



Raul Yzaguirre Schools for Success
District Improvement Plan
2021-2022

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
Dr. Brenda Rangel	Chief Academic Officer
George Flores	Chief Financial Officer
Thelma Garza	School Improvement Officer
Carla Stevens	Director of Research and Accountability

Campus Profile

Raul Yzaguirre Schools for Success opened its doors in 1996 and serves 1557 students in grades Pre- Kindergarten through Grade 12. The student population is 1.3% African American, 98.8% Hispanic, .5% White, 0.00% American Indian, 0.00% Asian, 48.76% Male, 51.24% Female. Raul Yzaguirre Schools for Success serves 7.6% Special Education students, 99.3% Economically Disadvantaged students, 62.7% English Language Learners; 74.8% At-Risk students, 4.2% Gifted & Talented students. The overall mobility rate for the campus is 8.5%. The average attendance rate for students is 96.2%. The annual graduation rate is 96.6%.

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 1,557 students in two cities: the main campus in Houston that now occupies an entire city block and an additional campus in Brownsville, Texas. In July 2018, Raul Yzaguirre Schools for Success was notified that the Texas Education Agency had 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. The 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 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 catalyzed to be innovative and creative in searching for 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 our school community's academic, social, and emotional needs.

In January 2021, the RYSS charter district applied for an expansion of campuses. In May of 2021, the Texas Education Agency approved expanding two Early Childhood sites in our current campuses, PSTEM- South East Early Childhood Academy; at BRYSS- BRYSS Early Childhood STEM Academy (BRYSS-ECC). Two additional campuses included Castillo Early Childhood STEM Academy and North East STEM Academy. During this time, RYSS also requested name changes for its existing campuses; Early College T-STEM Academy, Early College STEM Academy, PSTEM Academy, and BRYSS Academy. 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. The present work is aimed to provide a systematic overview of evidence-based studies on the general and differential effects of COVID-19-related instructional gaps in spring 2020 on student achievement in our primary and secondary campuses. Results indicate a negative impact of school closures on student achievement, specifically in younger students and families with low socioeconomic status in math and reading. During this upcoming school year (2021-22), admin, teachers, and staff will work with students and families on comprehensive measures identified to mitigate these adverse effects and close the gaps created during the pandemic.

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 2021-22 school year is the STAAR 2021 testing data and all other formal and informal data acquired during the previous school year (2020-21).

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. The most current data is presented below and has been used to drive instructional decision-making. 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

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 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 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]. Therefore, this also will be an area of academic focus.

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 the 2018-2019 Texas Academic Performance Report and 2021 Accountability Data Tables.

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All STAAR data sources are the 2018-2019 Texas Academic Performance Report and 2021 Accountability Data Tables.

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, 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.

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 EL population on all campuses. In addition, Math has been targeted in elementary, middle and high school. 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 not calculated in 2020-2021 as the prior full year of testing was in 2018-2019 and was not comparable, the district will continue to work toward the goal of students meeting the standard for Meets or Masters in Reading and Math. In the high school it is important that more of our students meet the requirements for progress. 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 to ensure retention at higher levels.

Staff Quality, Recruitment and Retention

Teacher turnover is high due to RYSS's gap in salaries as compared to surrounding districts. 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 2021 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.

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-office visits by students, staff, parents, and the community to the FACE department. FACE has become a one-stop department for information, connection, and resources 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 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 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.

Planning Committee

Member Name	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
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

Planning Committee (continued)

Member Name	Title
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
Alison Robinson	Teacher MS/HS
Maria Perez	ELAR Teacher, PSTEM
Andrea Bernes	Content Lead, BRYSS
Aktug Cilekci	Teacher, ECHS
Maribel Saldivar	Content, BRYSS
Karla Trevino	Content Lead, BRYSS
Silvia Alvarado	Content Lead, BRYSS
Rebbeca Martinez	ESL Teacher, ECHS/MS
Adan Montelongo	Content Lead, ECMS
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
Dana Jefferies	Teacher, Castillo
Sanjuanita Cisneroz	Principal, Castillo ECC
Georgina Castilleja	Principal, NESTEM

Planning Committee (continued)

Member Name	Title
Amanda Madrigal	Teacher, NESTEM
Alexandria Darden	Teacher, NESTEM
Marco Setien	Teacher, ECHS
James Sherwood	Teacher, ECHS
David Davila	Counselor, ECMS
Elizabeth White	Teacher, ECHS
Yulissa Mora	Teacher, ECHS

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 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. A major for all campuses is literacy embedded in every content.
- 3 Due to level of expertise of teachers, 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 EL population on all campuses. In addition, Math has been targeted in elementary, middle and high school. 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.

Needs

- 1 In 2019, the All Students and Non-Continuously Enrolled groups did not meet the state's target of 44% and 42%, respectively, In 2021, only 27% of the Non-Continuously enrolled students achieved the Meets Grade Level standard on the ELA/Reading STAAR test and 14% were at Meets Grade Level in Math.
- 2 In 2021, only 26 % of all Emergent Bilinguals (including current and monitored) achieved the Meet Grade level standard on the ELA/Reading STAAR test and 16% were at the Meets Grade Level in Math.
- 3 Only 16% of all students who took the STAAR Science achieved the meets level.

Summary

Although growth was not calculated in 2020-2021 as the prior full year of testing was in 2018-2019 and was not comparable, the district will continue to work toward the goal of students meeting the standard for Meets or Masters in Reading and Math. In the high school it is important that more of our students meet the requirements for progress. TELPAS scores across grade levels are of concern and will be a priority.

Data

Student Achievement Data

Response to Intervention tracking

Formative Assessments

Curriculum-Based Assessments

STAAR / EOC Results

Classroom Walkthrough Data

Graduation Records

Promotion / Retention data

TAPR

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.
- 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.
- 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 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 will 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 Teachers have opportunities to assume leadership roles on their campuses.
- 4 The RYSS Teacher Institute will provide 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.

Needs

- 2 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.
- 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, 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 2021 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.

Data

Staff Demographics

Attendance Data

Curriculum, Instruction and Assessment

Strengths

- 1 Access to TEKS to align primary curriculum, instruction and assessment. Aligned secondary supplemental curriculum that has been vetted by admin, consultants and teachers.
- 2 The use of Lead4ward as a resource to align with state standards.
- 4 Aligned professional development to meet the needs of teachers in specific content as well as through Blended Learning practices.
- 5 Special Pops weekly Instructional Best Practice via Tuesday Tune-Up sessions for new teachers and those needing specialized support.

Needs

- 1 Extensive review, modeling and practice is necessary to develop assessments that are aligned to the rigor of the TEKS.
- 2 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.
- 3 Individual campuses are supporting parent engagement via their monthly campus Parent meetings and community outreach events.

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-office visits by students, staff, parents, and the community to the FACE department. FACE has become a one-stop department for information, connection, and resources in and out of the school.

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 in the last two years. Considerable progress has been made in curriculum alignment, CCR, reflecting, and adjusting Data Quality and Human Resources.

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 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.

Needs

- 1 Continue updating the website for the RYSS and campuses. It should be ongoing and considered a priority.
- 2 Internet access points are necessary in the secondary campus, and at South East STEM ECC to effectively incorporate testing and multiple software usage.

Summary

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.

Data

Program Evaluations

Campus-Based Assessments

District-Based Assessments

Maintenance Records

Special Populations

Strengths

- 1 An ESL 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 hired one bilingual teacher aide in the PSTEM Primary Academy to provide instructional support for students with disabilities learning English as a second language and native English speaker students with disabilities.
- 3 RYSS met all State Performance Plan (SPP) Indicators pertaining to Special Education for the past four years.
- 4 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 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 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.
- 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	<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 Officers, 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 2022 results</p>
	<p>Timeline: 9/1/2021 - 1/1/2022 (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 \$16,500.00; Title II, Part A Funds \$67,100.00</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: 8/1/2021 - 8/1/2022 (Weekly)</p>		

3	Action: Review data from 2021 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: 8/1/2021 - 10/1/2022 (Annually)		
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: 9/1/2021 - 7/1/2022 (Daily)		

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 2022, the district will meet or exceed performance at the Meets Grade Level standard in all subjects tested as follows: Reading/ELA from 32% to 35%, Math from 16% to 35%, Writing from 20% to 35%, Science from 16% to 35%, and Social Studies from 33% to 36%.

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 \$25,000.00; Title I, Part A Funds \$638,430.00</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: 8/1/2021 - 8/31/2022 (On-going)</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: 8/1/2021 - 8/31/2022 (On-going)</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 \$2,000.00
	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: 9/1/2021 - 6/1/2022 (Annually)		
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 \$3,000.00
	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: 10/1/2021 - 5/31/2022 (On-going)		
5	Action: Administer two district-wide benchmark tests of grades 3-11. Administer TEA online benchmark in November 2021.	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: 12/1/2021 - 2/28/2022 (Bi-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 14% to 22% and in math from 7% to 22% by June 2022.

1	Action: K-2 teachers will be trained via the District RYSS Learning Institute regarding curriculum Alignment, DDDI best practices and Blended Learning strategies.	Person(s) Responsible: Chief Academic Officer, Director of Teacher Development, Instructional Coach and Principals.	Resources: RYSS Curriculum Calendar, DDI Lead Forward documents.;
	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.	Ongoing Evaluation Method: Curriculum calendar, Lesson Plans, DDDI Collaborative Agendas, Teacher surveys	Final Evaluation Method: Increase in K-2 Student performance in reading and Math as well as TELPAS scores.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		
2	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.	Person(s) Responsible: Principals, Lead Content Leaders, DCSI	Resources: Data analysis, Lead4Ward reports and Uncommon Schools protocols; Title I, Part A Funds
	Evidence of Implementation: DDDI trackers, DDDI collaboratives and Friday PLC meetings.	Ongoing Evaluation Method: Assessment results, data conferences with students	Final Evaluation Method: STAAR results
	Timeline: 9/1/2021 - 8/31/2022 (On-going)		
3	Action: All campuses will review STAAR data to identify TEKS that will lead students to high levels of learning.	Person(s) Responsible: Principals, Teacher Specialist, Dean of Instruction Teachers Instructional Coaches	Resources: TEKS RS DMAC Lead4ward;
	Evidence of Implementation: Lesson planning Data Driven Instruction (DDI) Analysis Protocol	Ongoing Evaluation Method: DDI reports Grades Formative Assessments	Final Evaluation Method: Percent of students mastery STAAR at the meets level.
	Timeline: 8/1/2021 - 5/1/2022 (Weekly)		

4	Action: Purchase of Renaissance 360 Diagnostic for all four campuses.	Person(s) Responsible: Chief Academic Officer, Director of Teacher Development, Principals	Resources: REN 360 Diagnostic platform, data analysis; ESSER II \$27,570.00
	Evidence of Implementation: Diagnostic Data collected at BOY, MOY, EOY.	Ongoing Evaluation Method: 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.	Final Evaluation Method: Increase of campus data from BOY to MOY and then EOY.
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

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 2022 compared to 2019 growth data.

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: 7/1/2021 - 7/1/2022 (Weekly)		
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: 7/1/2021 - 7/1/2022 (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 2022, students with disabilities will meet or exceed targets established by the State at the Meets level in Reading from 17% to 19%; in Math from 16% to 23%; in Science from 6% to 10%; and in Social Studies from 17% to 19%.

1	Action: Administer district/campus Imagine Learning benchmarks to Special Education students in the areas of reading comprehension and vocabulary.	Person(s) Responsible: Campus Principals, Director of Special Education	Resources: Imagine Learning programs; ESSER II \$18,000.00; ESSER III \$20,000.00
	Evidence of Implementation: 2021-2022 testing calendars; roster of students who are tested; student scores	Ongoing Evaluation Method: Progress monitoring reports	Final Evaluation Method: Comparison of current academic performance with previous year's performance
	Timeline: 8/30/2021 - 7/30/2022 (Annually)		
2	Action: Purchase of supplemental materials such as Guided Reading libraries and professional development so teachers may effectively impact learning for students with special needs.	Person(s) Responsible: Chief Academic Officer, Campus Principals, Director Special Education	Resources: 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
	Evidence of Implementation: Purchase orders for instructional materials; PD sign-in sheets, PD certificates of attendance.	Ongoing Evaluation Method: Report cards; STAAR scores	Final Evaluation Method: Comparison of current academic performance with previous year's performance
	Timeline: 9/1/2021 - 7/1/2022 (On-going)		
4	Action: Monitor lesson plans to verify that differentiated instruction is taking place in the general education classrooms where students with special needs are receiving instruction.	Person(s) Responsible: Director of Special Education, Campus Principals, K-12 General Education Teachers, Special Education Teachers	Resources: TEKS RS DMAC; Local Funds \$22,940.00
	Evidence of Implementation: Monthly Report of General Ed. Teachers' lesson plans; recommendations sheet to teachers	Ongoing Evaluation Method: Student Report Cards; Benchmarks, STAAR scores	Final Evaluation Method: Comparison of current-year academic performance with previous year's performance
	Timeline: 9/1/2021 - 5/1/2022 (On-going)		

5	Action: 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.	Person(s) Responsible: Director of Special Education, Campus Principals	Resources: Federal and state guidance ESC Region 4 TAMU Program; Title I, Part A Funds \$12,000.00
	Evidence of Implementation: Training Calendar, Rosters of staff serving special populations; training certificate of completion; professional development sign-in sheets; lesson plans with differentiated instruction; classroom observations	Ongoing Evaluation Method: Report cards; STAAR scores	Final Evaluation Method: Comparison of current-year academic performance with previous year's performance
	Timeline: 9/1/2021 - 6/1/2022 (On-going)		
6	Action: Establish a district-wide Special Education Parent Council that will meet quarterly with the Director of Special Education and FACE Department	Person(s) Responsible: Special Education Director, FACE Director, Campus Principals	Resources: Special Education parent list Books Flyers; Special Ed Funds \$1,000.00
	Evidence of Implementation: 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	Ongoing Evaluation Method: Report cards; STAAR scores	Final Evaluation Method: Number of parents participating in the monthly meetings
	Timeline: 9/1/2021 - 6/1/2022 (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 2022, English learners (current and monitored) will meet or exceed targets established by the State at the Meets level in Reading from 26% to 29%; in Math from 16% to 40%; in writing from 19% to 21%, in Science from 15% to 18%; and in Social Studies from 23% to 26%.

1	Action: Administer district/campus Imagine Learning benchmarks to English learners in the areas of reading comprehension and vocabulary.	Person(s) Responsible: Special Populations Coordinator, Campus Principals	Resources: Imagine Learning programs; ESSER II and III funds \$38,000; Title III, Part A Funds; ESSER II \$18,000.00; ESSER III \$20,000.00
	Evidence of Implementation: 2020-2021 testing calendars; roster of students who are tested; student scores	Ongoing Evaluation Method: Progress monitoring reports.	Final Evaluation Method: Comparison of current academic performance with previous year's performance
	Timeline: 8/1/2021 - 6/1/2022 (Annually)		
2	Action: Conduct principal-led meetings every other month with parents of English learners with the purpose of sharing best practices and student's progress	Person(s) Responsible: Special Populations Coordinator, FACE Director, Campus Principals	Resources: Title III, Part A Funds \$400.00; ESSER II \$18,000.00; ESSER III \$20,000.00
	Evidence of Implementation: Calendar; invite; agenda; sign-in sheets; meeting minutes	Ongoing Evaluation Method: Report cards; TELPAS scores; STAAR scores	Final Evaluation Method: Bi-monthly meetings, parent participation data, students' performance results
	Timeline: 8/1/2021 - 6/1/2022 (Every 6 weeks)		
3	Action: Purchase of supplemental materials such as Guided Reading Libraries and professional development so teachers may effectively impact learning for English learners.	Person(s) Responsible: District Director of Academics, Campus Principals, District Special Populations Coordinator,	Resources: 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
	Evidence of Implementation: Purchase orders for instructional materials; PD sign-in sheets; PD certificates of attendance.	Ongoing Evaluation Method: Report cards; Benchmarks; STAAR scores; TELPAS scores	Final Evaluation Method: Comparison of current academic performance with previous year's performance
	Timeline: 9/1/2021 - 6/1/2022 (On-going)		

4	Action: Monitor lesson plans to verify that differentiated instruction is taking place in the general education classrooms where English learners are receiving instruction	Person(s) Responsible: Special Populations Coordinator, Campus Principals, K-12 General Education Teachers	Resources: TEKS RS DMAC; Local Funds \$22,000.00
	Evidence of Implementation: Monthly report of general education teachers' lesson plans; recommendations sheet to teachers	Ongoing Evaluation Method: Student report cards; Benchmarks; TELPAS scores; STAAR scores	Final Evaluation Method: Comparison of current-year academic performance with previous year's performance
	Timeline: 9/1/2021 - 6/1/2022 (Daily)		

5	Action: 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.	Person(s) Responsible: Special Populations Coordinator, Campus Principals	Resources: Federal and state guidance; ESC Region 4; TAMU program; Title I, Part A Funds \$12,000.00
	Evidence of Implementation: training calendar, rosters of staff serving special populations, training certificate of completion, professional development sign-in sheets, lesson plans with differentiated instruction, classroom observations	Ongoing Evaluation Method: Report Cards; TELPAS scores; STAAR scores	Final Evaluation Method: Comparison of current-year academic performance with previous year's performance
	Timeline: 8/1/2021 - 6/1/2022 (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: Based on 2020-2021 TELPAS, Raul Yzaguirre Schools for success will increase three percentage points from 39% to 42% of students showing progress on TELPAS 2022.

1	<p>Action: Implementation of second language acquisition methods during tier I instruction to make content comprehensible for all language levels. Methods include, creating a language objectives, front loading vocabulary, structured academic discourse, randomizing, using sentence stems, chunking text, using a pay attention to question, images, and academic writing.</p>	<p>Person(s) Responsible: Special Populations Coordinator, Campus Principals</p>	<p>Resources: 2019-2020 Academic Accountability System Overview; TEA website; English Learners/Title III Resource portal (Assessment, Compliance and Accountability); Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: Language Objectives, usage for beginners and intermediate composite scores TELPAS</p>	<p>Ongoing Evaluation Method: TELPAS, STAAR</p>	<p>Final Evaluation Method: Spring 2022 TELPAS results.</p>
	<p>Timeline: 8/1/2021 - 6/1/2022 (As Needed)</p>		
2	<p>Action: All teachers will attend ongoing professional development training on second language acquisition methods during PD days, PLC time, Tuesday Tune Ups, and monthly after school modeling. Monthly trainings will have SLAM routines embedded in them. Teachers will be supported by a small group of educators who will attend city, state, and national trainings starting with the Lead4ward training in San Antonio, Region IV December 8 in Houston fall 2021, and finally NABE in New York.</p>	<p>Person(s) Responsible: Campus Principals, Bilingual/ESL Campus Coordinators, Multilingual Director, and Consultant.</p>	<p>Resources: Region 4-ESC training; Title III, Part A Funds \$1,000.00; Local Funds; State Comp Ed Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Training registration forms Training certificates</p>	<p>Ongoing Evaluation Method: TELPAS</p>	<p>Final Evaluation Method: Student performance data results, TELPAS.</p>
	<p>Timeline: 6/1/2021 - 8/31/2022 (Weekly)</p>		

3	<p>Action: Second language acquisition methods will be used during all trainings conducted by district. To assist in implementation, teachers will fill out commitment tickets. Commitment tickets will give instruction support person a purpose and focus when coaching a teacher.</p>	<p>Person(s) Responsible: (District) Multilingual Director</p>	<p>Resources: Internal resource files; Title III, Part A Funds \$86,000.00; 1.00 FTEs</p>
	<p>Evidence of Implementation: 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</p>	<p>Ongoing Evaluation Method: Follow suggested timelines and strategies to grow department and teachers.</p>	<p>Final Evaluation Method: T-TESS, Walk Throughs, PLC Agendas</p>
	<p>Timeline: 8/1/2021 - 6/1/2022 (Annually)</p>		

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 #4: Based on 2020-2021 STAAR Reading Scores for Emergent Bilinguals, Raul Yzaguirre Schools for Success will go from 26% at Meets level or above on STAAR Reading to 31% at Meets level in 2022.

1	<p>Action: Teachers will receive training on reading and writing Language objectives that is aligned to their content objective to facilitate Sheltered Instruction writing methods such as; Text engineering, fluency practice, vocabulary front loading, Roving Paragraph, Give one- Take one, Quick Writes, I remember- you remind me and Paragraph Frames/. Admin will conduct weekly classroom walkthroughs to ensure implementation.</p>	<p>Person(s) Responsible: Carlos Banda, Terry Armstrong, Damon Jasso, Rocio Arroyo, Diana Chavez, JP Cortez, Andrea Bernes</p>	<p>Resources: ELPS, SIOP methodologies, and Quality Teaching of English Learners; Title I, Part A Funds; Title III, Part A Funds</p>
	<p>Evidence of Implementation: The Language Objective on the white boards and embedded throughout the lessons. Writing samples, Anchor charts, sentence stems, and paragraph frames.</p>	<p>Ongoing Evaluation Method: Writing PLCs will require sample writing items, Proficiency Level Descriptors for writing, DMAC test items.</p>	<p>Final Evaluation Method: STAAR Reading</p>
	<p>Timeline: 8/1/2021 - 5/1/2022 (Weekly)</p>		

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

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

0	Action: Early College will work with Project Grad to ensure students are knowledgeable and exposed to workforce options throughout the year.	Person(s) Responsible: Noelia Longoria Project Grad	Resources: Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Students and families will participate in Workforce Solution opportunities provided by ProjectGrad.	Ongoing Evaluation Method: Agendas, attendance sheets, CCMR logs	Final Evaluation Method: 100% of the students are informed and have been given workforce options after high school.
	Timeline: 9/1/2021 - 7/1/2022 (Daily)		
1	Action: Hire a full-time counselor to assist with CCMR vision and monitoring and provide current PGPs for all students 8th- 12th.	Person(s) Responsible: Chief Academic Officer, Principal	Resources: State Comp Ed Funds \$70,253.45
	Evidence of Implementation: Hire form, Job description for counseling position.	Ongoing Evaluation Method: Principal will provide weekly check ins with counselor regarding CCMR status and PGPs for 8th thru 12th grades	Final Evaluation Method: Non-Teacher evaluation.
	Timeline: 9/1/2021 - 7/1/2022 (Daily)		

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

Objective #2: Upon graduation, 100% of RYSS 2021-2022 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	Action: 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	Person(s) Responsible: Project GRAD Upward Bound Leadership team	Resources: Naviance Software Services Stipend to Upward Bound;
	Evidence of Implementation: Commercial agreement between RYSS and Naviance for software licenses	Ongoing Evaluation Method: Naviance activity reports	Final Evaluation Method: College Board student profiles
	Timeline: 8/1/2021 - 6/30/2022 (As Needed)		
2	Action: Review data with administrative leadership and teacher representatives and require the development of an action plan to address college and career readiness	Person(s) Responsible: Campus Leadership Team Upward Bound Project Grad	Resources: TAPR reports; College Board reports;
	Evidence of Implementation: Sign-in sheets, agendas, data	Ongoing Evaluation Method: Sign-in sheets, agendas, data	Final Evaluation Method: Number of students accepted into college and career programs
	Timeline: 8/1/2021 - 8/31/2022 (On-going)		
3	Action: The high school campus will assign mentors to each senior that will help those students complete college applications and scholarship essays.	Person(s) Responsible: Project Grad Upward Bound Mentors	Resources: Naviance reports; university deadlines; scholarship deadlines; College Board reports;
	Evidence of Implementation: List of assigned mentors	Ongoing Evaluation Method: Mentor activity logs	Final Evaluation Method: Percent of students accepted into College and Career readiness programs Scholarship award amount earned by students
	Timeline: 2/18/2021 - 8/31/2022 (On-going)		

4	Action: Encourage all seniors to complete a FAFSA or TAFSA form.	Person(s) Responsible: Counselor, Grad coach, Dean of Students, Principal	Resources:
	Evidence of Implementation: Agendas for FAFSA or TAFSA educational informational meetings for parents and students.	Ongoing Evaluation Method: Review status of FAFSA/TAFSA during every CCMR meeting.	Final Evaluation Method: 100% of our students have applied or signed waiver for FAFSA or TAFSA.
	Timeline: 9/1/2021 - 7/1/2022 (Daily)		
5	Action: Acquire access to Apply Texas Counselor Suite through Region 4.	Person(s) Responsible: Counselor, Principal	Resources:
	Evidence of Implementation: Purchase and access of Counseling suite (MOU)	Ongoing Evaluation Method: CCMR data is collected for weekly meetings.	Final Evaluation Method: Increase in college readiness opportunities for all secondary students.
	Timeline: 9/1/2021 - 7/1/2022 (As Needed)		
6	Action: Provide information about college and university admissions and financial aid to students and parents at all grade levels.	Person(s) Responsible: Counselor, Leadership Team	Resources:
	Evidence of Implementation: Agenda of College and Career forums.	Ongoing Evaluation Method: Events will be approved and monitored during CCMR meetings.	Final Evaluation Method: All 2021 Seniors and 2021 Juniors have had individual CCMR conferences.
	Timeline: 11/1/2021 - 7/1/2022 (Every 3 weeks)		

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

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	Action: 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	Person(s) Responsible: Project Grad Upward Bound Leadership Team	Resources: College Board account;
	Evidence of Implementation: Number of students registered to take the PSAT exam.	Ongoing Evaluation Method: PSAT student scores.	Final Evaluation Method: Comparison of -2019-2020 with 2020-2021 performance on PSAT.
	Timeline: 10/1/2021 - 4/1/2022 (Annually)		
2	Action: Require eligible Grade 12 students to participate in the SAT/ACT exams.	Person(s) Responsible: College Readiness and Study Skills Teacher; SAT/ACT Teacher; Upward Bound; Project GRAD	Resources: College Readiness and Study Skills course; SAT/ACT resources;
	Evidence of Implementation: Student enrollment in the College Readiness and Study Skills and/or SAT class; RYSS graduation applications	Ongoing Evaluation Method: Students' SAT/ACT scores and reviewed by staff.	Final Evaluation Method: Comparison of number of students that take the SAT/ACT exam.
	Timeline: 9/1/2021 - 6/1/2022 (Bi-Annually)		

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

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	Action: 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	Person(s) Responsible: Principal, Principal, District Testing Coordinator	Resources: Professional development from Institutes of Higher Education (IHE), Region 4; Career & Technology Funds; High School Allotment Funds; Local Funds \$16,000.00
	Evidence of Implementation: Submitted plans, master schedules, assessment results	Ongoing Evaluation Method: Data trackers, review of master schedules	Final Evaluation Method: 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.
	Timeline: 8/1/2021 - 8/31/2022 (On-going)		
2	Action: Schedule campus leadership meeting to review progress of campus improvement plans focused on College and Career Readiness objectives	Person(s) Responsible: Superintendent, Chief Academic Officer, Leadership Team meetings.	Resources: Campus Improvement Plans, available reports on student progress;
	Evidence of Implementation: Sign-in sheets, agendas	Ongoing Evaluation Method: Sign-in sheets, agendas	Final Evaluation Method: Comparison of previous-year and current-year student performance data results
	Timeline: 2/1/2021 - 8/31/2022 (On-going)		
3	Action: 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	Person(s) Responsible: Principal, Leadership Team meeting, Counselor	Resources: Calendar; FAFSA deadlines; college/university application deadlines; scholarship deadlines;
	Evidence of Implementation: Completed meeting logs	Ongoing Evaluation Method: Updated calendars	Final Evaluation Method: Calendar with all events and deadlines.
	Timeline: 8/1/2021 - 8/31/2022 (On-going)		

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

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

1	Action: Review pathways to ensure all students are provide CTE pathway alignment and opportunities.	Person(s) Responsible: Counselor, Leadership Team	Resources:
	Evidence of Implementation: Agenda of Student Informational meetings and conferences.	Ongoing Evaluation Method: Review attendance and participation of selected meeting for students in 8th- 12th grades.	Final Evaluation Method: Increase in the amount of CTE pathway opportunities.
Timeline: 7/1/2021 - 7/1/2022 (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>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: 8/1/2021 - 5/1/2022 (On-going)</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: 8/1/2021 - 5/31/2022 (Annually)</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: 9/1/2021 - 7/1/2022 (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: 8/1/2021 - 7/1/2022 (Daily)</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 #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: 8/1/2021 - 6/1/2022 (On-going)</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: 9/1/2021 - 6/1/2022 (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	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	Person(s) Responsible: PEIMS Manager; K-12 Principals, Intervention Department, FACE Director, FACE Parent Specialist, FACE State & Federal Compliance	Resources: State and Federal Compliance;
	Evidence of Implementation: Sign-in sheets; meeting minutes; agenda; flyers	Ongoing Evaluation Method: Annual staff pre- and post- survey results quarterly	Final Evaluation Method: Certificates of participation; sign-in forms; agenda
	Timeline: 8/1/2021 - 6/1/2022 (On-going)		
2	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	Person(s) Responsible: Intervention Specialist; K-12 Principals, FACE Director, FACE Parent Specialists, State and Federal Compliance Coordinator, Campus Counselors	Resources: State and Federal Compliance; Title I, Part A Funds
	Evidence of Implementation: Agenda; meeting minutes; sign-in sheets; flyers	Ongoing Evaluation Method: Annual FACE Parent Engagement Survey; Pre & Post Survey compilation from each sessions	Final Evaluation Method: Certificates of participation
	Timeline: 8/1/2021 - 6/1/2022 (On-going)		

Goal #5: Social Emotional Learning - RYSS will engage students in self-awareness practices, goal-setting, develop empathy for others, and make responsible decisions.

Objective #1: Provide a safe, supportive, and caring environment without fear of bullying or harrassment.

1	Action: Support campuses in addressing the behavioral, social and emotional needs of students so that they are able to learn in a supportive, caring, and safe environment without fear of being bullied or harassed.	Person(s) Responsible: Directors, Campus Principals, Special Population Consultants and Conuselors	Resources: Faculty and Staff Training on addressing behavior and meeting the social and emotional needs of the student. Continued training on identifying the signs of student-to-student bullying and child/youth mental health risk factors; State Comp Ed Funds \$2,000.00; Title I, Part A Funds \$10,000.00; Special Ed Funds \$12,000.00; Title III, Part A Funds \$12,000.00
	Evidence of Implementation: Tracking the numbers of discipline reports, student referrals for counseling, therapy sessions conducted by month and the rate of absenteeism	Ongoing Evaluation Method: Discripline data	Final Evaluation Method: Decrease number of current-year incidents and referrals compared to the previous year's incidents and referrals
	Timeline: 9/1/2021 - 6/1/2022 (On-going)		
2	Action: All RYSS campuses will include Advocacy period within their master schedule.	Person(s) Responsible: Each teacher will conduct formal and informal Socio Emotional checks with their advocacy students.	Resources: Link provided by counseling services. Weekly Students of Concern PLC grade level information and data;
	Evidence of Implementation: Advocacy Period embedded in Master Schedule for all four campuses.	Ongoing Evaluation Method: Teachers will meet during their weekly PLC to discuss goals and outcomes for Advocacy period. The weekly agendas will include academic support, socio and emotional learning and college and career readiness.	Final Evaluation Method: Teachers will survey students in December and March regarding their Advocacy impact on student learning and socio emotional goals.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		
4	Action: Faculty and Staff will participate in a monthly Safety, Health & Wellness zoom conference that will address COVID 19, Mental Health and Wellness.	Person(s) Responsible: Brenda A. Rangel	Resources:
	Evidence of Implementation: Monthly Agendas	Ongoing Evaluation Method: Staff Safety, Health and Wellness Survey and inquiry.	Final Evaluation Method: Staff Safety, Health and Wellness Survey results.
	Timeline: 8/1/2021 - 7/1/2022 (Monthly)		

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 reach and maintain a 97% student attendance rate by the end of school year 2021-2022.

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: 8/1/2021 - 5/1/2022 (Every 6 weeks)</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: 8/1/2021 - 6/1/2022 (On-going)</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 2021-2022 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 2019 and 2021 academic performance and 2020 and 2021 attendance rates.
	Timeline: 8/1/2021 - 5/1/2022 (As Needed)		
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: 8/1/2021 - 6/1/2022 (On-going)		
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: 8/1/2021 - 5/1/2022 (Annually)		

4	Action: Principals will develop and submit a teacher retention plan for their campus by February 2022.	Person(s) Responsible: Principals	Resources: Teacher attendance data and teacher input.;
	Evidence of Implementation: 2021-2022 teacher retention plan	Ongoing Evaluation Method: Teacher feedback	Final Evaluation Method: Comparison of 2020-2021 and 2021-2022 teacher retention data.
	Timeline: 2/1/2021 - 2/28/2022 (Annually)		

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 2021-22 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: 7/1/2021 - 7/1/2022 (Daily)		
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: 8/1/2021 - 7/1/2022 (Daily)		
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: 8/1/2021 - 7/1/2022 (Daily)		

Funding

Career & Technology Funds

ESSER II \$81,570.00

ESSER III \$60,000.00

Gifted & Talented

High School Allotment Funds

Local Funds \$223,940.00

Carl Perkins

State Comp Ed Funds \$97,253.45

Special Ed Funds \$61,000.00

Title I, Part A Funds \$800,286.00

Title I, Part A Focus Grant Funds

Title II, Part A Funds \$70,100.00

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