method: Ongoing student performance data results, Imagine Learning Data
	Timeline: 9/1/2022 - 6/1/2023 (Annually)		Resources: STAAR data for LEP and Special Education; TELPAS;;
4	Action: Each campus will engage in frequent Leadership Team meetings to assess, monitor and implement strategic processes that increase academic achievement.	Person(s) Responsible: Principal, Teacher specialists, Instructional Coaches	Resources: Effective Schools Framework; Title II, Part A Funds \$5,800.00
	Evidence of Implementation: Attendance to meetings Implementation of protocol	Ongoing Evaluation Method: Review of previous next steps and assessment of effectiveness based on qualitative and quantitative data	Final Evaluation Method: Student data results
	Timeline: 10/1/2022 - 5/31/2023 (On-going)		Resources: Effective Schools Framework;
5	Action: Administer two district-wide benchmark tests of grades 3-11. Administer TEA online benchmark in November 2022.	Person(s) Responsible: Principal, Lead Content Coach, Teachers, District and Campus Testing Coordinator	Resources: Released STAAR exams, Lead4ward Blueprints TEA Benchmark; Title I, Part A Funds; Local Funds \$5,000.00
	Evidence of Implementation: Results in DMAC; testing calendar	Ongoing Evaluation Method: Data Driven Instruction Analysis with Plan of Action	Final Evaluation Method: Student performance data
	Timeline: 12/1/2022 - 2/28/2023 (Bi-Annually)		Resources: Released STAAR exams, Lead4ward Blueprints TEA Benchmark;

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

Objective #3: In alignment with anticipated new Board Goals, the district will increase the percent of third grade students reaching the Meets Grade Level Performance Standard in reading from 48% to 50% and in math from 45% to 50% by June 2023.

1	<p>Action: K-2 teachers will be trained via the District RYSS Learning Institute regarding curriculum Alignment, DDI best practices and Blended Learning strategies.</p>	<p>Person(s) Responsible: Chief Academic Officer, Director of Teacher Development, Instructional Coach and Principals.</p>	<p>Resources: RYSS Curriculum Calendar,DDI Lead Forward documents.;</p>
	<p>Evidence of Implementation: K-2 teachers will participate in the RYSS Learning Institute and Bilingual teachers will have additional bi weekly trainings in Bilingual Best Practices.</p>	<p>Ongoing Evaluation Method: Curriculum calendar, Lesson Plans, DDI Collaborative Agendas, Teacher surveys</p>	<p>Final Evaluation Method: Increase in K-2 Student performance in reading and Math as well as TELPAS scores.</p>
	<p>Timeline: 7/1/2022 - 7/1/2023 (Weekly)</p>		<p>Resources: RYSS Curriculum Calendar,DDI Lead Forward documents.;</p>
2	<p>Action: Each campus leader will set the level of student performance at the Meets and/or Masters Level by consistently conducting individual teacher discussions reviewing student data and lesson implementation.</p>	<p>Person(s) Responsible: Principals, Lead Content Leaders, DCSI</p>	<p>Resources: Data analysis, Lead4Ward reports and Uncommon Schools protocols; Title I, Part A Funds</p>
	<p>Evidence of Implementation: DDI trackers, DDDI collaboratives and Friday PLC meetings.</p>	<p>Ongoing Evaluation Method: Assessment results, data conferences with students</p>	<p>Final Evaluation Method: STAAR results</p>
	<p>Timeline: 9/1/2022 - 8/31/2023 (On-going)</p>		<p>Resources: Data analysis, Lead4Ward reports and Uncommon Schools protocols;</p>
3	<p>Action: All campuses will review STAAR data to identify TEKS that will lead students to high levels of learning.</p>	<p>Person(s) Responsible: Principals, Teacher Specialist, Dean of Instruction Teachers Instructional Coaches</p>	<p>Resources: TEKS RS DMAC Lead4ward;</p>
	<p>Evidence of Implementation: Lesson planning Data Driven Instruction (DDI) Analysis Protocol</p>	<p>Ongoing Evaluation Method: DDI reports Grades Formative Assessments</p>	<p>Final Evaluation Method: Percent of students mastery STAAR at the meets level.</p>
	<p>Timeline: 8/1/2022 - 5/1/2023 (Weekly)</p>		<p>Resources: TEKS RS DMAC Lead4ward;</p>

4	<p>Action: Purchase of Renaissance 360 Diagnostic for all four campuses.</p>	<p>Person(s) Responsible: Chief Academic Officer, Director of Teacher Development, Principals</p>	<p>Resources: REN 360 Diagnostic platform, data analysis; ESSER II \$65,900.00</p>
	<p>Evidence of Implementation: Diagnostic Data collected at BOY, MOY, EOY.</p>	<p>Ongoing Evaluation Method: DDI conversations will be held at each campus during all three evaluation points- BOY, MOY, EOY. Data will be desegregated by individual teachers. Interventions will be created after each check point.</p>	<p>Final Evaluation Method: Increase of campus data from BOY to MOY and then EOY.</p>
	<p>Timeline: 7/1/2022 - 7/1/2023 (On-going)</p>		<p>Resources: REN 360 Diagnostic platform, data analysis;</p>

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

Objective #4: In the Domain 2 Part A Academic Growth component of the state accountability system, the district will improve the percentage of students meeting or exceeding growth in reading from 84% to 85% and in math from 79% to 85%.

1	Action: District will purchase STEM Scopes interactive Math modules in grades k-12. Teacher training will be on-going	Person(s) Responsible: Principals, Dean of Students	Resources: STEM Scopes Platform, Online and consumable student resource books.; Title I, Part A Funds \$3,000.00
	Evidence of Implementation: STEM Scopes data usage, Lesson plans, PLC agendas	Ongoing Evaluation Method: Weekly data usage.	Final Evaluation Method: STEM Scopes usages will equate to increase in Math scores
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)		Resources: STEM Scopes Platform, Online and consumable student resource books.;
2	Action: Monitoring of Blended Learning Kinder, 3rd Grade and 6th grade Math classes.	Person(s) Responsible: Director of Teacher Development, Math Teachers, Principals and Blended Learning Council	Resources: Blended Learning Grant, Imagine Learning, Blended Learning Council, Blended Learning DDI charts and Choice Board options;
	Evidence of Implementation: Blended Learning Grant, Blended Learning Council, Blended Learning DDI charts and Choice Board options	Ongoing Evaluation Method: Weekly DDDI submission and PLC agendas	Final Evaluation Method: Increase of Imagine Learning completion and passage of lessons that will equate higher math scores.
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)		Resources: Blended Learning Grant, Imagine Learning, Blended Learning Council, Blended Learning DDI charts and Choice Board options;

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

Objective #5: By the end of May 2023 the percent of students with special needs at Meets Grade Level or Above on their STAAR Reading will go from 25% to 30%, and for Mathematics from 32% to 40%.

1	Action: Teachers of core content classes and Special Education will receive training on UDL (Universal Design for Learning) framework.	Person(s) Responsible: Maria Salinas	Resources: Texas Education Agency-Region 4 DMAC R360; Local Funds; Special Ed Funds; ESSER III
	Evidence of Implementation: - Tune-Up PD agendas - PLC agendas - Sign-in sheets	Ongoing Evaluation Method: - Quick Walks - Coaching - Campus Assessments	Final Evaluation Method: Accountability Rating System-Student Achievement Indicator
	Timeline: 8/30/2022 - 12/15/2022 (Weekly)	Resources: Texas Education Agency-Region 4 DMAC R360;	
2	Action: Teachers of core content classes and Special Education will receive training in SDI (Specially Design Instruction)	Person(s) Responsible: Maria Salinas	Resources: Training Materials TEA-ESC4;
	Evidence of Implementation: - Tune-Up PD agendas - PLC agendas - Sign-in sheets	Ongoing Evaluation Method: - Walkthroughs - Coaching - Campus Assessments	Final Evaluation Method: TEA Accountability Rating System-Student Achievement Indicator
	Timeline: 8/30/2022 - 9/1/2023 (Weekly)	Resources: Training Materials TEA-ESC4;	

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

Objective #6: By end of March 2023 teachers serving emergent bilingual students in Bilingual and ESL programs will implement second language acquisition methods during Tier I (First Teach) instruction routinely so that 38% of Emergent Bilingual Students will grow one composite level as measured through TELPAS.

1	<p>Action: Teachers will incorporate listening, speaking, reading, and writing strategies to engage all emergent bilingual students.</p>	<p>Person(s) Responsible: -C. Banda -T. Armstrong</p>	<p>Resources: Literacy Routines SIOP Lead4Ward TEA ESL Resources Summit K12;</p>
	<p>Evidence of Implementation: Classroom groups, methods, incorporating listening, speaking, reading, and writing opportunities.</p>	<p>Ongoing Evaluation Method: Quick Walks Observations On the spot coaching</p>	<p>Final Evaluation Method: TELPAS</p>
	<p>Timeline: 9/13/2022 - 5/31/2023 (Weekly)</p>	<p>Resources: Literacy Routines SIOP Lead4Ward TEA ESL Resources Summit K12;</p>	

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

Objective #1: By the end of December 2022, teachers serving dually identified, Emergent bilingual students, also with special needs, will implement second language acquisition methodologies during Tier I instruction routinely so from 34% to 50% of the EB+SPED students taking a Reading STAAR/EOC assessment will meet the State meets grade level passing standard during the 2023 Spring STAAR/EOC administration.

1	Action: Teachers of core content classes and Special Education will participate in the training “Meeting the Challenges of Long-Term English Learners” and “My Students are ALL Different”.	Person(s) Responsible: Maria Salinas	Resources: Seidlitz Education Specialists; Special Ed Funds
	Evidence of Implementation: -Agenda -Hand-Outs -Sign-in sheets -Study Books	Ongoing Evaluation Method: Walkthroughs Coaching	Final Evaluation Method: TEA Accountability Rating System-Student Achievement Indicator.
	Timeline: 8/30/2022 - 9/1/2023 (On-going)		Resources: Seidlitz Education Specialists;

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

Objective #2: By end of May 2023, the district-wide percent of Emergent Bilingual Students, including those students who have exited the program, at Meets Grade Level or Above on their STAAR Reading (Academic Achievement) will go from 43% to 48%.

1	Action: ELA/ESL and Bilingual Teachers will use second language acquisition methods during Tier 1 instruction that will increase reading comprehensibility.	Person(s) Responsible: -C. Banda -T. Armstrong	Resources: Literacy Routines SIOF Lead4Ward DMAC Summit k12;
	Evidence of Implementation: -PLC agendas -Sign-in sheets - Quick Walks - Meeting/Debrief notes -Campus Reading ELA Assessments	Ongoing Evaluation Method: Benchmarks	Final Evaluation Method: STAAR TELPAS
	Timeline: 9/12/2022 - 5/31/2023 (Daily)	Resources: Literacy Routines SIOF Lead4Ward DMAC Summit k12;	

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

1	<p>Action: Provide parents with access to their children's grades on the district website through the parent portal and easy access by parents and students to district/school information.</p>	<p>Person(s) Responsible: IT Director, FACE Director, FACE Parent Specialists, Principals, Teachers, PEIMS Manager</p>	<p>Resources: Parent Meetings Flyers with Instructions Phone Blasts Gradebook-Tx Connect; Local Funds \$8,000.00; Title I, Part A Funds \$5,000.00; Title I, Part A Focus Grant Funds</p>
	<p>Evidence of Implementation: Provide parents with unique log-in code to access student's grades; RYSS will provide parents with information sessions to understand topics as state academic standards, state and local academic assessments, and how to monitor children's progress and work with educators to improve achievement. Parents will be provided materials and training on literacy and using technology to help parents work with their children to improve achievement.</p>	<p>Ongoing Evaluation Method: Generate statistical reports on frequency of use of website by parents and students, increase in parent/student satisfaction through annual surveys; FACE Title I Parent Engagement Survey in the fall.</p>	<p>Final Evaluation Method: Parents able to access student grades via the website; increase in student achievement; increase in parent engagement and involvement</p>
	<p>Timeline: 8/1/2022 - 5/1/2023 (On-going)</p>		<p>Resources: Parent Meetings Flyers with Instructions Phone Blasts Gradebook-Tx Connect;</p>

2	<p>Action: Provide Monthly Parent Empowerment Sessions to provide information and resources that will help empower families to advocate for themselves, students, and their families. Sessions and Topics will be based on the results of FACE Annual Parent Survey and TEA/ESSA Recommendations. Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs that encourage and support parents in more fully participating in the education of their children.</p>	<p>Person(s) Responsible: FACE Director, FACE Parent Specialists, K-12 Principals, Department Heads, and Community Partners and Nonprofits, FACE State & Federal Compliance Coordinator.</p>	<p>Resources: ESSA: Parent and Family Engagement Guide, Community Nonprofits and Corporate Resources, Monthly Parent Meetings/Sessions per Survey, Web-based Resources and Technology, Region 4 Training Sessions on Parent, Family, and Community Engagement, Region 16 Resources via the Internet, ACET Conference, Region IV Trainings, Annual State Parent Conference,; Local Funds \$3,000.00; Title I, Part A Funds \$7,000.00</p>
	<p>Evidence of Implementation: Flyers; agenda; Phone Blasts; Sign In Sheets, Meeting Minutes, photographs; FACE Annual Parent Survey, Training Certificates, Attend ACET Conference, Annual Parent State Conference, Attend Region 4 Trainings, Region 4 Certificates</p>	<p>Ongoing Evaluation Method: FACE Annual Parent Survey Pre-Post Surveys during Monthly Parent Sessions The number of Nonprofit Organizations providing sessions to parents</p>	<p>Final Evaluation Method: Sign-in sheets; event photographs; participation/registration lists; sponsor/funding lists, State of the Schools Annual Report</p>
	<p>Timeline: 8/1/2022 - 5/31/2023 (Annually)</p>	<p>Resources: ESSA: Parent and Family Engagement Guide, Community Nonprofits and Corporate Resources, Monthly Parent Meetings/Sessions per Survey, Web-based Resources and Technology, Region 4 Training Sessions on Parent, Family, and Community Engagement, Region 16 Resources via the Internet, ACET Conference, Region IV Trainings, Annual State Parent Conference,;</p>	
3	<p>Action: Parents will be involved in the District Safety & security Committee on a monthly basis and the committee's agenda and outcomes will be included at every DAC meeting.</p>	<p>Person(s) Responsible: Brenda A. Rangel</p>	<p>Resources:</p>
	<p>Evidence of Implementation: Agendas, Conversations, Safety Protocols</p>	<p>Ongoing Evaluation Method: Monthly check ins with Parents and admin</p>	<p>Final Evaluation Method: Safety protocols in full force throughout every campus.</p>
	<p>Timeline: 9/1/2022 - 7/1/2023 (Monthly)</p>		

4	<p>Action: Activity: RYSS will educate teachers, specialized instructional support personnel principals, other school leaders, and staff, with the assistance of parents, in the value and utility of contributions of parents, in how to reach out to, communication with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.</p>	<p>Person(s) Responsible: K-12 Principals, Academic Director, Curriculum Manager, FACE Director, FACE Parent Specialist, Teachers, Cabinet an Leadership staff</p>	<p>Resources: Local Funds; Title I, Part A Funds \$1,000.00</p>
	<p>Evidence of Implementation: Meeting Agenda, Meeting Minutes, Sign-In Sheets, Materials distributed, Pre/Post Survey</p>	<p>Ongoing Evaluation Method: Increased parent involvement and engagement, FACE Parent Survey</p>	<p>Final Evaluation Method: Pre/Post Surveys, increased parent engagement across the campuses</p>
	<p>Timeline: 8/1/2022 - 7/1/2023 (Daily)</p>		

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: Provide opportunities for strategic partnerships expansion.

1	<p>Action: Increase Parent, Family, and Community Engagement outreach methods that positively and efficiently meet the needs of students, parents, faculty, and community.</p>	<p>Person(s) Responsible: Superintendent; FACE Director, K-12 Principals, Academic Director, College and Career Case Manager, College and Career Specialist, K-12 Parent Specialists, FACE Federal Compliance Assistant</p>	<p>Resources: Community, business, and collegiate networks, foundations, endowments, nonprofits, health institutions, corporations; Local Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Registration for conferences, events, membership dues, and/or meetings; agendas, programs; travel; documentations; membership documentation; training certificates; flyers; partnership database; memorandums of understanding, agreements, grants, contracts, and follow-up meetings with potential partners</p>	<p>Ongoing Evaluation Method: Increase in district partnerships to support students, parents, and campuses; Annual FACE Parent Engagement Survey; memorandums of understanding, contract, lists of new partnerships and agreements</p>	<p>Final Evaluation Method: Annual FACE Parent Engagement Survey; lists of new partnerships, collaboratives, and written agreements, and grants awarded</p>
	<p>Timeline: 8/1/2022 - 6/1/2023 (On-going)</p>		<p>Resources: Community, business, and collegiate networks, foundations, endowments, nonprofits, health institutions, corporations;</p>
2	<p>Action: Provide student access to multiple nonprofits and companies offering internships and workforce opportunities that provide hands-on learning in STEM and or related fields and careers outside of classroom setting.</p>	<p>Person(s) Responsible: FACE Director, District Academic Director, K-12 Principals, College and Career Readiness Academic Case Manager, Superintendent</p>	<p>Resources: Memorandum of Understanding, Contracts, Community Partnerships, resources, Workforce Development Conferences, EECOC Education Summit, Nonprofit Partnerships, United Way Interagency Meetings, Business Networking; Title I, Part A Funds; Local Funds</p>
	<p>Evidence of Implementation: Travel payments, receipts, and documents; conference agendas and materials; new business and STEM contacts, Memorandums of Understanding or Agreements</p>	<p>Ongoing Evaluation Method: Increased hands-on opportunities for students; biannual report on new internships/connections made available to students</p>	<p>Final Evaluation Method: List of students that participated in externships/internships, Agreements or Contracts, Number of Students accessing workforce development training, Internships, Externships</p>
	<p>Timeline: 9/1/2022 - 6/1/2023 (On-going)</p>		<p>Resources: Memorandum of Understanding, Contracts, Community Partnerships, resources, Workforce Development Conferences, EECOC Education Summit, Nonprofit Partnerships, United Way Interagency Meetings, Business Networking;</p>

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 #3: Ensure students and family members are welcomed in a safe, disciplined, and healthy environment.

1	<p>Action: Increase staff and parent education and development at the district level in compliance with truancy prevention measures under HB 2398: (a) purchase materials and supplies to provide ongoing training and workshops, (b) contract with consultants to provide training and workshops</p>	<p>Person(s) Responsible: PEIMS Manager; K-12 Principals, Intervention Department, FACE Director, FACE Parent Specialist, FACE State & Federal Compliance</p>	<p>Resources: State and Federal Compliance;</p>
	<p>Evidence of Implementation: Sign-in sheets; meeting minutes; agenda; flyers</p>	<p>Ongoing Evaluation Method: Annual staff pre- and post- survey results quarterly</p>	<p>Final Evaluation Method: Certificates of participation; sign-in forms; agenda</p>
	<p>Timeline: 8/1/2022 - 6/1/2023 (On-going)</p>		<p>Resources: State and Federal Compliance;</p>
2	<p>Action: As required by HB 1041, increase awareness among teachers, students, and parents of the issues and dangers of sexual abuse of children and incorporate within activities the awareness of bullying, suicide, gang activity and intervention, and cyberbullying</p>	<p>Person(s) Responsible: Intervention Specialist; K-12 Principals, FACE Director, FACE Parent Specialists, State and Federal Compliance Coordinator, Campus Counselors</p>	<p>Resources: State and Federal Compliance; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Agenda; meeting minutes; sign-in sheets; flyers</p>	<p>Ongoing Evaluation Method: Annual FACE Parent Engagement Survey; Pre & Post Survey compilation from each sessions</p>	<p>Final Evaluation Method: Certificates of participation</p>
	<p>Timeline: 8/1/2022 - 6/1/2023 (On-going)</p>		<p>Resources: State and Federal Compliance;</p>

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 #4: By the end of January 2023, parents of Emergent Bilingual Students will have attended one workshop where they will learn simple to-use at-home strategies to increase academic English vocabulary and reading comprehensibility.

1	<p>Action: Multilingual will meet and engage parents of emergent bilingual students with knowledge of easy-to-use at-home strategies for reading comprehension.</p>	<p>Person(s) Responsible: -C. Banda -T. Armstrong - SI Lead Teachers</p>	<p>Resources: TEA Resources Found in Txel.org -Arts and Culture -Brain Pop EL -Duolingo -Learn That Word -Typing Club -ESL Videos.com -Lead Teacher/Admin workshops;</p>
	<p>Evidence of Implementation: -Meeting agendas -Meeting notes -Sign-in sheets -Surveys -Monitor use of the Summit K12 platform (SK12)</p>	<p>Ongoing Evaluation Method: Reading benchmarks</p>	<p>Final Evaluation Method: TELPAS</p>
	<p>Timeline: 8/25/2022 - 3/9/2023 (Daily)</p>		<p>Resources: TEA Resources Found in Txel.org -Arts and Culture -Brain Pop EL -Duolingo -Learn That Word -Typing Club -ESL Videos.com -Lead Teacher/Admin workshops;</p>

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

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

1	<p>Action: Establish a district-wide attendance committee to monitor attendance at the end of every nine-week reporting period and make recommendations to campus leaders</p> <p>Identify root cause for student absences and support as resources become available.</p>	<p>Person(s) Responsible: Superintendent, Principals, Registrar, Teachers, Parents, FACE Department</p>	<p>Resources: Attendance data;</p>
	<p>Evidence of Implementation: Agendas; sign-in sheets; meeting schedules Attendance contracts</p>	<p>Ongoing Evaluation Method: Number of students improving attendance</p>	<p>Final Evaluation Method: Comparison of previous year to current year attendance data results</p>
	<p>Timeline: 8/1/2022 - 5/1/2023 (Every 6 weeks)</p>		<p>Resources: Attendance data;</p>
2	<p>Action: Require each campus leadership to develop an attendance action plan to address student attendance</p>	<p>Person(s) Responsible: Superintendent, Principal, Teachers, Registrar, Family and Community Engagement Department Team</p>	<p>Resources: Attendance data FACE staff; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Attendance action plans</p>	<p>Ongoing Evaluation Method: Improved student attendance based on nine-week attendance reports</p>	<p>Final Evaluation Method: Comparison of previous to current year attendance data</p>
	<p>Timeline: 8/1/2022 - 6/1/2023 (On-going)</p>		<p>Resources: Attendance data FACE staff;</p>

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

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

1	Action: Consistently inform teachers about how absences negatively impact teaching and learning. Ensure there is a system in place at each campus that directs teachers to develop clear and coherent lesson plans to deliver instruction in the event of an absence.	Person(s) Responsible: Human Resources Director, Principals	Resources: Teacher attendance plan, attendance data, lesson plans for substitute teachers; Local Funds
	Evidence of Implementation: Revised policy; RYSS Employee Handbook	Ongoing Evaluation Method: Decrease in teacher absences	Final Evaluation Method: Comparison of 2021 and 2022 academic performance and 2021 and 2022 attendance rates.
	Timeline: 8/1/2022 - 5/1/2023 (As Needed)		Resources: Teacher attendance plan, attendance data, lesson plans for substitute teachers;
2	Action: Human resources will identify substitute teacher pool candidates so that campuses may use accordingly.	Person(s) Responsible: Superintendent, Principals and Human Resources Director.	Resources: List of substitute teachers; Local Funds \$20,000.00
	Evidence of Implementation: Number of substitute teachers	Ongoing Evaluation Method: Availability of substitute teachers	Final Evaluation Method: Comparison of school year attendance rates
	Timeline: 8/1/2022 - 6/1/2023 (On-going)		Resources: List of substitute teachers;
3	Action: Conduct an end-of-year celebration to recognize teacher excellence in attendance and performance.	Person(s) Responsible: Campus leadership	Resources: Donations; Local Funds
	Evidence of Implementation: Celebration event; staff calendar	Ongoing Evaluation Method: Increase in teacher attendance. Increase participation in teacher leadership roles and campus events.	Final Evaluation Method: End-of-year teacher/staff recognition event
	Timeline: 8/1/2022 - 5/1/2023 (Annually)		Resources: Donations;
4	Action: Principals will develop and submit a teacher retention plan for their campus by February 2023.	Person(s) Responsible: Principals	Resources: Teacher attendance data and teacher input.;
	Evidence of Implementation: 2022-2023 teacher retention plan	Ongoing Evaluation Method: Teacher feedback	Final Evaluation Method: Comparison of 2021-2022 and 2022-2023 teacher retention data.
	Timeline: 2/1/2022 - 2/28/2023 (Annually)		Resources: Teacher attendance data and teacher input.;

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: Manage and coordinate the RYSS wellness plan with updates to pandemic.

1	Action: Create and implement 2022-23 Instructional Continuity Plan	Person(s) Responsible: Superintendent, Chief Academic Officer, Nurse, Nutrition Manager, Principals, Assistant Principal, Special Populations Manager, FACE Director, Community Health Information Providers, SWOT COVID-19 Team, Chief Financial Officer, Teachers, Parents, and support staff.	Resources: Nurse SWOT COVID-19 Team Monitoring. Health and Wellness Programs through community and nonprofit organizations. Baylor Teen Clinic FACE Parent Virtual Meetings/Trainings;
	Evidence of Implementation: Agenda, Flyers, Virtual Meeting Recording, Virtual Chat Box comments	Ongoing Evaluation Method: Polls during Virtual Meetings and Trainings.	Final Evaluation Method: FACE Annual Parent Survey FACE Annual Parent and Staff Health and Wellness Survey
	Timeline: 7/1/2022 - 7/1/2023 (Daily)		Resources: Nurse SWOT COVID-19 Team Monitoring. Health and Wellness Programs through community and nonprofit organizations. Baylor Teen Clinic FACE Parent Virtual Meetings/Trainings;
2	Action: Creation and implementation of campus SWOT (Strengths, Weaknesses, Opportunities, Training) teams to daily monitor COVID-19 protocols as practiced within each facility.	Person(s) Responsible: Assigned District and Campus staff are responsible of monitoring COVID-19 protocols.	Resources: Health and Wellness Checklist and clipboard used for daily monitoring. ;
	Evidence of Implementation: Health and Wellness Daily Monitoring findings are uploaded to Google Doc used for data analysis.	Ongoing Evaluation Method: Google Doc Health and Wellness Checklist. Health and Wellness Update Virtual Update Meetings to share weekly results to all district and campus staff.	Final Evaluation Method: Annual Health and Wellness Updates Reports. COVID-19 active cases at district and campus level.
	Timeline: 8/1/2022 - 7/1/2023 (Daily)		Resources: Health and Wellness Checklist and clipboard used for daily monitoring. ;

3	Action: Manage and coordinate the RYSS wellness plan	Person(s) Responsible: Principals, CN Director, Food and Nutrition Manager, FACE Director, School Nurse, PE Coaches, Cabinet Team, Leadership Team, Teaching Staff, Parents	Resources: Federal and State Compliance;
	Evidence of Implementation: Agenda meeting minutes; sign-in sheets; list of committee members	Ongoing Evaluation Method: Committee meetings, quarterly assessments, triennial progress assessments	Final Evaluation Method: Reports from debriefings, annual district wellness plan assessment
	Timeline: 8/1/2022 - 7/1/2023 (Daily)		Resources: Federal and State Compliance;

Funding

Career & Technology Funds

ESSER II \$119,900.00

ESSER III \$60,000.00

Gifted & Talented

High School Allotment Funds

Local Funds \$276,245.00

Carl Perkins

State Comp Ed Funds \$199,553.45

Special Ed Funds \$61,000.00

Title I, Part A Funds \$291,234.00

Title I, Part A Focus Grant Funds

Title II, Part A Funds \$44,632.00

Title III, Part A Funds \$136,196.00 1.00 FTEs

Texas Literacy Initiative \$104,600.00

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