RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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

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Date Reviewed: Date Approved:

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Mission

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

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

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Vision

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

RAUL YZAGUIRRE SCHOOL FOR SUCCESS Site Base

Name	Position
Tamez, Dr. Adriana	Superintendent
Fuentes, Justin	Chief of Schools
Miranda, Dr. Angie	Deputy Chief of Academics
Amezcua, Dr. Jesus	Interim Chief Financial Officer
Garza, Thelma	School Improvement Officer
Stevens, Carla	Director of Research and Accountability
Martinez, Pablo	Director, Data Quality
Chavez, Diana	Principal, PSTEM
Knosel, Marigel	Principal, BRYSS
Longoria, Noelia	Principal, ECMS and ECHS
Castilleja, Dr. Georgina	Principal, NESTEM
Cervantes, Yesenia	Principal, First Friends at Pasadena
Garza, Ellie	Director, Leonel Castillo ECC
Sacramento, Lilian	Director, BRYSS ECC
Martinez, Denise	Executive Director of Academics
Pansmith, Susan	Director, Special Education
Armstrong, Terrie	Multilingual Program Manager
Villareal, Jessica	Executive Assistant
Bernes, Andrea	Other School Leader
Montelongo, Adan	Other School Leader
Delgado, Jillian	Teacher
Cilekci, Aktug	Teacher, ECHS
Robinson, Alison	Teacher, ECHS
Alvarado-Mosqueda, Silvia	Teacher, ECHS
White, Elizabeth	Teacher, ECHS
Mora De Alejandro, Yulissa	Teacher, ECHS
Trevino, Balbina	Teacher, ECMS

RAUL YZAGUIRRE SCHOOL FOR SUCCESS Site Base

Name	Position
Davila, David	Teacher, ECMS
Sambolin Santini, Scharon	Teacher, PSTEM
Martinez, Anali	Teacher, PSTEM
Sanchez, Amanda	Teacher, PSTEM
Sanchez, Joseline	Teacher, PSTEM
Estrada Rivera, Felipe	Teacher, PSTEM
Padilla, Asbeidy	Teacher, Leonel Castillo ECC
Perez Carranza, Miriam	Teacher, Leonel Castillo ECC
Akins, Sha Quan	Teacher, NESTEM
Destin, Cecily	Teacher, NESTEM
Madrigal, Amanda	Teacher, NESTEM
Trevino, Karla	Teacher, BRYSS
Mendoza, Stephanie	Teacher, BRYSS
Velasquez, Laura	Teacher, BRYSS
Saldivar, Maribel	Teacher, BRYSS
Vargas, Joana	Teacher, First Friends Pasadena
Garcia, Adriana	Paraprofessional
Valdez, Brenda	Paraprofessional
Vallejo, Laura	Paraprofessional
Lara, Cristobal	Parent
Clark, Erika	Parent
Flores, Lorena	Parent
Bracho, Michelle	Nurse (Specialized Ins Support)
Botello, Daniela	Counselor, (Specialized Inst Support)
Knosel, Ingrid	Community Member
Van Horne, Anne	Community Member
Villareal, Carolina	Community Remember

RAUL YZAGUIRRE SCHOOL FOR SUCCESS Site Base

Name	Position
Carrizal, Debra	LULAC (Other Partner)
Lyman, Charisse	Untapped Genius (Other Partner)
Gomez, Maryella	Community Member

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

Our charge for the 2023-2024 school year is to focus on our strategic priorities by ensuring that district and campus administrators, teachers, and staff work with students and families towards growth in all four areas. Literacy and Response to Intervention (RtI) will be the foci at all campuses. Teachers will continue to receive on-going training in Research-Based Instructional Strategies (RBIS), SIOP strategies and each campus will fulfill the HB1416 Accelerated Instruction requirement for students who did not pass any of the STAAR Grades 3- 8 and/or EOC assessments.

District Performance
The State of Texas' academic accountability system gives a letter grade rating for each of three domains and overall, for districts and campuses. For 2023, preliminary data shows that the RYSS district may receive a B overall rating. The campus preliminary data shows 1 campus with A-rating, 2 campuses receiving B-ratings and 2 campuses receiving C. Due to the redesign of the state's assessment system, STAAR, the 2023 official and final ratings will not be available until further notice. Under the 2023 rating system, the district's performance will be determined proportionally from its campuses with the Early College STEM Academy MS accounting for 28% of the rating and the Early College T-STEM Academy HS accounting for 27% of the rating.

State Accountability Domains Performance
The data will be reported upon final release form the Texas Education Agency.
Academic Performance
The initial data received for spring 2023 STAAR results indicate that even though significant growth was seen compared to 2022 results, there are still areas in need of improvement. On the 2023 STAAR End-of-Course exams, 62% of students performed at the Meets Grade Level standard for Algebra 1, 59% for English I, 55% for English II, 43% for Biology, and 80% for U.S. History. For grades 3-8 STAAR assessments, the percentage of students at the Meets Grade Level standard was 43% for math, 49% for reading, 35% for science, and 41% for social studies. The overall Meets Grade Level standards rates were 46% for math, 51% for reading, 37% for science, and 52% for social studies.

Academic Distinction Designations
Academic distinctions designations are not available for the 2023 accountability ratings at this time.

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

Demographics

Given that the district serves a population that is 98.6% Hispanic/Latino, 96% economically disadvantaged, 67% emergent bilingual, 5% gifted and talented, and 10.3% special education, the district's strategies include increasing the access for teachers to high-quality instructional materials (HQIM) that support excellent instruction for all students and specifically emergent bilingual and special education students. We provide professional development for teachers to support them in addressing the academic needs of all students including those with learning challenges and offer wrap-around supports through the community school model to serve students and families so that students can excel academically.

Student Achievement
Although performance improved from 2022 to 2023 for STAAR assessments at the majority of grades and subject areas, reading, math, and science are still areas where high quality instructional materials, implementation strategies, and response to intervention (RtI) are needed. There also is a need to prioritize efforts with our largest population of students: Emergent Bilinguals. The overall performance of Emergent Bilinguals on STAAR assessments further proves the need to focus on development and intentionality with how we support this population. Additionally, many of these scholars are also twice exceptional and impacted cross content and grade levels, specifically English Language Arts. As a district, we are committed to further developing and equipping our campus administrators and teachers with HQIM, training, support, and a RYSS Literacy Framework that are necessary to ensure an aligned rigorous curriculum and student-centered instructional practices to address the academic needs of all students.

School Culture and Climate
The RYSS school culture and climate is reflected in the shared vision and mission of the district. An assessment of the campus culture shows that the expectations have been built with the input of all stakeholders and the learning community. In addition, there are actionable steps for the campuses to address morale and increase teacher retention while improving academic achievement.

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

Curriculum, Instruction and Assessment
The official curriculum document for RYSS is TEKS RS however, the Lead4Ward Content Builder document is consistently being used to plan lessons that address student needs and guide the analysis of process, readiness and supporting standards. Campus leaders and district staff are focused on building teacher capacity by providing coaches to support lesson delivery and alignment to TEKS and assessments.

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

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

developed to ensure data and files are captured, archived and retrievable.

The Academic Department has engaged in meaningful work with the Bellwether Foundation and is currently in the final stages of the strategic planning process, communication and implementation. In addition, multiple instructional frameworks are being developed by the academic team in consultation with stakeholders.

Technology
RYSS technology is essential for personalized learning and acceleration of instruction. More effort is needed to provide all campuses with the technological tools that are necessary for educational attainment. There is a need to monitor the effectiveness of learning software so that funds are allocated to research-based products that maximize learning.

The Raul Yzaguirre Schools for Success Title II, Part A Meaningful Consultation process is described below.

Teachers, principals, parents, paraprofessionals, other school leaders, specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise completed a comprehensive Title II Part A consultation survey where feedback and recommendations of how program grant funds should be utilized were documented. 116 responses were received that included all key stakeholders. Additionally, key stakeholders met at 8:30AM on Wednesday, October 18, 2023, onsite to participate in a collaborative committee process to further consider the best use of program funds for the 2023-2024 school year. On October 23rd, RYSS was able to capture feedback from community members and an "other partner" via phone because they could not attend the onsite meeting.

The committee will meet again on January 15, 2023, to check progress, and, again, at the end of the school year (May 2024) to evaluate program results. During the mid-year progress check, recommendations for adjustments may be made to improve the program. During the end of year evaluation in May, further considerations/adjustments will be considered as a part of the end of year evaluation process.

Documentation of the process includes meeting minutes, agenda, sign-in sheets, and a copy of the presentation used at the meeting. Survey results are available upon request.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

STAAR

Demographics Strengths

!. RYSS provides instruction and support to a student population that is 98.6% Hispanic/Latino, 0.6% African American, and 0.8% white.
2. RYSS serves a student population with significant needs that is 96% economically disadvantaged, 67% emergent bilingual, and 10.3% special education.

Demographics Weaknesses

1. Student performance on STAAR assessments as evidenced on the latest accountability data tables (2022) was 5 percentage points lower for current/monitored emergent biligual students across all subjects at the Meets Grade Level standard than the district (40% compared to 45%).
2. Students performance on the STAAR assessments was 16 percentage points lower for special education students across all subjects at the Meets Grade Level standard than the district (29% compared to 45%).

Demographics Needs

1. Teachers need HQIM and strategies to meet the needs of all students but specifically emergent bilingual and special education students.
2. Teachers need professional development to support them in implementing instructional strategies that will address the academic strengths and challenges of the student population served in the district.
3. The campuses must have a process in place to identify social emotional needs and to provide the services and support necessary to minimize barriers that negatively impact learning.

Demographics Summary

Given that the district serves a population that is 98.6% Hispanic/Latino, 96% economically disadvantaged, 67% emergent bilingual, and 10.3% special education, the district's strategies include increasing the access for teachers to HQIM that provide excellent instruction for all students and specifically emergent bilingual and special education

Comprehensive Needs Assessment

Demographics Summary (Continued)

students, providing professional development for teachers to support them in addressing the academic needs of all students including those with unlearned curriculum and gaps in learning.

Student Achievement

Student Achievement Data Sources

STAAR

Student Achievement Strengths

1. In 2022, the district and two campuses received A ratings on the state's accountability system with the remaining three campuses receiving B ratings. Additionally, three of the five campuses earned academic distinctions. 2023 ratings are not yet available.
2. In 2023, 80% of students performed at the Meets Grade Level standard or above on the U.S. History STAAR EOC and 62% performed at the Meets Grade Level standard or above on the Algebra I STAAR EOC.
3. In 2023, 60% of emergent bilingual students performed at the Meets Grade Level standard or above on the Algebra I STAAR EOC.
4. For grades 3-8, 49% of students performed at the Meets Grade Level standard or above on the STAAR Reading Language Arts assessments.

Student Achievement Weaknesses

1. On the 2023 STAAR End-of-Course assessments, only 43% of all students and 38% of emergent bilingual students performed at the Meets Grade Level standard or above on Biology.
2. On the 2023 STAAR End-of-Course assessments, only 55% of all students and 38% of emergent bilingual students performed at the Meets Grade Level standard or above on English II.
3. On the STAAR grades 3-8 assessment, only 35% of all students performed at the Meets Grade Level standard or above in science.

Student Achievement Needs

1. There is a need for increased monitoring of student outcomes on a consistent basis with data discussions during PLCs to address individual and group academic strengths

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

and weaknesses.
2. There is a need for more challenging and innovative courses that engage and prepare students to perform at the next level.
3. The district is in need of a Literacy Framework that addresses literacy, reading, and language development for all students PK-12 with special attention to the literacy needs of emergent bilingual students.
4. Acquisition, training, and support on HQIM for teachers is needed for them to implement effective strategies to improve academic outcomes for students.

Student Achievement Summary

Although performance improved from 2022 to 2023 for STAAR assessments at the majority of grades and subject areas, reading, math, and science are still areas where high quality instructional materials, implementation strategies, and response to intervention (RrI) are needed. There also is a need to prioritize efforts with our largest population of students: Emergent Bilinguals. The overall performance of Emergent Bilinguals on STAAR assessments further proves the need to focus on development and intentionality with how we support this population. Additionally, many of these scholars are also twice exceptional and impacted cross content and grade levels, specifically English Language Arts. As a district, we are committed to further developing and equipping our campus administrators and teachers with HQIM, training, support, and a RYSS Literacy Framework that are necessary to ensure an aligned rigorous curriculum and student-centered instructional practices to address the academic needs of all students.

School Culture and Climate

School Culture and Climate Data Sources

District Benchmark Data
iReady
STAAR

School Culture and Climate Strengths

- The RYSS school community understands the importance of providing effective instructional opportunities for all students.

- Campus leaders are committed to overcoming barriers that prevent students from learning by continuously assessing student needs and ensuring instruction is personalized to student needs.

- RYSS leaders communicate and operate from strong ideals and beliefs about education.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Leaders establish clear goals and keep those goals in the forefront of the school's attention.

- Leaders recognize and rewards individual accomplishments.

School Culture and Climate Weaknesses

There are opportunities for growth in the area of:

- alignment of instruction to the rigor of the Texas Essential Knowledge and Skills (TEKS).

- intellectual stimulation by ensuring the staff is aware of the most current theories, strategies and practices and consistently ensure they are part of the school's culture and instructional practice.

- involvement in the design and implementation of curriculum, instruction, and assessment practices.

- inspiring and leading new and challenging innovations.

- School safety, culture, and climate programs that support the goals of building a foundation of reading and math and connecting high school to career and college by addressing positive traits and supporting development of positive school climate.

School Culture and Climate Needs

To improve the culture and climate of all campuses and the district, the following needs should be met:

- Provide professional development or collaboration among all team members to understand the rigor and alignment of TEKS for all subjects and grade levels or courses.

- Engage all faculty and staff in learning opportunities to review and learn current instructional practices such as the Science of Teaching Reading, RBIS and changes in the new TEKS.

- Consistently engage in PLC and planning sessions with teachers to support and coach teachers based on data from assessments and qualitative data such as observations.

- Support teachers as they internalize lessons from high quality instructional materials (HQIM) and as they practice lessons before going live in front of students.

- Incorporate practices to change school culture by implementing new norms and processes to reduce school violence, bullying, and address suicide ideation. Schoolwide safety, culture and climate systems can help increase academic achievement for all learners, reduce discipline referrals, and create safe spaces for all students.

Comprehensive Needs Assessment

School Culture and Climate Summary

It is the RYSS school districts belief that campus leaders shall develop a community of practice that supports the continuous growth of all staff as well as safety. Establishing an effective PLC system, working alongside teachers, administrators and coaches will increase student achievement through data analysis and strategy.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff Retention Data

Staff Quality, Recruitment and Retention Strengths

The RYSS school district has increased teacher salaries to remain competitive with surrounding school districts. In addition, the school board has approved additional stipends for difficult to staff positions such as bilingual education, Special Education, and secondary STEM.

The district has applied and been approved for the Teacher Incentive Allotment program that will be offered to qualifying teachers.

The RYSS academic team provides pre-service and ongoing professional develop opportunities to increase teacher capacity and ongoing growth.

The Human Resources Department has increased their focus on participating in job fairs to attract qualified candidates to join the RYSS team.

Staff Quality, Recruitment and Retention Weaknesses

There are opportunities for growth in the area of outreach, marketing, and recruitment of teachers and leadership potential candidates.

Charter districts are allowed to hire non-certified teachers and staff and we are lacking a qualified pool of available teacher candidates.

Staff Quality, Recruitment and Retention Needs

Comprehensive Needs Assessment

RYSS will need to develop and execute a marketing strategy to advertise staffing vacancies, recruit quality candidates and effectively identify individual needs to provide targeted support as needed.

Staff Quality, Recruitment and Retention Summary

Our school district has increased retention of teachers and staff. After assessing the needs of teachers, it is important leaders engage in a consistent coaching and feedback cycle to ensure all teachers feel supported and continuously improve their teaching practice.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Curriculum Based Assessments
District Benchmark Data
Formative Assessments
GOLD
iReady
Promotion/Retention Data
STAAR
TX Kea

Curriculum, Instruction and Assessment Strengths

- RYSS has assessed the value of TEA vetted high quality instructional materials (HQIM) and are using these as resources for lesson planning and delivery of instruction. These HQIM include Eureka, SAAVAS, Stemscopes, Amplify, Magnetic Reading.

- The district, in collaboration with campus leaders, has identified online programs to accelerate student learning as determined by data. These include iReady, Summit K-12, and Renaissance.

- The district has provided the TEKS RS curriculum documents through Region 4 however, teachers utilize the Lead4Ward resources to plan lessons and ensure they prioritize TEKS.

- The campuses have engaged the expertise of coaches to support teachers while they plan lessons, analyze data and identify assessments that are aligned to the TEKS.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

- Due to changes in assessments, there are limited materials that align to STAAR tests.

- Teachers are transitioning to the Science of Teaching Reading and are in the process of acquiring new skills that will ensure students are reading on or above grade level.

- As a charter system, many of the RYSS teachers are not certified or new to the profession which poses a challenge for teacher capacity.

- Clear and consistent documentation for all students needing Response to Intervention (RtI).

- Districtwide focus on a set of high-yield set of instructional strategies that transcend all content areas and special populations.

Curriculum, Instruction and Assessment Needs

The following needs will need to be met to ensure all students are engaged in productive struggle and the necessary supports needed that will result in high levels of learning and academic success:

- Targeted support for developing teachers.
- Mentor teachers need to be carefully selected to support their peers.
- Consistent coaching and at-bats to ensure teachers are confident and practice before going live in front of students.
- Vetting process for the selection of assessment tools that align to the rigor of TEKS.
- Require that all elementary level teachers attend the Texas Reading Academies.
- A codified Response to Intervention (RtI) process
- The identification of a set of high-yield instructional strategies.

Curriculum, Instruction and Assessment Summary

The school district is committed to ensure resources are available to target the academic needs of students while also supporting teacher capacity. This support will include professional development, budget, resources, and materials.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Data Sources

Survey Data

Family and Community Involvement Strengths

The district is strengthening and staffing the Family and Community Engagement district department and these staff members have been actively engaged in outreach and community involvement and partnerships. They have been instrumental in engaging in numerous outreach activities to attract and promote educational services provided by RYSS schools.

Family and Community Involvement Weaknesses

As the FACE department is staffed they will need to be strategic in working with all campuses to ensure all Title 1 policies and services align to daily practice.

Family and Community Involvement Needs

There is a need to attend professional development to learn the purpose and components of a well-executed Title 1 parent engagement program. In addition, a plan needs to be developed with parent input to meet the needs of all students including academic or any other area they may hinder learning.

All RYSS campus Title 1 coordinators and the district FACE staff will need to meet frequently to communicate student academic needs and identify action steps to support parents and families.

Family and Community Involvement Summary

The RYSS staff understands the importance of parental engagement in schools. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. High levels of parental engagement also make it more likely that children and adolescents will avoid unhealthy or risky behaviors. We aim to strengthen our partnership will all parents by implementing programming that will give our parents the academic tools to effectively help their children, so that our learning community succeeds in reaching high levels of academic performance.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Data Sources

Program Evaluations
Staff Retention Data

School Context and Organization Strengths

The school district has developed an organizational chart with guidance from Bellwether, Attuned, and the Charter School Growth Fund partnerships.. As a result, the school district has improved its effectiveness by hiring staff members that support the current and new schools opening during the 2023-2024 school year. In addition, the Academic Department has developed and codified student, teacher and leadership profiles that will be used to guide the recruitment of future teachers and leaders. The School Office has aligned the goals, strategic priorities and ESF levers to ensure the improvement plan is supported by effective research-based practice.

School Context and Organization Weaknesses

Additional codifying of systems are in progress and need to be completed. Lack of additional instructional support to address the needs of students with unlearned curriculum needs on all campuses,

School Context and Organization Needs

As the school district continues to expand it will be necessary to fund the hiring of additional staff members, materials and expenditures related to physical space.

School Context and Organization Summary

The charter expansion has allowed the school district to reach out to external partners to assess the current condition of the district and establish next steps to continue to improve the effectiveness of the district.

Technology

Technology Data Sources

Comprehensive Needs Assessment

Curriculum Based Assessments
Program Evaluations

Technology Strengths

One on one student access to technology has been accomplished through grants and alignment of budget.

Technology Weaknesses

Although internet access has improved, there are still opportunities for growth in this area. Many of the classrooms are lacking adequate technology such as projectors and updated computer devices. Online platforms are not available in a timely manner and the usage has become a concern.

Technology Needs

An evaluation of our internet connectivity system is needed to ensure students and staff are able to access the internet at all times. Student testing is online, and it is urgent this challenge is resolved.

Campus leaders will need to consistently monitor the usage of online platforms and use the data provided for PLC and student data analysis discussions.

Technology Summary

Our school district has embraced the concept of Blended Learning and Personalized Learning. Online platforms and technology tools are consistently used to access curriculum and improve teaching and learning. It is urgent we continue to engage in 21st century learning skills such as technology to ensure all students have an opportunity to make informed career choices and be active participants in our economy.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 1. (Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 1. (Organizational Structure) RYSS will manage growth by clearly articulating systems and look-fors for several essential district and campus organizational structures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Bellwether to develop and codify RYSS academic model in addition to talent strategy, partnerships, network, and other models. The RYSS staff will align the student profile to teacher and leadership profiles that mirror expected outcomes for students. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,3.1,5.1)	Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023 to July 2024	(S)Local Funds - $100,000	Criteria: Written academic model document Partnership documentation such as MOU and contract
2. The Chief of Schools will engage in a consultation process that will gather data for the development of an organizational chart that clearly shows opportunities for growth and gaps in the Academic team. (Title I SW Elements: 1.1,2.3,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.2)	Chief Financial Officer, Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Superintendent(s)	July 2023-August 2024		Criteria: Organizational Chart Minutes from consultation process Sign in sheets
3. The Chief of School will guide and monitor the academic team to ensure tasks align to student needs and improve overall teaching and learning. (Title I SW Elements: 2.4,2.5,2.6) (Strategic Priorities: 1,2,4) (ESF: 2.1,3.1,4.1,5.1,5.2)	Chief School Officer, Deputy Chief Academic Officer	ongoing		Criteria: Agendas Notes/Minutes

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Goal 1. (Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 2. (CTE and CCMR) The Chief of Schools in collaboration with campus staff will codify, articulate and implement a CTE and CCMR strategy that will ensure students' experiences leads them to develop strong technical and employability skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and adjust the CTE master course list to build student schedules that are aligned to graduation plans and policy requirements. Review courses and assign the correct PEIMS codes stated by TEA guidelines. Communicate available courses to students so they may build their personal graduation plans. Assess the new Master Courses and consider increasing options from the innovative courses available for 2023-2024 (Title I SW Elements: 2.1,2.2,2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.1,1.2,5.3)	Chief School Officer, Principal	ongoing		Criteria: Number of students successfully mastering CTE and CCMR coursework.
2. All district and campus staff will engage in learning opportunities to understand and effectively incorporate CTE, CCMR, PTECH designation and accountability impact from these courses. (Title I SW Elements: 1.1,2.4) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.1,1.2)	Chief School Officer, Deputy Chief Academic Officer, Principal	July 2024-December 2024	(F)CTE Basic Grant - $22,597	Criteria: Professional Development artifacts such as agenda, PPT and minutes Online resources from TEA Accountability training Student schedules

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 1. (Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 3. (Response to Intervention (RTI)) RYSS will develop a Response to Intervention (RTI) process that is consistent on all campuses and follows research-based practices to address unlearned curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development and engage all key stakeholders in the RtI process. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.3,4.1,5.3)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal, Teacher(s)	August 2023 - May 2024		Criteria: Number of students in need of RTI Number of students successfully mastering TEKS after targeted assistance.
2. Engage in planning, preparation and documentation required for the effective implementation of RTI across all campuses. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,1.2,3.2,4.1,5.1,5.2)	Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal	April to August 2023		Criteria: Written RTI process with non-negotiables Protocols for alignment and fidelity of implementation
3. Facilitate RTI training for all staff and leadership team and engage in ongoing support as needed or requested. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,3.2,3.3,4.1,5.1,5.2)	Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics	August 2023 to May 2024	(F)ESSER III - $11,198	Criteria: Training artifacts such as agendas, content (PPT) or other, research, book study
4. Monitor and support the effective implementation of the RtI process on campuses. Provide feedback and additional coaching as needed. (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 2,4) (ESF: 1.1,3.3,4.1,5.1,5.2,5.3)	Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal, Special Education Director	August 2023 to May 2024		Criteria: Rti process documented in DMAC tool Student data and work samples Lesson plans PLC documents Written feedback

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 1. (Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 4. (Parent and Family Engagement) The RYSS leadership team in collaboration with the Parent and Family Engagement department will create and implement a Parent Academy to share meaningful learning on topics such as technology access to programs and grades, supporting literacy development, program offerings, partnership access, and any other needs identified by surveys and interviews with parents and schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend training to understand the Title 1 compliance goals and responsibilities of the PFE department. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All,ECD) (ESF: 3.3,3.4)	Deputy Chief Academic Officer, Executive Director of Academics, Parent and Family Engagement Director	July-Dec 2023	(F)Title I - $1,500	Criteria: PD artifacts and certificates
2. Develop plan with instructional leaders to address parent needs based on survey and academic achievement. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Executive Director of Academics, Principal	July-October 2023		Criteria: Completed services and PD plan
3. Engage with the Academic Team to develop the RYSS Parent Academy and identify resources per topics. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal, Superintendent(s)	Ongoing		Criteria: Number of parents attending the RYSS Parent Academy
4. Meet the social and economic needs of parents by connecting agencies or partners to address barriers that may interfere with learning. (Title I SW Elements: 2.1,2.6,3.1) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Parent and Family Engagement Director, Principal, Teacher(s)	August 2023 to May 2024		Criteria: Data reports that show referrals, orientations PD artifacts Training artifacts Sign in sheets
5. Partner with Region IV to secure in-house professional development and coaching for the Federal and State compliance staff and other RYSS stakeholders. (Title I SW Elements: 2.4) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 1.1)	Deputy Chief Academic Officer, Executive Director of Academics	Nov 2023 to July 2024	(F)Title I - $5,500	Criteria: Number of staff attending PD PD artifacts

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 1. (Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 5. (Special Populations) Codify processes for Special Education, Emergent Bilingual and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Codify SPED Referral Process including the development and use of an Intervention Assistance Team. 2. Provide PD to school and evaluation staff on how to effectively document and show evidence to refer students for evaluation and possible SPED services. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,5.1,5.3,5.4)	District Directors, Special Education Director	August-September 2023	(S)SPED Funding - $65,000	Criteria: Referral documentation per guidelines 07/05/23 - Pending
2. Monitor compliance and provide coaching to staff in need of development. (Title I SW Elements: 2.2) (Target Group: BI,ESL,Migrant,SPED,GT) (Strategic Priorities: 2)	Principal, Special Ed Teachers, Special Education Director	August 2023 to May 2024	(F)IDEA Special Education	
3. Codify Gifted and Talented identification and assessment process including the use of the Project GT platform and develop GT Program Guidelines aligned to the state guidelines. (Target Group: GT) (ESF: 3,3.3)	District Directors, Executive Director of Academics	August - November 2023	(S)GT Allotment - $29,000	Criteria: GT Program Guidelines, Codified GT Identification Process
4. 1. Codify the Bilingual and ESL identification process (LPAC). 2. Provide the necessary professional learning opportunities to LPAC Coordinators and Campus Administrators to ensure compliance requirements are met. (Target Group: BI,ESL,Migrant,EB)	Deputy Chief Academic Officer, District Directors, Executive Director of Academics	August 2023 - June 2024		

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 1. (Human Resources) The Human Resources Department will identify and recruit a pool of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Human Resources department in collaboration with the district leadership team will develop a strategy to create a pool of quality certified teacher candidates. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1)	Chief Financial Officer, Chief School Officer, Human Resources, Principal	Ongoing		Criteria: Job postings and descriptions Marketing strategies
2. Identify and recruit candidates by engaging in an effective marketing strategy to advertise and attract talent. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Human Resources	ongoing		Criteria: Yearlong Marketing Strategy
3. Review the interview process to include high-leverage questions aligned to rigorous instruction, job-embedded activity, reference review, and committee input. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Human Resources	August 2023-December 2023		
4. Organize a series of job fairs events and reach out to universities to promote RYSS vacancies and benefits. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Human Resources	August 2023-July 2024		Criteria: Job Fairs are scheduled, communicated, and advertised using various platforms (i.e. social media, flyers, billboards, etc.)

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 2. (Alternative Certification Program Partnership) RYSS will implement an Alternative Certification Program (ACP) that will support teachers in the process of certification.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with the Harris County Department of Education to develop an onsite Alternative Certification Program. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics	December 2023 - July 2024	(S)Bilingual Allotment	Criteria: Memorandum of Understanding Number of teachers recruited for ACP.
2. Develop a comprehensive plan for the roll-out of the RYSS ACP that includes communication, identification process, people responsible, and budget. (Strategic Priorities: 1) (ESF: 2,2.1)	Deputy Chief Academic Officer, Executive Director of Academics, Human Resources, Superintendent(s)	Ongoing		Criteria: Number of participants successfully completing the ACP program
3. Determine how the contract will be modified to ensure teachers serve for a pre-determined amount of time after the completion of the program. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Chief Financial Officer, Chief School Officer, Deputy Chief Academic Officer, Human Resources			Criteria: Modified contract that outlines identified requirements.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 3. (Developing Teacher Capacity) RYSS will develop, support, and build the capacity of RYSS teachers which will result in a 90% retention at the end of the 23-24SY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Consistently communicate and collaborate with campus administrators to identify needs and gaps to target support. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2,4.1,5.1,5.2,5.3)	Chief School Officer, District Directors, Executive Director of Academics, Principal	June 2023-May 2024	(F)ESSER III - $54,000, (S)Bilingual Allotment - $67,000, (S)Local Funds - $82,800, (S)SPED Funding - $71,760, (S)TCLAS - $200,200	Criteria: Completion of teacher profiles.
2. Develop a comprehensive professional learning plan based on identified needs. The professional learning plan will include internal staff and external partners. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3.1,3.2,5.1,5.2,5.3)	Deputy Chief Academic Officer, District Directors, Executive Director of Academics	July 2023-August 2023		Criteria: Sign-in sheets
3. Consistently review the TTESS data and conduct instructional walkthroughs to align the support to teacher needs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Chief School Officer, Data Quality, Deputy Chief Academic Officer, District Directors, Executive Director of Academics	September 2023 - May 2024		Criteria: TTESS data reports

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 4. (New Teacher/Mentor) RYSS will retain 90% of beginning teachers as a result of the training and support provided by the district and their mentor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All first and second-year beginning teachers will be assigned a mentor that meets TEA requirements. Mentors will provide ongoing support to build capacity in beginning teachers.	Executive Director of Academics	July 2023-October 2023		
2. All of mentor teachers will complete state and district-required expectations such as providing a minimum of 12 hours per semester of beginning teacher support and attending training from a state-approved vendor. (Target Group: All)	Executive Director of Academics	August 2023-May 2024	(S)HB3 Mentor Allotment - $29,000	
3. Mentors will receive ongoing coaching by the district mentor program lead that includes on-the-spot coaching and feedback. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	District Directors, Executive Director of Academics	September 2023 - May 2024		Criteria: TEA Survey

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 5. (Campus Leadership) Review academic data, TPESS and leadership practices with the intent of prioritizing effective support to develop, build and sustain campus leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage in data analysis and support campus leadership teams by providing systems and protocols to respond to gaps in learning. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2)	Chief School Officer, DCSI, Deputy Chief Academic Officer, District Directors, Executive Director of Academics	Ongoing	(F)Title I - $60,000, (O)CSGF - $155,000	
2. Conduct frequent instructional rounds and provide timely feedback based on data collected from observations. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 5,5.1)	Chief School Officer, Principal, Superintendent(s)	September 2023 - May 2024	(O)CSGF - $97,000, (S)Local Funds - $425,000	Criteria: Excel spreadsheet documenting visits and next steps. Observation and feedback protocol 07/13/23 - Pending
3. Identify and attend professional development opportunities aligned to leadership needs. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1)	Chief School Officer, Principal	September 2023 - May 2024	(F)Title II Part A Supporting Effective Instruction - $11,000	
4. Engage in the TPESS process as a tool that focuses on targeted growth as evidenced by data and a preponderance of evidence. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2)	Chief School Officer	ongoing		

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 6. (District Leadership) Develop, support, and build the capacity of district leaders through targeted internal and external professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staying abreast of current research and policy to ensure alignment of effective research-based teaching and evaluation practices. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics	August 2023 - July 2024		Criteria: Calendar Minutes Campus survey data
2. Internalize all policies and guidelines for the effective implementation of HQIM, Science of Teaching Reading, RTI, HB3, HB1416, ESSA, ESSER, and other pertinent programs. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Instructional Specialist/Coordinator	August 2023 - July 2024		Criteria: PD artifacts such as PPT, notes, calendar
3. Attend professional development that aligns to the current instructional needs of students as evidenced by data reports. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 2.1)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics	August 2023 to July 2024	(F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)TCLAS - $5,000	Criteria: Number of district staff attending PD Alignment of data to PD need Action steps that show implementation of learning

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2.   (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 7.   (Literacy Framework) The Academic Team, in partnership with RSSP Data Fellow, will build the literacy model for primary campuses to ensure all students are reading on or above grade level while implementing the Science of Teaching Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend the Science of Teaching Reading (STR) Academies or engage in literature review to develop the RYSS literacy framework. Engage stakeholder sin the process and communicate to all the RYSS learning community. (Title I SW Elements: 1.1) (Strategic Priorities: 4) (ESF: 4.1,5.1,5.2,5.3)	Data Fellow, Deputy Chief Academic Officer, Executive Director of Academics, Principal	June 2023 to August 2023		Criteria: Literacy Framework Artifacts for STR workshops of literature
2. Support teachers through planning sessions that ensure effective reading strategies result in students reading on or above grade level. (Title I SW Elements: 2.2,2.5,2.6)	Chief School Officer, Data Fellow, Instructional Specialist/Coordinator, Principal	August 2023 to May 2024		
3. The district academic team in collaboration with campus leaders and TNTP will engage in strategic planning to support literacy effort that increase the number of students reading on or above grade level. (Title I SW Elements: 2.2,2.4,2.5) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.2,5.3)	Chief School Officer, Data Fellow, Deputy Chief Academic Officer, Executive Director of Academics	Au 2023 to May 2024	(S)TCLAS	Criteria: Number of students reading on or above grade level. iReady reports Magnetic Reading usage and data reports
4. The academic team in partnership with campus leaders, coaches and TNTP will develop and communicate a literacy framework to guide the implementation of HQIM, internalization of lessons, and delivery of instruction that meets the needs of all students. (Title I SW Elements: 2.4,2.5,2.6) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1,5.3)	Data Fellow, Deputy Chief Academic Officer, Executive Director of Academics, Instructional Specialist/Coordinator, Principal	August 2023 to May 2024	(S)TCLAS	Criteria: PD artifacts Feedback and coaching Data Observations

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Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 1. (Reading Kindergarten) The percent of Kindergarten students that score "On Track" on TX-KEA vocabulary will increase from 78% to 81% by June 2024

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Kindergarten teachers will develop a TEKS pacing calendar and engage in PLC process to collaborate with peers and receive guidance from the campus leadership team and coaches. (Title I SW Elements: 2.2,2.5) (Target Group: EB,SPED,GT,K) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1,5.2)	Instructional Specialist/Coordinator, Principal, Teacher(s)	Ongoing weekly		Criteria: Pacing calendars PLC minutes HQIM
2. All teachers will develop and administer a variety of qualitative and quantitative assessments that align to the rigor of TEKS. (Title I SW Elements: 2.5) (Target Group: K) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1,5.2)	Instructional Specialist/Coordinator, Principal, Teacher(s)	8/2023 to 05/2024		Criteria: Assessments Lead4Ward TEKS
3. All teachers will analyze data trends and develop personalized lessons that address the needs of students. They will also ensure that the lesson delivery addresses the needs of students identified in Rti. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: K) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.2,5.3)	Instructional Specialist/Coordinator, Principal, Teacher(s)	8/2023 to 05/2024		Criteria: Data report available for view on DMAC or excel spreadsheet on One Drive.
4. Teachers will implement research-based strategies and practices such as the Science of Teaching Reading that result in student learning. (Title I SW Elements: 2.5,2.6) (Target Group: K) (ESF: 4.1,5.3)		08/2023 to 05/2024		Criteria: Lesson plans and evidence of attendance to PD Observation and feedback protocols

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Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 2. (Reading First and Second Grade) In the Spanish portion of the iReady assessment, the percent of students in Grade 1 that score on or above grade level on iReady will increase from 89% to 95% by June 2024. In second grade, the percent of students that score on grade level or above will increase from 48% to 75%.In the English portion of the iReady assessment, the percent of students in Grade1 that score on or above grade level on iReady will increase from 14% to 75% and in 2nd grade from 15% to 75% by June 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide an interim data assessment through the iReady platform to capture assessment data by item and student level. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3)	Data Fellow, Deputy Chief Academic Officer, Executive Director of Academics	August 2023 to June 2024		
2. The district will provide HQIM and instructional resources to support effective instruction in schools. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Chief Financial Officer, Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Special Education Director, Superintendent(s)	August 23-June 2024		
3. The district academic team in collaboration with the TNTP and Data Fellow will conduct frequent instructional walks to identify areas in need of support and will develop an action plan to support campus leadership and teachers. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Data Fellow, Deputy Chief Academic Officer, District Directors, Executive Director of Academics	August 2023-May 2024		
4. The district in partnership with Curriculum Associates and RSSP, will provide professional development to campus leaders and literacy teachers so that they learn and internalize the effective implementation of the Magnetic Reading phonics curriculum. (Title I SW Elements: 2.5) (Strategic Priorities: 2) (ESF: 1.1,5.1,5.3)	Data Fellow, Deputy Chief Academic Officer, Executive Director of Academics	Aug 2013-June 2024	(S)TCLAS	Criteria: PD artifacts Data collected through observations and PLC sessions Attendance to PD
5. The district will ensure teachers are implementing the Magnetic Reading foundational skills reading program while providing explicit, systematic instruction that moves students from foundational skills to reading fluency. (Title I SW Elements: 2.5) (Target Group: BI,SPED,GT,AtRisk,1st,2nd) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Chief School Officer, Data Fellow, Deputy Chief Academic Officer, Executive Director of Academics, Principal, Teacher(s)	August 2023 to 2024		Criteria: Qualitative observation data Data reports from iReady

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 2. (Reading First and Second Grade) In the Spanish portion of the iReady assessment, the percent of students in Grade 1 that score on or above grade level on iReady will increase from 89% to 95% by June 2024. In second grade, the percent of students that score on grade level or above will increase from 48% to 75%.In the English portion of the iReady assessment, the percent of students in Grade1 that score on or above grade level on iReady will increase from 14% to 75% and in 2nd grade from 15% to 75% by June 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. The district will provide HQIM such as SAAVAS, iReady, and BookNook to ensure access to effective research-based instructional materials for all students. (Title I SW Elements: 2.5) (Target Group: ECD,EB,SPED,GT,2nd) (Strategic Priorities: 2) (ESF: 5.1)	Chief Financial Officer, Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics	August 2023 to June 2024		Criteria: Usage reports Qualitative observations Evidence of materials received. Evidence of PO's aligned to instructional resources

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Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 3. (STAAR Academic Achievement) In the Student Achievement portion of the state accountability system for 2024, the district will increase the meets performance level for all subjects tested as follows: Reading/ELA from 51% to 53%, Math from 46% to 51%, Science 37% to 42%, and Social Studies from 52% to 55%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide access to HQIM that align to the rigor of TEKS and provide effective instructional strategies that close learning gaps while accelerating mastery. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Chief Financial Officer, Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal, Superintendent(s)	August 2023-June 2024		Criteria: Usage Data Technology platform data Qualitative observations
2. All K-3 teachers and principals will attend the Science of Teaching Reading as mandated by HB3. This strategy will ensure students are reading on or above grade level before attending STAAR tested grades. (Title I SW Elements: 2.5) (Target Group: All,K,1st,2nd,3rd) (Strategic Priorities: 1,2) (ESF: 1.1,5.1)	Chief Financial Officer, Chief School Officer, Principal, Teacher(s)	August 2023-June 2024		
3. The district will provide a data management system (DMAC) to ensure assessments are analyzed by TEKS and the data is used to drive instruction. In addition, historical data will be used to set targets and goals for all students. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (ESF: 5.1,5.3)	Chief Financial Officer, Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics	August 2023-June 2024		Criteria: Data management usage for small group instruction, reteach, and tutoring. Data reports
4. The academic team will facilitate and coordinate PD sessions that will improve the campus staff ability to select research-based strategies that meet the needs of the diverse needs of the student population. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Deputy Chief Academic Officer, District Directors, Executive Director of Academics	August 2023 to June 2024		Criteria: PD artifacts such as invites, sign in sheets, presentation materials and feedback surveys.
5. The district will provide training and resources to address the percent of students that are reading below grade level. (Title I SW Elements: 2.5) (Target Group: All)	Chief Financial Officer, Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal, Superintendent(s)	August 2023 to August 202		

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 3. (STAAR Academic Achievement) In the Student Achievement portion of the state accountability system for 2024, the district will increase the meets performance level for all subjects tested as follows: Reading/ELA from 51% to 53%, Math from 46% to 51%, Science 37% to 42%, and Social Studies from 52% to 55%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. The district will provide funding and instructional materials to address learning gaps identified data from iReady, interim and formative assessments. The funding allocated will ensure teachers are able to provide targeted instruction before, during and after school. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.3)	Chief Financial Officer, Chief School Officer, Deputy Chief Academic Officer, Superintendent(s)	August 2023-June 2024		
7. The district will ensure that the annual academic calendar includes days for school based professional development activities that align with the assessment calendar and allow for data-driven reflection. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Superintendent(s)	August 2023-2024		Criteria: School calendar Testing calendar Data Reports

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3.　　(Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 4.　　(SAT) The average percent of SAT scores will increase from 880 to 960 or above state average scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will ensure that students are enrolled in rigorous course work that align to SAT tested skills. Direct teacher support and training at the campuses to increase the level of academic rigor in advanced courses. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.1)	Chief School Officer, Principal	August 2023-JUne 2024		Criteria: Master schedules
2. College & Career Readiness Advisors such as counselors and Project Grad will provide direct advising to students on the importance of PSAT/SAT exams for postsecondary readiness. (Title I SW Elements: 2.1,2.6,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3)	Chief School Officer, Principal	August 2023-to June 2024		Criteria: Number of students participating in activities.
3. Provide students access to textbooks and instructional materials to support mastery of coursework. In addition, establish campus specific plans regarding academic and CTE postsecondary pathways. (Title I SW Elements: 2.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1)	Chief School Officer, Principal	August 2023-June 2024		Criteria: Evidence of materials and textbooks provided to students.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 5. (TSI) The percent of students mastering the TSI will increase from 5% to 25%. This will ensure students qualify for advanced courses and the PTECH program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will analyze the content of the TSI and identify possible root cause for low performance on this assessment. (Title I SW Elements: 2.4) (Target Group: All,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.3)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023-June 2024		Criteria: TSI analysis TSI alignment in lesson plans and delivery of instruction
2. 100% of RYSS Early College T-STEM Academy teachers that teach the ELA & Math College Preparatory class will take an online college preparatory online exam to better serve their students no later than the third week of November 2023. (Title I SW Elements: 2.5,2.6) (Target Group: All,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.1)	Chief School Officer, Principal, Teacher(s)	December 2023		Criteria: Number of teachers that complete the online college preparatory course.
3. College advisors such as counselors and Project Grad will support students by identifying areas of needs in mathematics, statistics, reading and, writing. They will help students create a study plan that will allow them to assess the learning gaps that prevent them from obtaining a TSI that will qualify for advanced courses and PTECH. (Title I SW Elements: 2.5,2.6) (Target Group: All,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.1)	Chief School Officer, Principal	August 2023-June 2024		Criteria: TSI practice tests analysis Study plan

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3.   (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 6.   (HQIM) Teachers will implement TEKS-aligned, high-quality instructional materials (HQIM) and assessments that support learning at appropriate levels of rigor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will identify and order High-high-quality instructional material (HQIM) such as Eureka Math, Amplify, and Magnetic Reading to ensure all students have access to materials that are aligned to research-based instructional strategies and meet the needs of all students, including SPED students and other groups. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4)	Deputy Chief Academic Officer, Executive Director of Academics	August 2023 - May 2024	(F)Title III Bilingual / ESL - $27,000	Criteria: Classroom Observation data gathered during walkthroughs, observations, PLC and Learning Walks
2. Professional Development (PD) will be scheduled with vendors and internal staff. These sessions will include internalization protocols, teacher planning, and monitoring the rigor aligned to TEKS. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2,4,5)	Data Fellow, Deputy Chief Academic Officer, Executive Director of Academics	Aug 2023 - May 2024	(F)Title II Part A Supporting Effective Instruction - $65,767	Criteria: Surveys, PLCs, Instructional Walkthroughs

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 7. (TELPAS) A minimum of 49% of students will grow one level on their TELPAS composite score

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will analyze data trends and conduct classroom observations to identify root cause for low number of students exiting the bilingual program. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1,5.3)	Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics	August 2023-June 2024		Criteria: Data analysis and root cause identification. Plan to address campus gaps in the implementation of bilingual/ESL programs.
2. The district will communicate clear expectations for the bilingual models approved by the board. Professional development and teacher support will be provided based on data trends and by request. (Title I SW Elements: 2.5) (Target Group: ESL,Migrant,EB) (Strategic Priorities: 2) (ESF: 5.1,5.2)	District Directors, Principal	August 2023-June 2024		Criteria: PD sign in sheets, artifacts and sign in sheets
3. 100% of EB and ESL students will consistently use the Summit K-12 online curriculum to: 1. Provide listening items for all proficiency levels, modeled after TELPAS item types so that students become confident in listening, comprehending and responding to English in a variety of ways. 2.Engage in structured skills practice to help students become proficient readers and writers and prepare for success on the TELPAS. 3. Master ELPS mastery (Title I SW Elements: 2.5) (Target Group: All,ESL,Migrant,EB) (Strategic Priorities: 2) (ESF: 5.1)	Chief School Officer, Principal, Teacher(s)	August 2023-June 2024		Criteria: Summit K-12 usage and mastery of lessons reports.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 8. (Accountability Rating) RYSS will maintain the TEA accountability rating of an A by consistently providing rigorous and personalized learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus leaders will ensure there is a consistent and ongoing process in place to develop teacher capacity in the implementation of clear routines and instructional strategies that are aligned with the rigor of TEKS. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 5)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023-May 2024		Criteria: Observations and feedback Documentation of PD attended Lesson plans Pacing calendars 10/26/23 - Pending
2. All campus leaders will build teacher capacity through observation and feedback cycles aligned to T-TESS. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5.1,5.2)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023-May 2024		Criteria: Completed observation and feedback on T-TESS and other protocols
3. All campus leaders will develop teacher capacity to inform instructional decisions based on data results. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3)	Principal	August 2023-May 2024	(F)Title II Part A Supporting Effective Instruction - $20,269	Criteria: DDI Protocols
4. All campus leaders will have a system in place to ensure teachers are internalizing lessons that result in quality lessons that engage students in rigorous learning, discourse, and productive struggle. (Title I SW Elements: 2.4) (Strategic Priorities: 2) (ESF: 4.1,5.1) (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4.1,5.1)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023 - May 2024		Criteria: Lesson plans Observation and feedback
5. All campus leaders will engage in Professional Learning Communities (PLC) to capture what students are learning, assessments, and targeted plans to address unlearned curriculum and acceleration strategies. (Title I SW Elements: 2.4,2.5) (Strategic Priorities: 1,2,4) (ESF: 1.2,3.3,5.1) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,3.3,5.1)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023 - May 2024		Criteria: PLC Protocols and minutes Lesson plans Action steps for acceleration and additional learning

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 9. (Math Kindergarten to Second Grade) The percent of students mastering mathematical skills in the iReady assessment will increase from 14% to 75%. The percent of students mastering mathematical skills from the iReady assessment will increase from 2% to 75% in 1st grade and in second grade from 1% to 75%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide HQIM TEKS aligned instructional materials to 100% of students. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023 to July 2024		Criteria: Eureka Resources Classroom observations data collected during walk throughs.
2. The district will provide professional development opportunities regarding HQIM such as Eureka to ensure fidelity of implementation, targeted assessment and data decision making. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1,5.2)		August 2023 July 2024		
3. The district will provide technology instructional resources such as iReady to ensure students are receiving tiered instruction using research-based materials and resources. (Title I SW Elements: 2.4,2.5) (Strategic Priorities: 4) (ESF: 4.1,5.3)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023 to July 2024		Criteria: iReady usage reports BOY, MOY and EOY reports Classroom observations

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Thriving Students) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 1. (Social Emotional Well-being) RYSS will develop systems that support school culture through explicit behavioral expectations, school-wide-culture routines, proactive and responsive students support services, and involved families and communities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a transition program that utilizes La Tiendita to train students in LifeSkills in job related skills, such as stocking, inventory, sales, customer service etc. and that uses the resources of the GRADcafe to help inspire and support students with disabilities seeking college options. (Title I SW Elements: 1.1) (Target Group: SPED,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3,5.2)		August 2023 to July 2024	(F)IDEA Special Education, (O)Local Districts	Criteria: Number of students successfully completing the transition program.
2. All district and campus staff will be trained in the Behavioral Threat Assessment process to identify, intervene and prevent violence that poses a threat to the learning community or community. The Chief of Schools will have access to the BTA files to monitor implementation and provide support to campus committees. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2,3.3)	Chief School Officer, Principal, Teacher(s)	August 2023 to July 2024	(S)Local Funds - $5,000	Criteria: PD Artifacts such as certificate of attendance from the TXSSC BTA Threat Assessment documentation response and support plans
3. All campuses will address the social emotional needs of students by incorporating Restorative Discipline Practices that improve self-regulation and conflict resolution skills. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Chief School Officer, Principal, Teacher(s)	August 2023 to July 2014	(S)Local Funds - $20,000	Criteria: PD artifacts Qualitative data Discipline PEIMS reports Counselors support data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Thriving Students) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 2. (Physical Well-being) The district will require that all campuses implement physical education as an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will monitor compliance with Physical Education goal to ensure teachers provide cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Chief School Officer, Principal, Teacher(s)	August 2023 to June 22024	(S)Local Funds - $5,000	Criteria: Student schedules Teacher observations Lesson plans
2. The district and campus leaders will ensure the physical education program has the equipment necessary to implement a high-quality program on all campuses. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2)		August 2023 to June 2024	(S)Local Funds - $10,000	Criteria: Equipment and inventory and needs assessment

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 5. (Positive School Culture) RYSS will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 1. (Safety and Security) The district will stay abreast and comply with all legislation to increase overall safety and security on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend the school safety professional development courses from the TXSSC and HCDE to learn and comply with all policies and guidelines from the Texas Education Agency. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Chief School Officer, Principal, Superintendent(s)	Ongoing	(S)Local Funds - $10,000	Criteria: PD Attendance Certificates Number of staff attending the TXSSC Conference PPT with documented information and minutes
2. The district will stay informed about all school safety standard response protocols and the reunification method and will also communicate to all stakeholders regarding all Texas Education Agency (TEA) safety updates and mandates. (Title I SW Elements: 2.2,2.6) (ESF: 3,3.1,3.2,3.3)		Ongoing	(O)Local Districts - $2,000	Criteria: Agendas Minutes PD Artifacts
3. The district will conduct a reunification method exercise with all campus leaders and district personnel. All campus leaders will conduct a reunification method exercise on their campus and will have materials available to act in the event students have to evacuate their campuses. (Title I SW Elements: 2.3) (Target Group: All) (ESF: 3.1)	Chief School Officer, Principal	06/2023 to 12/2023	(O)Local Districts - $7,000	Criteria: PD artifacts and sign-in sheets Reunification Method materials Reunification exercise SRP forms
4. Parents will be informed about school safety drills and exercises that follow the TXSSC guidelines and the I Love You Guys methods. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.4)	Principal, Teacher(s)	August 2023 to May 2024	(F)Title I - $8,500	Criteria: Artifacts and materials provided to parents Presentation materials and sign in sheets
5. The district will identify and organize a District Safety Team with the purpose of gathering input from experts such as Precent 2, Harris County Emergency Operations, Superintendent, CFO, teachers, parents, and other key stakeholders. The committee will meet a minimum of 3 times a year and will	Chief School Officer	3 times per year	(S)Local Funds - $4,500	Criteria: Meeting agendas, minutes, and sign-in sheets

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 5. (Positive School Culture) RYSS will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 1. (Safety and Security) The district will stay abreast and comply with all legislation to increase overall safety and security on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
review submissions, EOP, and annexes mandated by TEA. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2)				
6. The district will share TEA communications regarding school safety with the learning community. (Title I SW Elements: 2.3,2.6) (Target Group: All) (ESF: 3.1,3.4)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023 - May 2024		Criteria: Evidence of communication shared.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 5. (Positive School Culture) RYSS will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 2. (Safe Schools) RYSS will secure funding through several sources such as grants to improve safety on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the Facilities Audit and Homeland Security document to prioritize safety needs and align to funding sources. Additional funds have been secured through TEA grants and the district will continue search for additional funds to ensure all campuses meet safety guidelines. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3,3.1)	Chief Financial Officer, Chief School Officer, Superintendent(s)	August 2023 to July 2024		Criteria: Grants Facilities Needs Quotes
2. Develop a written plan to prioritize and address the safety needs of RYSS campuses. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1)	Chief School Officer, Deputy Chief Academic Officer, Executive Director of Academics, Principal	August 2023 to July 2024		Criteria: Safety needs report
3. The district designated staff will conduct frequent walks to ensure safety and facility concerns are addressed in a timely manner. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3.1)	Chief School Officer, Principal	August 2023 to May 2024		Criteria: Notes and action steps to communicate and address safety and campus facility concerns.
4. The district will develop an Emergency Operations Plan in collaboration and aligned to the Texas School Safety Center standards. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1)	Chief School Officer, Deputy Chief Academic Officer, Principal, Superintendent(s)	August 2023 to July 2024	(S)Local Funds - $6,000	Criteria: The TXSCC will review and approve all sections of the EOP.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 6. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 1. (Healthy School Environment) To promote a healthy school environment that reduces health disparities that may impact academic achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS campuses will provide physical education and/or health courses to create awareness of the importance of exercise and healthy habits. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 3,3.3)	Principal, Teacher(s)	August 2023-May 2024		Criteria: Number of students enrolled in health and PE courses. Lesson Plans
2. Partner with the Baylor Clinic on campus to provide medical services to students and community members ages 13-24 years old. (Title I SW Elements: 2.6) (Target Group: 7th ,8th,9th,10th,11th,12th) (ESF: 3.4)	Parent and Family Engagement Director, Principal, Superintendent(s)	August 2023 to June 2024.		Criteria: Number of students receiving services at the Baylor Clinic.
3. The district nurse will ensure all campuses are in compliance with vaccines and will coordinate services for vision/ hearing testing, glasses, and dental care. In addition, multiple opportunities for vaccination clinics will be available for students. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.3)		August 2023 to June 2024.		Criteria: Vaccination reports Number of parents attending clinics Artifacts regarding vision and dental services

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 6. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 2. (Family Engagement) Implement, in conjunction with PFE, a series of Parent University sessions to provide collaborative educational experiences for RYSS families, so that a comprehensive student support program can be developed and enhanced at each RYSS campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS campuses will implement one Mathematics Night to provide families with collaborative mathematics development activities. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4,5,5.1)	Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal, Teacher(s)	October, 2023-May, 2024	(F)Title I - $10,000	Criteria: Students whose families attend the interactive Mathematics night will achieve a ten-point increase on their Math scores on the 2024 STAAR assessment. Meeting agendas and sign-in sheets
2. RYSS campuses will implement one Literacy Night to provide families with collaborative literacy development activities. (Title I SW Elements: 2.5,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4,5,5.1)	Assistant Principal/Dean of Instruction, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal, Teacher(s)	October 2023-May 2024	(F)Title I - $10,000	Criteria: Students whose families attend the interactive Literacy night will achieve a ten-point increase on their Reading and/or English I/II scores on the 2024 STAAR assessment. Meeting agendas and sign-in sheets
3. All secondary campuses will host a College Night training session for families to highlight the various elements of a successful university degree process. (Title I SW Elements: 2.1) (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)	Assistant Principal/Dean of Instruction, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal, Teacher(s)	October 2023-May 2024	(F)Title I - $4,000	Criteria: The RYSS District Graduation Rate will increase from to in the 2023-2024 school year.
4. All RYSS campuses will host 2 training sessions during the 2023-2024 school year to address second language development and Bilingual/ESL programming. (Title I SW Elements: 2.1,2.3,2.6) (Target Group: BI,ESL) (Strategic Priorities: 2,4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, District Directors, Executive Director of Academics, Principal, Teacher(s)	October 2023-May 2024	(F)Title I - $7,000	Criteria: 60% of Emergent Bilingual (EB) families at RYSS will attend one Bilingual/ESL Programming session per year.
5. RYSS primary campuses will collaborate with partner organizations to provide ongoing parent learning sessions to improve early literacy practices at home. (Title I SW Elements: 3.1) (Target Group: PRE	District Directors, Executive Director of Academics, Instructional Specialist/Coordinator, Principal, Teacher(s)	August 2023 to May 2024	(F)Title I - $3,000	Criteria: PK student early literacy scores will increase 10% from 2022-23 school year to the 2023-24 school year after their families attend the early literacy training

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 6. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 2. (Family Engagement) Implement, in conjunction with PFE, a series of Parent University sessions to provide collaborative educational experiences for RYSS families, so that a comprehensive student support program can be developed and enhanced at each RYSS campus.

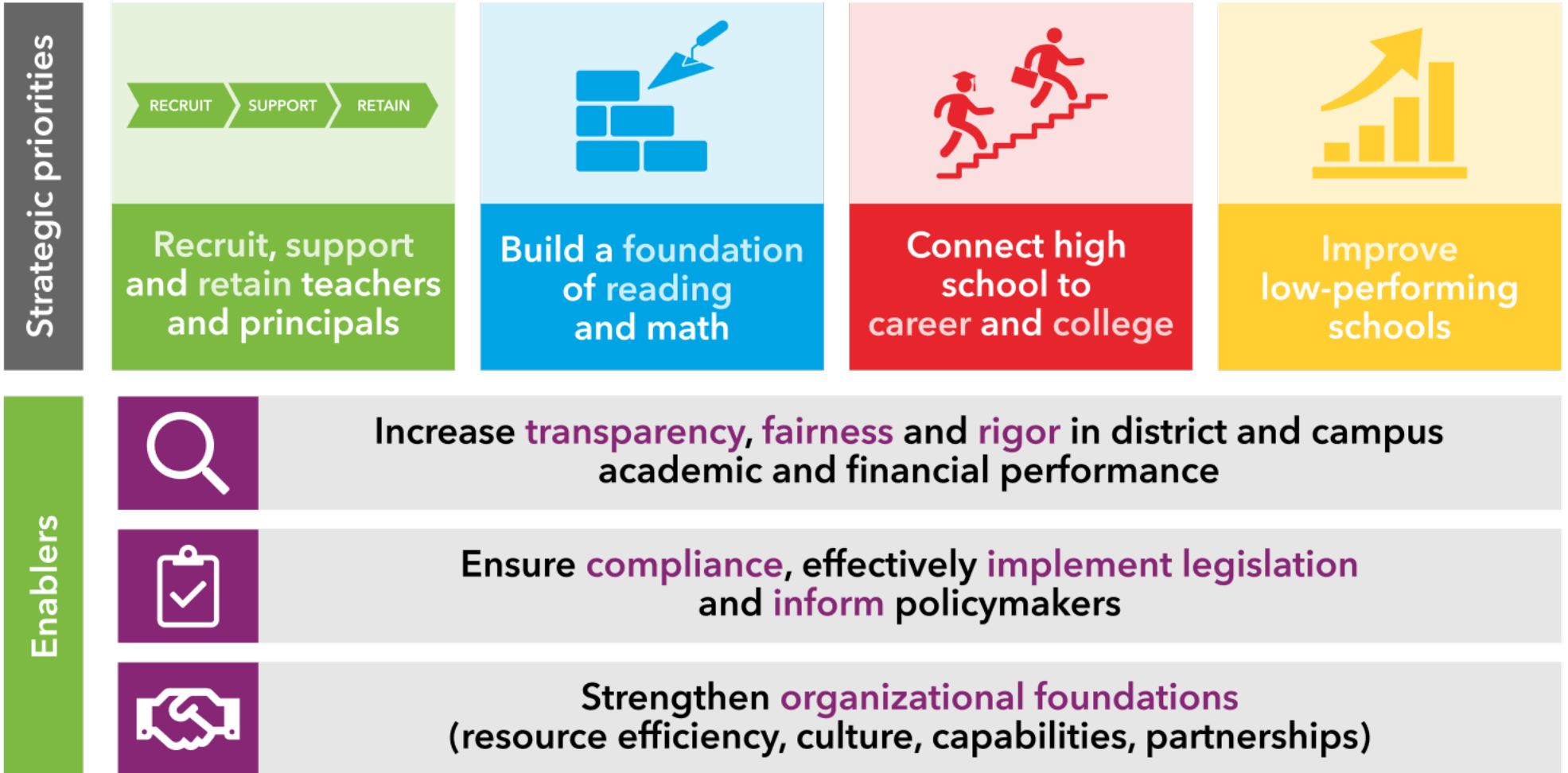| Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
K,K,1st,2nd) (Strategic Priorities: 2) (ESF: 3,3.4,5.2)				session. Kindergarten student early literacy scores will increase 10% from 2022-23 school year to the 2023-24 school year after their families attend the early literacy training session.
6. Parent and Family Engagement will develop a plan to provide professional development to parents emphasizing curriculum expectations and strategies to support learning and the availability of resources. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4,4,4.1)		August 2023-May 2024	(S)Local Funds - $7,000	Criteria: PD artifacts number of parents participating in sessions surveys
7. The Parent and Family Engagement team in collaboration with campus leaders and the academics department will develop a Parent Academy and include experiences and topics that address the community and academic needs of students. Topics such as literacy, mathematical thinking, assessments, safety, policies, health and other will be facilitated quarterly by campuses or district staff. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)		August 2023-May 2024	(F)Title I - $10,000	Criteria: Parent academy participants Artifacts provided during training
8. Conduct university tours and training for families of immigrant students. (Title I SW Elements: 2.6,3.1,3.2) (Target Group: EB,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.3,3.4,5,5.4)	Assistant Principal/Dean of Instruction, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Principal, Teacher(s)	October 2023-May 2024	(F)Title III Bilingual / ESL - $10,000	Criteria: 90% of secondary Immigrant students and their families will attend the University Training Symposium. 90% of secondary Immigrant students and their families will attend the University Bus tours.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 6. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 3. (Effective Communication) Acknowledge and navigate cultural differences through communication and sensitivity, as well as overcoming other structural challenges or barriers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Survey parents to discover what are the barriers that may interfere with parental engagement. As the data from the survey is available, the PFE department in collaboration with schools will develop or coordinate training that improves learning at home. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Assistant Principal/Dean of Instruction, Data Fellow, Data Quality, DCSI, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Instructional Specialist/Coordinator, Principal	August 2023 to May 2024	(S)Local Funds	Criteria: Survey Meeting Notes Meeting Sign in sheets
2. The PFE Department, in collaboration with community partners and campus leaders, will develop a cultural sensitivity training initiative to understand the importance of accepting and respecting cultural differences around communication and values. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.3,3.4)	Assistant Principal/Dean of Instruction, DCSI, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Instructional Specialist/Coordinator, Parent and Family Engagement Director, Principal, Teacher(s)	August 2023-May 2024	(F)Title I - $1,000	Criteria: Review of communication to parents (language, culture, celebrations) Meeting Notes Meeting Sign in sheets
3. The PFE team will review demographic documents to ensure they understand cultural differences and are sensitive to their needs. For instance, ensuring documents and marketing artifacts are in the language spoken in the school community and celebrations are in place for all stakeholders. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.1,3.3,3.4)	Assistant Principal/Dean of Instruction, District Directors, Executive Director of Academics, Instructional Specialist/Coordinator, Parent and Family Engagement Director, Principal, Teacher(s)	August 2023-May 2024	(S)Local Funds - $1,000	Criteria: Summary of document review PEIMS reports Meeting Notes Meeting Sign in sheets
4. Implement a weekly "Reading Buddies" program with the residents of Nueva Vida and the Kindergarten classes at PSTEM. (Title I SW Elements: 3.1) (Strategic Priorities: 2) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, District Directors, Instructional Specialist/Coordinator, Parent and Family Engagement Director, Principal, Teacher(s)	October 2023-May 2024	(F)Title I - $3,000	Criteria: Meeting Notes Sign in sheets

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

Strategic priorities

Recruit, support and retain teachers and principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools
RECRUIT → SUPPORT → RETAIN			

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

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

Resources

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