

**BOARD APPROVAL ITEM**

**SUBJECT:** **APPROVAL OF THE RAUL YZAGUIRRE SCHOOLS FOR SUCCESS  
2020-2021 DISTRICT IMPROVEMENT PLAN**

**BACKGROUND:** The Raul Yzaguirre Schools for Success (RYSS), is committed to meeting the educational needs of every child. We strive to close achievement gaps and hold our campus leaders and educators accountable for improving the teaching and learning on all our campuses.

The District Improvement Plan (DIP) submitted for approval is the framework for improving and strengthening teaching and learning that will lead to high levels of learning. During this process, planning must be collaborative and aligned throughout the organization to ensure strategic steps that lead to educating and empowering students in a culturally relevant environment with a focus on successful college, career and community service.

District and campus leadership, staff, parents and community members; developed the RYSS 2020-2021 District Improvement Plan and it incorporates state standards, the expectations of the RYSS instructional program, and the college/career aspirations of the students. It provides the overall goals and objectives for data-driven academic improvement and delineates the roadmap that will support campuses in the pursuit of mastery of high levels of learning. Specific alignment to budget and resources will be defined while allowing flexibility based on data analysis and student needs.

In this District Improvement Plan, you will find that goals are supported by measurable objectives and action steps to ensure successful accomplishment. The DIP will be submitted to the Texas Education Agency as required, but planning is an ongoing process. As performance data are received and as programs develop, adjustments may be made throughout the year to meet the established goals.

**RECOMMENDATION:** That the Board of Directors Approve the 2020-2021 District Improvement Plan for Raul Yzaguirre Schools for Success District

**COST:** N/A

**FUNDS TO BE USED:** N/A

**ATTACHMENT(S):** 2020-2021 District Improvement Plan

Submitted by: *Adriana Tamez*  
Adriana Tamez, Chief Executive Officer and Superintendent  
Tejano Center for Community Concerns  
Raul Yzaguirre Schools for Success

Approved by Board on: October 27, 2020  
Date



**Raul Yzaguirre Schools for Success**  
**District Improvement Plan**  
**2020-2021**

2950 Broadway Street

Houston, TX 77017

*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

**Administrators**

Dr. Adriana Tamez	Superintendent
Brenda Rangel	Chief Academic Officer
George Flores	Chief Financial Officer

**Description**

Raul Yzaguirre Schools for Success opened its doors in 1996 and serves 1330 students in grades kindergarten through Grade 12. The student population is 0.08% African American, 99.47% Hispanic, 0.38% White, 0.00% American Indian, 0.08% Asian, 48.76% Male, 51.24% Female. Raul Yzaguirre Schools for Success serves 6.17% Special Education students, 98.19% Economically Disadvantaged students, 55.23% English Language Learners; 67.80% At-Risk students, 3.24% Gifted & Talented students. The overall mobility rate for the campus is 8.5%. The average attendance rate for students is 96.2%. The annual dropout rate is 6.6%. The annual graduation rate is 91.8%.

## **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 1,330 students in two cities: the main campus in Houston that now occupies an entire city block and an additional campus in Brownsville, Texas. In 2016-2017 RYSS renamed its four campuses: Houston Elite STEM Primary Academy (Grades K-5), the Houston STEM and Early College Middle School(ECMS)(Grades 6-8), the Houston T-STEM and Early College High School(ECHS)(Grades 9-12), and Brownsville Raul Yzaguirre STEM Scholars Preparatory (Grades K-8). The new school names were approved by the Texas Education Agency in May 2017.

In July 2018, Raul Yzaguirre Schools for Success was notified that the Texas Education Agency has approved the 2018-2019 designation application for Raul Yzaguirre School for Success as a Pathways in Technology Early College High Schools (P-TECH) or Industry Cluster Innovation Academies.

Designation is valid for one school year from the date of the notice and must be renewed annually. The Pathways in Technology Early College High Schools (P-TECH) designation has been approved by the Texas Education Agency for the 2020-2021 school year.

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 world wide 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 throughout the world are facing has served as a catalyst to be innovative and creative in searching more effective methods to engage and teach our students. As challenges arise in teaching our students, our school community has come together (Virtually) to find answers to those challenges. We are determined to prevail in meeting the academic, social and emotional needs of our school community.

## **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, due to the COVID-19 pandemic, RYSS was announced as Not Rated: Declared State of Disaster.

## **State Accountability Domains Performance**

As stated previously, for the 2019-2020, the State declared that the District receive a Not Rated: Declared State of Disaster due to the COVID-19 Pandemic which prohibited the safe administration of State testing for the year.

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

### **Academic Performance**

Since there are no STAAR scores available for 2019-2020 due to the pandemic, the expectation for 2020-2021 is to maintain or improve from the previous tested year, 2018-2019.

Before the pandemic, during the 2018-2019 academic school year, the Raul Yzaguirre Schools for Success Charter District improved at the meets level in ELA from 37% to 40%; in Math from 49% to 54%; Writing scores remained at 35%; in Science from 42% to 47%. In Social Studies there was a decrease in passing scores at the meets level from 51% to 45%. Similar improvements were evidenced in reading and math for Hispanic, Economically Disadvantaged, and English Learners. However, students with disabilities showed decreases in meets grade level performance in reading, math, and writing.

Since the district's high school is identified as an Additional Targeted Support and Improvement campus due to EL student performance in reading, math, and TELPAS, this student group will continue to receive additional support and focus through the District Improvement Plan.

Additionally, 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]. This also will be an area of academic focus.

### **Academic Achievement Improvement**

In reviewing data by grade level, the most significant improvements from 2018 to 2019 at the meets grade level standard were at the seventh grade: reading from 31% to 50%, math from 46% to 63%, and writing from 27% to 42%. Additionally, fifth grade saw significant improvements in math from 52% to 70% and in science from 46% to 58%. Double-digit increases also were seen at the masters grade level standard for seventh grade reading, math, and writing.

In reviewing STAAR progress measures for students who have two years of data, these students exceeded the state rate in 2019 for reading at 70% compared to 67% for Hispanic students and at 68% compared to 60% for students with disabilities. However, the 2019 progress rates were lower than the 2018 progress rates for the district by four percentage points overall.

The STAAR math progress rates in 2019 were similar to those in 2018 for the district and exceeded those of the state by 5 percentage points. In 2019, 73% of the district's Hispanic students met or exceeded progress in math compared to 68% for the state.

### **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 2019, Brownsville Raul Yzaguirre STEM Scholars Preparatory earned all six distinctions for which it was eligible: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness.

All STAAR data sources are 2018-2019 Texas Academic Performance Report

### **Development of the District Improvement Plan**

The RYSS district conducted a performance evaluation to study multiple types of data on student performance and targeted outcomes, to analyze trends and patterns within and across the data, and to identify causal factors. This annual performance evaluation in targeted areas of need is of critical importance as part of the continuous improvement cycle. The results of these analyses are used in the development of the annual performance objectives and strategies that will ensure the attainment of the RYSS goals outlined in its district improvement plan.

### **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. There are five levers that 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 compelling and aligned vision, mission, goals and 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**

### **Demographics**

Reading and Writing are areas of focus due to our large EL population on all campuses. In addition, Math has been targeted in middle and high school. Even though academic performance at the Meets and Masters level has improved, 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 academic growth is evident in most grades and tested subjects, the district will continue to work toward the goal of students meeting the standard for Meets or Masters in Reading, Writing and Math. In the high school it is important that more of our students meet the requirements for CCMR. TELPAS scores across grade levels are of concern and will be a priority.

### **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.

### **Staff Quality, Recruitment and Retention**

Teacher turnover is high due to RYSS's gap in salaries as compared to surrounding districts. This year, in order 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, 2020 board meeting were stipends for Houston and Brownsville teachers certified to teach bilingual, special education and secondary STEM. The RYSS teacher incentive pay program and added leadership opportunities have helped with retention.

**Curriculum, Instruction and Assessment**

The leadership team must be knowledgeable of data driven protocols that are used to develop plans that will effectively address student needs.

**Family and Community Engagement**

The Family and Community Engagement (FACE) department has steadily increased its value to the district and organization. There has been an increase in the number of office visits by students, staff, parents, and community to the FACE department. FACE has become a one-stop department for information, connection, and resources both in and out of the school.

**School Context and Organization**

Although RYSS has made progress in creating systems across the entire organization, individual departments must develop more specific procedure 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. Additional systems must be developed to ensure data and files are captured, archived and retrievable.

**Technology**

RYSS is technology driven, but more effort is needed to provide all campuses with the technological tools that are necessary for educational attainment. There is a need to assess 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.

<b>Planning Committee</b>
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Member Name	Title
Ellie Garza	Principal K-5, Elite STEM
Daniella Botello	Teacher, ECMS
Stephany Mendoza	Teacher, BRYSS
Noelia Longoria	Principal, ECHS/MS
Marigel Knosel	Principal, BRYSS
Carlos Banda	Director of Multilingual Programs
Gisela Palacios	Teacher, Elite STEM
Alan M. De Leon	Teacher, ECMS
Palmer Mena	Teacher, ECHS
Liliana Sacramento	Teacher Specialist, BRYSS
Adriana Garcia	Instructional Aide, Elite STEM
Brenda Valdez	Instructional Aide, ECHS/MS
Jessica Villarreal	Executive Assistant
Erika Clark	Parent, BRYSS
Cristobol Lara	Parent, ECHS
Lizette Moreno	Parent, Elite STEM
Ingrid Knosel	Community Member, BRYSS
Laura Vallejo	FACE Parent Liasion, Elite STEM
Anne Van Horne	Baylor College Teen Clinic
Debra Carrizal	LULAC Educational Service Center
Blanca Nelly Saldana	Director, Family and Community Engagement
Maria Salinas	Director of Special Education

<b>Planning Committee (continued)</b>
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<b>Member Name</b>	<b>Title</b>
Thelma Garza	District Coordinator for School Improvement
Alison Robinson	Teacher MS/HS
Georgina Glatz	Dyslexia Teacher, ECHS
Lesly Garcia	FACE Parent Liasion, ECHS/MS
Jesus Sanchez	Teacher, ECMS
Raquel Clark	Teacher, ECHS/MS
Anali Martinez	Content Lead, Elite STEM
Amanda Sanchez	Content Lead, Elite STEM
Maria Perez	Content Lead, Elite STEM
Andrea Bernes	Content Lead, BRYSS
Aktug Cilekci	District Testing Coordinator
Maribel Saldivar	Content, BRYSS
Karla Trevino	Content Lead, BRYSS
Silvia Alvarado	Content Lead, BRYSS
Rebbeca Martinez	ESL Teacher, ECHS/MS
Jessica Dupas	Content Lead, ECHS
Melanie Maldonado	Content Lead, ECMS
Daniella Botello	Content Lead, ECMS
Adan Montelongo	Content Lead, ECMS

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 RYSS is staffed with new 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 The high school is identified as an Additional Targeted Support and Improvement campus due to EL student performance in reading, math, and TELPAS. This student group will continue to receive additional support and focus through the District and Campus Improvement Plans.
- 3 Due to level of expertise of teachers, it is necessary to develop effective and coherent systems to support backward planning, lesson delivery and data analysis to inform decision-making. .

### Summary

Reading and Writing are areas of focus due to our large EL population on all campuses. In addition, Math has been targeted in middle and high school. Even though academic performance at the Meets and Masters level has improved, 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

STAAR / EOC Results  
Student Achievement Data  
Program Evaluations  
Attendance Data  
Discipline Data  
TAPR

## Student Achievement

### Strengths

- 1 The district and all RYSS campuses received an A or B rating from the state in 2019, with BRYSS earning all 6 possible distinctions.
- 2 The percentage of students overall scoring at the meets and masters grade level standards on the STAAR increased for reading, math, and science from 2018 to 2019.
- 3 Grade 7 reading, math, and writing showed double-digit increases in the percentage of students scoring at both the meets and masters grade level standards.

### Needs

- 2 The All Students and Non-Continuously Enrolled groups did not meet the state's target of 44% and 42%, respectively, at the Meets Grade Level standard on STAAR reading.
- 3 The district and three campuses did not meet the state's English Language Proficiency target on TELPAS.
- 4 The high school is an Additional Targeted Support and Improvement campus due to EL student performance in reading, math, and TELPAS.
- 5 The district's College, Career, and Military Readiness percentage decreased from 67.9 for the 2017-2018 annual graduates to 58.0 for 2018-2019 annual graduates.
- 6 The district's four-year longitudinal graduation rate decreased for the Class of 2019 compared to the Class of 2018. A total of five students did not graduate within four years of starting ninth grade.

### Summary

Although academic growth is evident in most grades and tested subjects, the district will continue to work toward the goal of students meeting the standard for Meets or Masters in Reading, Writing and Math. In the high school it is important that more of our students meet the requirements for CCMR. TELPAS scores across grade levels are of concern and will be a priority.

### Data

TAPR  
Student Achievement Data  
Response to Intervention tracking  
Formative Assessments  
Curriculum-Based Assessments  
STAAR / EOC Results  
Classroom Walkthrough Data  
Graduation Records  
Promotion / Retention data

## School Culture and Climate

### Strengths

- 1 The RYSS school community is dedicated to excellence. All are focused on doing what is right for students.
- 2 Faculty/staff display a true sense of commitment and drive to the district's mission.

### Needs

- 1 The Faculty/staff attendance rate needs to increase.
- 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.

### 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.

### Data

Staff Demographics

Attendance Data

Classroom Walkthrough Data

## Staff Quality, Recruitment and Retention

### Strengths

- 1 A position for a Director of Teacher Development to work with teachers and provide professional development was added and filled July, 2020.
- 2 Teachers are engaged in a PLC model that promotes practicing lessons before going live in front of scholars.
- 3 Teacher have opportunities to assume leadership roles on their campuses.

### Needs

- 1 The RYSS Teacher Institute will provide individualized professional development for developing teacher expertise in PLCs, curriculum alignment and Special Populations to ensure teaching and learning.
- 2 Professional development opportunities are limited and there is a need to identify and facilitate appropriate professional development that will lead to the effective implementation of teaching and learning.
- 3 A recruitment plan to attract high quality certified teachers in all content areas, particularly in the areas of bilingual education, special ed., math and science is needed.

### Summary

Teacher turnover is high due to RYSS's gap in salaries as compared to surrounding districts. This year, in order 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, 2020 board meeting were stipends for Houston and Brownsville teachers certified to teach bilingual, special education and secondary STEM. The RYSS teacher incentive pay program and added leadership opportunities have helped with retention.

### Data

Staff Demographics

Attendance Data

## Curriculum, Instruction and Assessment

### Strengths

- 1 Access to TEKS to align curriculum, instruction and assessment.
- 2 The use of Lead4ward as a resource to align with state standards.
- 4 Aligned professional development to meet the needs of teachers.

### Needs

- 1 Extensive modeling and practice is necessary to develop assessments that are aligned to the rigor of the TEKS.
- 3 Model Data Driven Instruction protocols that result in targeted instruction based on needs identified by data results.

### Summary

The leadership team must be knowledgeable of data driven protocols that are used to develop plans that will effectively address student needs.

### 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.

### Needs

- 1 A mobile application for parents should be established for them to connect to school website and student grades as most parents do not have a computer at home.
- 2 Programs for parents should be increased to help engage their students in their education at school and home.
- 3 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.

### Summary

The Family and Community Engagement (FACE) department has steadily increased its value to the district and organization. There has been an increase in the number of office visits by students, staff, parents, and community to the FACE department. FACE has become a one-stop department for information, connection, and resources both in and out of the school.

### Data

Attendance Data

Response to Intervention tracking

## School Context and Organization

### Strengths

- 1 In the last two years, RYSS has been undergoing a major transformation at the organization, district and campus levels. Great progress has been made in the areas of Academics, CCR, Data Quality and Human Resources.

### Needs

- 1 Human Resources department must develop more specific procedure 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.

### Summary

Although RYSS has made progress in creating systems across the entire organization, individual departments must develop more specific procedure 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. 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 Most classrooms are equipped with Smart Boards and access to computers, lab tops, Chrome Books, iPads. In the two of years, RYSS has become a more technology driven district.

### Needs

- 1 Additional computers are needed at Primary Houston and Brownsville K-8
- 3 Continue updating the website for the RYSS and campuses. It should be ongoing and considered a priority.
- 4 Internet access points are necessary in the secondary campus to effectively incorporate testing and multiple software usage.

### Summary

RYSS is techonology driven, but more effort is needed to provide all campuses with the technological tools that are necessary for educational attainment. There is a need to assess 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 RYSS is staffed with a manager to oversee the department and hold each department chair accountable for student success. The RYSS campuses provide Special Education, Bilingual/ESL, RTI, 504 and GT programs.
- 2 An ESL certified teacher provides instruction for students learning English as a second language in middle and high School at the Early College Houston campus.
- 3 RYSS hired one bilingual teacher aide in the Elite STEM Primary Academy to provide instructional support for students with disabilities learning English as a second language and native English speaker students with disabilities.
- 4 RYSS met all State Performance Plan (SPP) Indicators pertaining to Special Education for the past four years.
- 5 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 Insufficient number of Bilingual/ESL certified teachers on campuses to provide support to English learners, considering that 50% 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 Some students in the Bil/ESL Program have academic gaps from lack of consistency in the instruction received in previous school years.
- 8 Instructional resources are needed to provide accelerated instruction to students in need of special services.
- 9 The campus SPED and EL population pose challenges that will require strategic targeted instruction to ensure they are meeting academic standards.
- 10 Gifted and Talented students need to be identified and targeted instruction needs to be provided in the classroom in addition to projects, exhibits and other.
- 11 Ongoing professional development is needed to provide teachers and staff with research based strategies, instructional resources and requirements to serve special populations.
- 12 RYSS is hiring one bilingual teacher aide in the Houston TSTEM and Early College Middle School and High School to provide instructional support for students with disabilities learning English as a second language and also to native English speaker students with disabilities.

### 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

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

# Actions

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

**Objective #1: RYSS district will maintain a TEA accountability rating of A.**

1	<b>Action:</b> Review data from 2019 accountability reports with campus leaders with the purpose of identifying trends and next steps.	<b>Person(s) Responsible:</b> Chief Academic Officer Director of Teacher Development Principals DCSI	<b>Resources:</b> State Accountability Reports;
	<b>Evidence of Implementation:</b> Agendas Data analysis reports	<b>Ongoing Evaluation Method:</b> Implementation of plan progress monitoring	<b>Final Evaluation Method:</b> Comparison of previous year to current year state data results Ongoing data reports and adjustments to plan
	<b>Timeline:</b> 8/1/2020 - 10/1/2021 (Annually)		
2	<b>Action:</b> Ensure that all campus instructional leaders thoroughly understand how effective instructional practice in the classroom aligns to State Accountability results.	<b>Person(s) Responsible:</b> Chief Academic Officer Principals	<b>Resources:</b> TEA website resources Region IV Training on Continuous Improvement Professional conferences Professional books; Title I, Part A Funds; Local Funds \$16,500.00; Title II, Part A Funds \$67,100.00
	<b>Evidence of Implementation:</b> Campus leadership meeting agendas Daily classroom visits T-Tess feedback Ongoing progress monitoring	<b>Ongoing Evaluation Method:</b> Data analysis aligned to accountability	<b>Final Evaluation Method:</b> Analysis of data included in the accountability system
	<b>Timeline:</b> 8/1/2020 - 8/1/2021 (Weekly)		
3	<b>Action:</b> The hiring of the Director of Teacher Development	<b>Person(s) Responsible:</b> Superintendent, Chief Academic Officer	<b>Resources:</b> Job Description that is aligned to current Instructional Continuity Plan to support teachers and staff.;
	<b>Evidence of Implementation:</b> RYSS Teacher Institute vision and schedule for professional development. First and Second Year Teacher Academy	<b>Ongoing Evaluation Method:</b> Teacher and Staff Survey, Report bi- weekly to District Leadership Team	<b>Final Evaluation Method:</b> Rubric to assess effectiveness of program. Teacher, Staff, Principal surveys.
	<b>Timeline:</b> 7/1/2020 - 7/1/2021 (Annually)		

4	<p><b>Action:</b> Implementation of Blended Learning Grant in all grades and campuses</p>	<p><b>Person(s) Responsible:</b> Chief Academic Officer, Director of Teacher Development, Principals, Blended Learning Council</p>	<p><b>Resources:</b> Blended Learning Grant will provide technology for grades Kinder, 1st and 2nd, Project Manager and Educational BL provider Education Elements;</p>
	<p><b>Evidence of Implementation:</b> BL Council, Leadership Council Agendas, All Artifacts will be collected and sent to TEA.</p>	<p><b>Ongoing Evaluation Method:</b> BL Tracker will be used to monitor all tasks by Project Manager, Director of Teacher Development and Chief Academic Officer.</p>	<p><b>Final Evaluation Method:</b> Evidence of Classroom practices and Student agency.</p>
	<p><b>Timeline:</b> 9/1/2020 - 7/1/2021 (Daily)</p>		

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

**Objective #2: In the Student Achievement portion of the state accountability system for 2021, the district will meet or exceed performance at the Meets Grade Level standard in all subjects tested as follows: Reading/ELA from 40% to 44%, Math from 54% to 57%, Writing from 35% to 39%, Science from 47% to 50%, and Social Studies from 45% to 50%. In addition, all campuses will meet or exceed the state standard in reading at 44% and in math at 46% for all students.**

1	<p><b>Action:</b> 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><b>Person(s) Responsible:</b> Chief Academic Officer Instructional Coaches Teacher Specialist and Dean of Instruction Principals</p>	<p><b>Resources:</b> 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 \$25,000.00; Title I, Part A Funds \$638,430.00</p>
	<p><b>Evidence of Implementation:</b> Agendas and participation Feedback Completed lesson plans</p>	<p><b>Ongoing Evaluation Method:</b> Walk-through observations Planning sessions with feedback Curriculum analysis for depth of understanding Exit tickets/Data</p>	<p><b>Final Evaluation Method:</b> Teacher retention reports and academic performance results.</p>
	<p><b>Timeline:</b> 8/1/2020 - 8/31/2021 (On-going)</p>		
2	<p><b>Action:</b> Facilitate weekly data conversations with campus leaders and teachers with the purpose of identifying strengths and weaknesses.</p>	<p><b>Person(s) Responsible:</b> Principals Instructional Coaches Instructional Specialist and Dean of Instruction Chief Academic Officer</p>	<p><b>Resources:</b> Common assessments Exit tickets Data trackers; Local Funds \$4,000.00</p>
	<p><b>Evidence of Implementation:</b> Attendance to meetings and active participation DDI protocol</p>	<p><b>Ongoing Evaluation Method:</b> Data analysis aligned to accountability</p>	<p><b>Final Evaluation Method:</b> Student data results on assessments (benchmarks, common assessments, and STAAR)</p>
	<p><b>Timeline:</b> 8/1/2020 - 8/31/2021 (On-going)</p>		

3	<b>Action:</b> 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.	<b>Person(s) Responsible:</b> Principals, Instructional coach, Director of Special Education, Director of Multilingual	<b>Resources:</b> STAAR data for LEP and Special Education; TELPAS;; Title I, Part A Funds \$2,000.00
	<b>Evidence of Implementation:</b> LEP and Special Education action plans	<b>Ongoing Evaluation Method:</b> Identified students in each subgroup needing assistance are targeted for support. Data analysis	<b>Final Evaluation Method:</b> Ongoing student performance data results, Imagine Learning Data
	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (Annually)		
4	<b>Action:</b> Each campus will engage in frequent Leadership Team meetings to assess, monitor and implement strategic processes that increase academic achievement.	<b>Person(s) Responsible:</b> Principal, Teacher specialists, Instructional Coaches	<b>Resources:</b> Effective Schools Framework; Title II, Part A Funds \$3,000.00
	<b>Evidence of Implementation:</b> Attendance to meetings Implementation of protocol	<b>Ongoing Evaluation Method:</b> Review of previous next steps and assessment of effectiveness based on qualitative and quantitative data	<b>Final Evaluation Method:</b> Student data results
	<b>Timeline:</b> 10/1/2020 - 5/31/2021 (On-going)		
5	<b>Action:</b> Administer two district-wide benchmark tests of grades 3-11.  Administer TEA online benchmark in November 2020.	<b>Person(s) Responsible:</b> Principal, Lead Content Coach, Teachers, District and Campus Testing Coordinator	<b>Resources:</b> Released STAAR exams, Lead4ward Blueprints TEA Benchmark; Title I, Part A Funds; Local Funds \$5,000.00
	<b>Evidence of Implementation:</b> Results in DMAC; testing calendar	<b>Ongoing Evaluation Method:</b> Data Driven Instruction Analysis with Plan of Action	<b>Final Evaluation Method:</b> Student performance data
	<b>Timeline:</b> 12/1/2020 - 2/28/2021 (Bi-Annually)		

6	<b>Action:</b> Coordinate the hiring of Director of Teacher Development, Director of Multilingual to provide coaching and support for teachers.	<b>Person(s) Responsible:</b> Superintendent Chief Academic Officer Principals	<b>Resources:</b> HR Support Indeed Frontline; Local Funds \$46,500.00; Title II, Part A Funds \$46,500.00
	<b>Evidence of Implementation:</b> Employment contract, Job Description and timelines being followed	<b>Ongoing Evaluation Method:</b> Principal observations of classroom coaching; professional development sign-in forms	<b>Final Evaluation Method:</b> Improve teacher proficiency in instruction for ELA, Math and Science
<b>Timeline:</b> 7/1/2020 - 9/30/2021 (Annually)			

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

**Objective #3: In 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 38% to 40% and in Math from 59% to 61% by June 2021.**

1	<b>Action:</b> K-2 teachers will be trained via the District RYSS Learning Institute regarding curriculum Alignment, DDDI best practices and Blended Learning strategies.	<b>Person(s) Responsible:</b> Chief Academic Officer, Director of Teacher Development, Instructional Coach and Principals.	<b>Resources:</b> RYSS Curriculum Calendar, DDI Lead Forward documents.;
	<b>Evidence of Implementation:</b> K-2 teachers will participate in the RYSS Learning Institute and Bilingual teachers will have additional bi weekly trainings in Bilingual Best Practices.	<b>Ongoing Evaluation Method:</b> Curriculum calendar, Lesson Plans, DDDI Collaborative Agendas, Teacher surveys	<b>Final Evaluation Method:</b> Increase in K-2 Student performance in reading and Math as well as TELPAS scores.
	<b>Timeline:</b> 7/1/2020 - 7/1/2021 (Weekly)		
2	<b>Action:</b> 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.	<b>Person(s) Responsible:</b> Principals, Lead Content Leaders, DCSI	<b>Resources:</b> Data analysis, Lead4Ward reports and Uncommon Schools protocols; Title I, Part A Funds
	<b>Evidence of Implementation:</b> DDDI trackers, DDDI collaboratives and Friday PLC meetings.	<b>Ongoing Evaluation Method:</b> Assessment results, data conferences with students	<b>Final Evaluation Method:</b> STAAR results
	<b>Timeline:</b> 9/1/2020 - 8/31/2021 (On-going)		
3	<b>Action:</b> All campuses will review STAAR data to identify TEKS that will lead students to high levels of learning.	<b>Person(s) Responsible:</b> Principals, Teacher Specialist, Dean of Instruction Teachers Instructional Coaches	<b>Resources:</b> TEKS RS DMAC Lead4ward;
	<b>Evidence of Implementation:</b> Lesson planning Data Driven Instruction (DDI) Analysis Protocol	<b>Ongoing Evaluation Method:</b> DDI reports Grades Formative Assessments	<b>Final Evaluation Method:</b> Percent of students mastery STAAR at the meets level.
	<b>Timeline:</b> 8/1/2020 - 5/1/2021 (Weekly)		

4	<p><b>Action:</b> Purchase of Renaissance 360 Diagnostic for all four campuses.</p>	<p><b>Person(s) Responsible:</b> Chief Academic Officer, Director of Teacher Development, Principals</p>	<p><b>Resources:</b> REN 360 Diagnostic platform, data analysis; Title I, Part A Funds \$27,570.00</p>
	<p><b>Evidence of Implementation:</b> Diagnostic Data collected at BOY, MOY, EOY.</p>	<p><b>Ongoing Evaluation Method:</b> DDDI 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><b>Final Evaluation Method:</b> Increase of campus data from BOY to MOY and then EOY.</p>
	<p><b>Timeline:</b> 7/1/2020 - 7/1/2021 (On-going)</p>		

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

**Objective #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 70% to 76% and in math from 73% to 76% for 2021.**

1	<b>Action:</b> District will purchase STEM Scopes interactive Math modules in grades k-12. Teacher training will be on-going	<b>Person(s) Responsible:</b> Principals, Dean of Students	<b>Resources:</b> STEM Scopes Platform, Online and consumable student resource books.; Title I, Part A Funds \$3,000.00
	<b>Evidence of Implementation:</b> STEM Scopes data usage, Lesson plans, PLC agendas	<b>Ongoing Evaluation Method:</b> Weekly data usage.	<b>Final Evaluation Method:</b> STEM Scopes usages will equate to increase in Math scores
	<b>Timeline:</b> 7/1/2020 - 7/1/2021 (Weekly)		
2	<b>Action:</b> Monitoring of Blended Learning Kinder, 3rd Grade and 6th grade Math classes.	<b>Person(s) Responsible:</b> Director of Teacher Development, Math Teachers, Principals and Blended Learning Council	<b>Resources:</b> Blended Learning Grant, Imagine Learning, Blended Learning Council, Blended Learning DDI charts and Choice Board options;
	<b>Evidence of Implementation:</b> Blended Learning Grant, Blended Learning Council, Blended Learning DDI charts and Choice Board options	<b>Ongoing Evaluation Method:</b> Weekly DDDI submission and PLC agendas	<b>Final Evaluation Method:</b> Increase of Imagine Learning completion and passage of lessons that will equate higher math scores.
	<b>Timeline:</b> 7/1/2020 - 7/1/2021 (Weekly)		

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

**Objective #1: By June 2021, Students with disabilities will meet or exceed targets established by the State at the Meets level in Reading from 22% to 24%; in Math from 36% to 38%; in writing from 25% to 27%, in Science from 33% to 35%; and in Social Studies from 32% to 34%.**

1	<b>Action:</b> Administer district/campus Imagine Learning benchmarks to Special Education students in the areas of reading comprehension and vocabulary.	<b>Person(s) Responsible:</b> Campus Principals, Director of Special Education	<b>Resources:</b> Imagine Learning programs; State Comp Ed Funds \$38,000.00
	<b>Evidence of Implementation:</b> 2020-2021 testing calendars; roster of students who are tested; student scores	<b>Ongoing Evaluation Method:</b> Progress monitoring reports	<b>Final Evaluation Method:</b> Comparison of current academic performance with previous year's performance
	<b>Timeline:</b> 8/30/2020 - 7/30/2021 (Annually)		
2	<b>Action:</b> Purchase of supplemental materials such as Guided Reading libraries and professional development so teachers may effectively impact learning for students with special needs.	<b>Person(s) Responsible:</b> Chief Academic Officer, Campus Principals, Director Special Education	<b>Resources:</b> ESC Region 4 professional development; TCASE; Title III conference; consultants; Local Funds \$5,000.00; Title I, Part A Funds \$84,000.00; Special Ed Funds \$48,000.00
	<b>Evidence of Implementation:</b> Purchase orders for instructional materials; PD sign-in sheets, PD certificates of attendance.	<b>Ongoing Evaluation Method:</b> Report cards; STAAR scores	<b>Final Evaluation Method:</b> Comparison of current academic performance with previous year's performance
	<b>Timeline:</b> 9/1/2020 - 7/1/2021 (On-going)		
4	<b>Action:</b> Monitor lesson plans to verify that differentiated instruction is taking place in the general education classrooms where students with special needs are receiving instruction.	<b>Person(s) Responsible:</b> Director of Special Education , Campus Principals, K-12 General Education Teachers, Special Education Teachers	<b>Resources:</b> TEKS RS DMAC; Local Funds \$22,940.00
	<b>Evidence of Implementation:</b> Monthly Report of General Ed. Teachers' lesson plans; recommendations sheet to teachers	<b>Ongoing Evaluation Method:</b> Student Report Cards; Benchmarks, STAAR scores	<b>Final Evaluation Method:</b> Comparison of current-year academic performance with previous year's performance
	<b>Timeline:</b> 9/1/2020 - 5/1/2021 (On-going)		

5	<b>Action:</b> All administrators, faculty, and staff working with EL/SPED/GT students will complete virtual or face-to-face specialized training on strategies to successfully address the unique academic needs of these special populations.	<b>Person(s) Responsible:</b> Director of Special Education, Campus Principals	<b>Resources:</b> Federal and state guidance ESC Region 4 TAMU Program; Title I, Part A Funds \$12,000.00
	<b>Evidence of Implementation:</b> Training Calendar, Rosters of staff serving special populations; training certificate of completion; professional development sign-in sheets; lesson plans with differentiated instruction; classroom observations	<b>Ongoing Evaluation Method:</b> Report cards; STAAR scores	<b>Final Evaluation Method:</b> Comparison of current-year academic performance with previous year's performance
	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (On-going)		
6	<b>Action:</b> Establish a district-wide Special Education Parent Council that will meet quarterly with the Director of Special Education and FACE Department	<b>Person(s) Responsible:</b> Special Education Director, FACE Director, Campus Principals	<b>Resources:</b> Special Education parent list Books Flyers; Special Ed Funds \$1,000.00
	<b>Evidence of Implementation:</b> Letter to parents informing them of the Special Education Parent Council and its purpose; Invitation to parents to attend the meetings; meeting agendas; meeting sign-in sheets	<b>Ongoing Evaluation Method:</b> Report cards; STAAR scores	<b>Final Evaluation Method:</b> Number of parents participating in the monthly meetings
	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (On-going)		

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

**Objective #2: By June 2021, English learners (current and monitored) will meet or exceed targets established by the State at the Meets level in Reading from 33% to 36%; in Math from 51% to 54%; in writing from 34% to 37%, in Science from 37% to 40%; and in Social Studies from 33% to 36%.**

1	<b>Action:</b> Administer district/campus Imagine Learning benchmarks to English learners in the areas of reading comprehension and vocabulary.	<b>Person(s) Responsible:</b> Special Populations Coordinator, Campus Principals	<b>Resources:</b> Imagine Learning programs; State Comp Ed funds \$38,000;
	<b>Evidence of Implementation:</b> 2020-2021 testing calendars; roster of students who are tested; student scores	<b>Ongoing Evaluation Method:</b> Progress monitoring reports.	<b>Final Evaluation Method:</b> Comparison of current academic performance with previous year's performance
	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (Annually)		
2	<b>Action:</b> Conduct principal-led meetings every other month with parents of English learners with the purpose of sharing best practices and student's progress	<b>Person(s) Responsible:</b> Special Populations Coordinator, FACE Director, Campus Principals	<b>Resources:</b> Title III, Part A Funds \$400.00
	<b>Evidence of Implementation:</b> Calendar; invite; agenda; sign-in sheets; meeting minutes	<b>Ongoing Evaluation Method:</b> Report cards; TELPAS scores; STAAR scores	<b>Final Evaluation Method:</b> Bi-monthly meetings, parent participation data, students' performance results
	<b>Timeline:</b> 9/1/2020 - 5/1/2021 (Every 6 weeks)		
3	<b>Action:</b> Purchase of supplemental materials such as Guided Reading Libraries and professional development so teachers may effectively impact learning for English learners.	<b>Person(s) Responsible:</b> District Director of Academics, Campus Principals, District Special Populations Coordinator,	<b>Resources:</b> ESC Region 4 professional development; TCASE; Title III conference; consultants;; Local Funds \$5,000.00; Title I, Part A Funds \$5,000.00; Title III, Part A Funds \$5,000.00
	<b>Evidence of Implementation:</b> Purchase orders for instructional materials; PD sign-in sheets; PD certificates of attendance.	<b>Ongoing Evaluation Method:</b> Report cards; Benchmarks; STAAR scores; TELPAS scores	<b>Final Evaluation Method:</b> Comparison of current academic performance with previous year's performance
	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (On-going)		

4	<b>Action:</b> Monitor lesson plans to verify that differentiated instruction is taking place in the general education classrooms where English learners are receiving instruction	<b>Person(s) Responsible:</b> Special Populations Coordinator, Campus Principals, K-12 General Education Teachers	<b>Resources:</b> TEKS RS DMAC; Local Funds \$22,000.00
	<b>Evidence of Implementation:</b> Monthly report of general education teachers' lesson plans; recommendations sheet to teachers	<b>Ongoing Evaluation Method:</b> Student report cards; Benchmarks; TELPAS scores; STAAR scores	<b>Final Evaluation Method:</b> Comparison of current-year academic performance with previous year's performance
	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (Daily)		
5	<b>Action:</b> All administrators, faculty, and staff working with EL/SPED/GT students will complete online or face-to-face specialized training on strategies to successfully address the unique academic needs of these special populations.	<b>Person(s) Responsible:</b> Special Populations Coordinator, Campus Principals	<b>Resources:</b> Federal and state guidance; ESC Region 4; TAMU program; Title I, Part A Funds \$12,000.00
	<b>Evidence of Implementation:</b> training calendar, rosters of staff serving special populations, training certificate of completion, professional development sign-in sheets, lesson plans with differentiated instruction, classroom observations	<b>Ongoing Evaluation Method:</b> Report Cards; TELPAS scores; STAAR scores	<b>Final Evaluation Method:</b> Comparison of current-year academic performance with previous year's performance
	<b>Timeline:</b> 9/1/2020 - 7/1/2021 (Daily)		

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

**Objective #3: By June 2021, the district will increase the TELPAS English Language Proficiency Status from 32% to 36%.**

1	<b>Action:</b> Analyze the elements related for measuring the yearly progress of each English learner ensuring that they are advancing a performance level on TELPAS annually.	<b>Person(s) Responsible:</b> Special Populations Coordinator, Campus Principals	<b>Resources:</b> 2019-2020 Academic Accountability System Overview; TEA website; English Learners/Title III Resource portal (Assessment, Compliance and Accountability);
	<b>Evidence of Implementation:</b> RYSS 2018-2019 vs 2020-2021 Student Performance Analysis Report	<b>Ongoing Evaluation Method:</b> TELPAS, STAAR	<b>Final Evaluation Method:</b> Student performance data results
	<b>Timeline:</b> 6/1/2020 - 8/31/2021 (As Needed)		
2	<b>Action:</b> Attend training opportunities offered by Region 4-ESC regarding the impact of English learners progress measure and its impact on state and federal indicators	<b>Person(s) Responsible:</b> Special Populations Coordinator, Campus Principals, Bilingual/ESL Campus Coordinators	<b>Resources:</b> Region 4-ESC training; Title III, Part A Funds \$1,000.00
	<b>Evidence of Implementation:</b> Training registration forms Training certificates	<b>Ongoing Evaluation Method:</b> TELPAS	<b>Final Evaluation Method:</b> Student performance data results, TELPAS.
	<b>Timeline:</b> 6/1/2020 - 8/31/2021 (As Needed)		
3	<b>Action:</b> Re-vamping of the Multilingual Department and Hiring a Multilingual Director.	<b>Person(s) Responsible:</b> Superintendent, Chief Academic Officer	<b>Resources:</b> Hiring Form and; Title III, Part A Funds \$86,000.00; 1 FTEs
	<b>Evidence of Implementation:</b> Multilingual Program Strategic Plan with Vision and Goals and timelines for implementation of Professional Development regarding best TELPAS strategies, adherence to TEA compliance and promotion of Excellence	<b>Ongoing Evaluation Method:</b> Follow suggested timelines and strategies to grow department and teachers.	<b>Final Evaluation Method:</b> Increase in TELPAS progress scores. All four campuses will receive TEA accountability 10 pts for progress.
	<b>Timeline:</b> 7/1/2020 - 7/1/2021 (Annually)		

**Goal #3: College and Workforce Readiness-**  
**All RYSS students will graduate ready to engage in college level, workforce or military careers.**

**Objective #1: The district four-year longitudinal graduation rate will meet or exceed 96% for the Class of 2021.**

1	<b>Action:</b> Hire a full-time counselor to assist with CCMR vision and monitoring and provide current PGPs for all students 8th- 12th.	<b>Person(s) Responsible:</b> Chief Academic Officer, Principal	<b>Resources:</b> State Comp Ed Funds \$70,253.45
	<b>Evidence of Implementation:</b> Hire form, Job description for counseling position.	<b>Ongoing Evaluation Method:</b> Principal will provide weekly check ins with counselor regarding CCMR status and PGPs for 8th thru 12th grades	<b>Final Evaluation Method:</b> Non-Teacher evaluation.
<b>Timeline:</b> 9/1/2020 - 7/1/2021 (Daily)			

**Goal #3: College and Workforce Readiness-**  
**All RYSS students will graduate ready to engage in college level, workforce or military careers.**

**Objective #2: Upon graduation, 100% of RYSS 2020-2021 seniors will be accepted and enrolled in a college/university or workforce course of study; and they will apply for a minimum of four scholarships and be awarded at least two scholarships to attend a college/university, career, or workforce program.**

1	<b>Action:</b> Purchase Naviance software licenses to provide middle schools and high schools with: (a) college research and matching tools, (b) career assessments and personality tests, (c) integration with "The Common Application" [c1] submission of college applications, [c2] submission of transcripts	<b>Person(s) Responsible:</b> Project GRAD Upward Bound Leadership team	<b>Resources:</b> Naviance Software Services Stipend to Upward Bound;
	<b>Evidence of Implementation:</b> Commercial agreement between RYSS and Naviance for software licenses	<b>Ongoing Evaluation Method:</b> Naviance activity reports	<b>Final Evaluation Method:</b> College Board student profiles
	<b>Timeline:</b> 8/1/2020 - 6/30/2021 (As Needed)		
2	<b>Action:</b> Review data with administrative leadership and teacher representatives and require the development of an action plan to address college and career readiness	<b>Person(s) Responsible:</b> Campus Leadership Team Upward Bound Project Grad	<b>Resources:</b> TAPR reports; College Board reports;
	<b>Evidence of Implementation:</b> Sign-in sheets, agendas, data	<b>Ongoing Evaluation Method:</b> Sign-in sheets, agendas, data	<b>Final Evaluation Method:</b> Number of students accepted into college and career programs
	<b>Timeline:</b> 8/1/2020 - 8/31/2021 (On-going)		
3	<b>Action:</b> The high school campus will assign mentors to each senior that will help those students complete college applications and scholarship essays.	<b>Person(s) Responsible:</b> Project Grad Upward Bound Mentors	<b>Resources:</b> Naviance reports; university deadlines; scholarship deadlines; College Board reports;
	<b>Evidence of Implementation:</b> List of assigned mentors	<b>Ongoing Evaluation Method:</b> Mentor activity logs	<b>Final Evaluation Method:</b> Percent of students accepted into College and Career readiness programs Scholarship award amount earned by students
	<b>Timeline:</b> 2/18/2020 - 8/31/2021 (On-going)		

4	<b>Action:</b> Encourage all seniors to complete a FAFSA or TAFSA form.	<b>Person(s) Responsible:</b> Counselor, Grad coach, Dean of Students, Principal	<b>Resources:</b>
	<b>Evidence of Implementation:</b> Agendas for FAFSA or TAFSA educational informational meetings for parents and students.	<b>Ongoing Evaluation Method:</b> Review status of FAFSA/TAFSA during every CCMR meeting.	<b>Final Evaluation Method:</b> 100% of our students have applied or signed waiver for FAFSA or TAFSA.
	<b>Timeline:</b> 9/1/2020 - 7/1/2021 (Daily)		
5	<b>Action:</b> Acquire access to Apply Texas Counselor Suite through Region 4.	<b>Person(s) Responsible:</b> Counselor, Principal	<b>Resources:</b>
	<b>Evidence of Implementation:</b> Purchase and access of Counseling suite (MOU)	<b>Ongoing Evaluation Method:</b> CCMR data is collected for weekly meetings.	<b>Final Evaluation Method:</b> Increase in college readiness opportunities for all secondary students.
	<b>Timeline:</b> 9/1/2020 - 7/1/2021 (As Needed)		
6	<b>Action:</b> Provide information about college and university admissions and financial aid to students and parents at all grade levels.	<b>Person(s) Responsible:</b> Counselor, Leadership Team	<b>Resources:</b>
	<b>Evidence of Implementation:</b> Agenda of College and Career forums.	<b>Ongoing Evaluation Method:</b> Events will be approved and monitored during CCMR meetings.	<b>Final Evaluation Method:</b> All 2021 Seniors and 2021 Juniors have had individual CCMR conferences.
	<b>Timeline:</b> 11/1/2020 - 7/1/2021 (Every 3 weeks)		

**Goal #3: College and Workforce Readiness-**  
**All RYSS students will graduate ready to engage in college level, workforce or military careers.**

**Objective #3: Annually, all RYSS students who are qualified to take the PSAT/SAT/ACT will be offered an introductory/practice class to participate in the exam(s) and successfully score above state average.**

1	<b>Action:</b> Enroll students in Grades 8-11 in grade-appropriate PSAT assessment classes: PSAT 8/9 for Grade 8-9 students, (b) PSAT 10 for Grade 10 students, and (c) PSAT/NMSQ for Grade 11 students	<b>Person(s) Responsible:</b> Project Grad Upward Bound Leadership Team	<b>Resources:</b> College Board account;
	<b>Evidence of Implementation:</b> Number of students registered to take the PSAT exam.	<b>Ongoing Evaluation Method:</b> PSAT student scores.	<b>Final Evaluation Method:</b> Comparison of -2019-2020 with 2020-2021 performance on PSAT.
	<b>Timeline:</b> 10/1/2020 - 4/1/2021 (Annually)		
2	<b>Action:</b> Require eligible Grade 12 students to participate in the SAT/ACT exams.	<b>Person(s) Responsible:</b> College Readiness and Study Skills Teacher; SAT/ACT Teacher; Upward Bound; Project GRAD	<b>Resources:</b> College Readiness and Study Skills course; SAT/ACT resources;
	<b>Evidence of Implementation:</b> Student enrollment in the College Readiness and Study Skills and/or SAT class; RYSS graduation applications	<b>Ongoing Evaluation Method:</b> Students' SAT/ACT scores and reviewed by staff.	<b>Final Evaluation Method:</b> Comparison of number of students that take the SAT/ACT exam.
	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (Bi-Annually)		

**Goal #3: College and Workforce Readiness-**  
**All RYSS students will graduate ready to engage in college level, workforce or military careers.**

**Objective #4: All secondary campuses will increase the percent of advanced-placement-course and dual-credit-course offerings by 10%, and there will be a 10% increase in the number of students scoring at or above a 3 on their AP exams from the previous year.**

1	<b>Action:</b> Houston STEM (ECMS) and T-STEM (ECHS) will develop and submit plans to increase AP and dual-credit offerings as well as student success on AP exams, with activities that include teacher training, course offerings, scheduling, testing and mastery	<b>Person(s) Responsible:</b> Principal, Principal, District Testing Coordinator	<b>Resources:</b> Professional development from Institutes of Higher Education (IHE), Region 4; Career & Technology Funds; High School Allotment Funds; Local Funds \$16,000.00
	<b>Evidence of Implementation:</b> Submitted plans, master schedules, assessment results	<b>Ongoing Evaluation Method:</b> Data trackers, review of master schedules	<b>Final Evaluation Method:</b> Comparison of student performance data results and comparison of data from previous year to determine the increase of course offerings and the number of students scoring 3+ on AP exams.
	<b>Timeline:</b> 8/1/2020 - 8/31/2021 (On-going)		
2	<b>Action:</b> Schedule campus leadership meeting to review progress of campus improvement plans focused on College and Career Readiness objectives	<b>Person(s) Responsible:</b> Superintendent, Chief Academic Officer, Leadership Team meetings.	<b>Resources:</b> Campus Improvement Plans, available reports on student progress;
	<b>Evidence of Implementation:</b> Sign-in sheets, agendas	<b>Ongoing Evaluation Method:</b> Sign-in sheets, agendas	<b>Final Evaluation Method:</b> Comparison of previous-year and current-year student performance data results
	<b>Timeline:</b> 2/1/2020 - 8/31/2021 (On-going)		
3	<b>Action:</b> Houston STEM (ECMS) and T-STEM (ECHS) will submit calendar with various college/university visits and scholarship application submission deadlines for reports to the Superintendent of Schools	<b>Person(s) Responsible:</b> Principal, Leadership Team meeting, Counselor	<b>Resources:</b> Calendar; FAFSA deadlines; college/university application deadlines; scholarship deadlines;
	<b>Evidence of Implementation:</b> Completed meeting logs	<b>Ongoing Evaluation Method:</b> Updated calendars	<b>Final Evaluation Method:</b> Calendar with all events and deadlines.
	<b>Timeline:</b> 8/1/2020 - 8/31/2021 (On-going)		

**Goal #3: College and Workforce Readiness-**  
**All RYSS students will graduate ready to engage in college level, workforce or military careers.**

**Objective #5: Increase the number of graduates who earn an industry certification aligned to their state-approved CTE cohort sequence of courses from 0 for 2018-2019 to 5 for 2020-2021.**

1	<b>Action:</b> Review pathways to ensure all students are provide CTE pathway alignment and opportunities.	<b>Person(s) Responsible:</b> Counselor, Leadership Team	<b>Resources:</b>
	<b>Evidence of Implementation:</b> Agenda of Student Informational meetings and conferences.	<b>Ongoing Evaluation Method:</b> Review attendance and participation of selected meeting for students in 8th- 12th grades.	<b>Final Evaluation Method:</b> Increase in the amount of CTE pathway opportunities.
	<b>Timeline:</b> 7/1/2020 - 7/1/2021 (Daily)		

**Goal #4: 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><b>Action:</b> 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><b>Person(s) Responsible:</b> IT Director, FACE Director, FACE Parent Specialists, Principals, Teachers, PEIMS Manager</p>	<p><b>Resources:</b> 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><b>Evidence of Implementation:</b> 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><b>Ongoing Evaluation Method:</b> 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><b>Final Evaluation Method:</b> Parents able to access student grades via the website; increase in student achievement; increase in parent engagement and involvement</p>
	<p><b>Timeline:</b> 8/1/2020 - 5/1/2021 (On-going)</p>		
2	<p><b>Action:</b> 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><b>Person(s) Responsible:</b> FACE Director, FACE Parent Specialists, K-12 Principals, Department Heads, and Community Partners and Nonprofits, FACE State &amp; Federal Compliance Coordinator.</p>	<p><b>Resources:</b> 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><b>Evidence of Implementation:</b> 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><b>Ongoing Evaluation Method:</b> FACE Annual Parent Survey Pre-Post Surveys during Monthly Parent Sessions The number of Nonprofit Organizations providing sessions to parents</p>	<p><b>Final Evaluation Method:</b> Sign-in sheets; event photographs; participation/registration lists; sponsor/funding lists, State of the Schools Annual Report</p>
	<p><b>Timeline:</b> 8/1/2020 - 5/31/2021 (Annually)</p>		

3	<b>Action:</b> Produce and present State of Schools event to promote a greater awareness of district accomplishments as well as increase community and corporate support.	<b>Person(s) Responsible:</b> Superintendent, Family and Community Engagement Director, Chief Financial Officer, Chief Academic Officer, K-12 Principals, Cabinet and Leadership	<b>Resources:</b> Community and Corporate Resources; Local Funds
	<b>Evidence of Implementation:</b> Invitation, Program, Invitation Lists, Photographs, State of Schools Event, Survey	<b>Ongoing Evaluation Method:</b> increased in community and corporate involvement/donations, State of Schools Event Survey results to be reviewed every year.	<b>Final Evaluation Method:</b> Sign-In Sheets, Event Photographs; Participation/registration lists; sponsor/funding lists, State of Schools Annual report
	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Annually)		
4	<b>Action:</b> 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.	<b>Person(s) Responsible:</b> K-12 Principals, Academic Director, Curriculum Manager, FACE Director, FACE Parent Specialist, Teachers, Cabinet an Leadership staff	<b>Resources:</b> Local Funds; Title I, Part A Funds \$1,000.00
	<b>Evidence of Implementation:</b> Meeting Agenda, Meeting Minutes, Sign-In Sheets, Materials distributed, Pre/Post Survey	<b>Ongoing Evaluation Method:</b> Increased parent involvement and engagement, FACE Parent Survey	<b>Final Evaluation Method:</b> Pre/Post Surveys, increased parent engagement across the campuses
	<b>Timeline:</b> 8/1/2020 - 7/1/2021 (Daily)		

**Goal #4: 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><b>Action:</b> Increase Parent, Family, and Community Engagement outreach methods that positively and efficiently meet the needs of students, parents, faculty, and community.</p>	<p><b>Person(s) Responsible:</b> 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><b>Resources:</b> Community, business, and collegiate networks, foundations, endowments, nonprofits, health institutions, corporations; Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> 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><b>Ongoing Evaluation Method:</b> 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><b>Final Evaluation Method:</b> Annual FACE Parent Engagement Survey; lists of new partnerships, collaboratives, and written agreements, and grants awarded</p>
	<p><b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)</p>		
2	<p><b>Action:</b> 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><b>Person(s) Responsible:</b> FACE Director, District Academic Director, K-12 Principals, College and Career Readiness Academic Case Manager, Superintendent</p>	<p><b>Resources:</b> 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><b>Evidence of Implementation:</b> Travel payments, receipts, and documents; conference agendas and materials; new business and STEM contacts, Memorandums of Understanding or Agreements</p>	<p><b>Ongoing Evaluation Method:</b> Increased hands-on opportunities for students; biannual report on new internships/connections made available to students</p>	<p><b>Final Evaluation Method:</b> List of students that participated in externships/internships, Agreements or Contracts, Number of Students accessing workforce development training, Internships, Externships</p>
	<p><b>Timeline:</b> 9/1/2020 - 6/1/2021 (On-going)</p>		

**Goal #4: 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	<b>Action:</b> 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	<b>Person(s) Responsible:</b> PEIMS Manager; K-12 Principals, Intervention Department, FACE Director, FACE Parent Specialist, FACE State & Federal Compliance	<b>Resources:</b> State and Federal Compliance;
	<b>Evidence of Implementation:</b> Sign-in sheets; meeting minutes; agenda; flyers	<b>Ongoing Evaluation Method:</b> Annual staff pre- and post- survey results quarterly	<b>Final Evaluation Method:</b> Certificates of participation; sign-in forms; agenda
	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)		
2	<b>Action:</b> 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	<b>Person(s) Responsible:</b> Intervention Specialist; K-12 Principals, FACE Director, FACE Parent Specialists, State and Federal Compliance Coordinator, Campus Counselors	<b>Resources:</b> State and Federal Compliance; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Agenda; meeting minutes; sign-in sheets; flyers	<b>Ongoing Evaluation Method:</b> Annual FACE Parent Engagement Survey; Pre & Post Survey compilation from each sessions	<b>Final Evaluation Method:</b> Certificates of participation
	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (On-going)		

**Funding**

Career & Technology Funds

Gifted & Talented

High School Allotment Funds

Local Funds \$270,440.00

Carl Perkins

State Comp Ed Funds \$135,253.45

Special Ed Funds \$61,000.00

Title I, Part A Funds \$827,856.00

Title I, Part A Focus Grant Funds

Title II, Part A Funds \$116,600.00

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