

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Campus Improvement Plan 2024/2025

"Where exploration and creativity matter."



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Date Reviewed:

DMAC Solutions ®

Page 1 of 17

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RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Mission

RYSS STEM Academy Pasadena encourage a passion for lifelong learning to our diverse student population by providing a quality education in a nurturing environment with innovative and authentic learning opportunities.

Vision

RYSS STEM Academy Pasadena is committed to providing a quality curriculum to our diverse student population that promotes authentic learning opportunities and student achievement that will prepare our students to become successful leaders of the future.

Nondiscrimination Notice

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA Site Base

Name	Position
Cervantes, Yesenia	Principal
Aguilar, Margarita	Director of Early Childhood
Vasquez, Priscilla	Lead Teacher
Pitre, Tywana	SPED Teacher
Martinez, Denise	District Administrator
Martinez, Pablo	District Administrator
Miranda, Angie	District Administrator
Jaramillo, Maria	Administrative Assistant
Aviles, Maria	PEIMS Clerk
Walkup, Lisa	Community Member
Palacios, Samuel	Community Member
Bautista, Cynthia	Parent
Castillo Ocampo, Ana	Parent

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on April 30, 2024, and again on May 23, 2024 to review and to revise the CNA as needed. Both of the meeting took place at 1062 Fairmont Parkway Pasadena, Texas, 77505 at RYSS STEM Academy Pasadena at 4:15 p.m.

At the first meeting on April 30, 2024, Principal Cervantes began the meeting by welcoming all stakeholders. As an ice breaker, and to foster connections, a “Who’s Who” activity was conducted to support building relationships and setting the meeting for a collaborative atmosphere. Principal Cervantes shared with the group the team’s expectations and reviewed the comprehensive folder that was provided filled with relevant handouts that served as a valuable resource throughout the discussions. The importance of the Campus Leadership Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Next, Principal Cervantes identified the eight key areas that make up a school, and examples of each of the eight focus areas. She equipped the teams with a sample list of the eight-focus area and its definition along with bulleted focus areas within each section. After Principal Cervantes explained the eight focus areas, the Leadership Team was directed to collaborate efforts to identify data points. The information discussed would serve as the foundation for crafting a comprehensive improvement plan for the upcoming 2024-2025 school year. Principal Cervantes encouraged the committee to share out about problem areas. She gave the committee the opportunity to all stakeholders to share out loud their table group discussions. The committee decided to look at 10 specific data points to identify strengths and problems from the 2023-2024 school year. Principal Cervantes thanked everyone for the participation and reminded everyone of the second CNA meeting on May 23, 2024.

At the second meeting on May 23, 2024, the school support team reviewed the listed data information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. The table groups began discussing some areas of concern based on their experience with the campus and the data provided. After the table groups discussed and separated problems and strengths based on data. Ms. Aguilar, Director of Early Childhood, was asked to stand at the front of the classroom while stakeholders were then tasked to identify their problems and strengths that they wrote down on their chart paper. This step began shaping our primary focus areas for RYSS STEM Academy Pasadena's improvement plan for 2024-2025 school year. A Root Cause Analysis was completed on the top three problems.

The data list were:

- Attendance by Demographics Report
- Parent Survey Report
- iReady Reading Report
- iReady Reading Diagnostic Report
- iReady Math Report
- iReady Math Diagnostic Report
- Jotform File
- T-TESS Evaluation
- Parent Event Sign-In
- Gold Assessment

Demographics - Problems: Attendance, Enrollment

Strengths:

Student Achievement - Problems: Student Work, iReady BOY, MOY, EOY, RtI, SPED,

Strengths:

Parent and Family Engagement - Problems: Parent Activity Evaluations and Feedback, Family & Community Participation Counts by Type of Activity, Parent Participation, Parent Volunteer Information

Strengths: Community Service and Support Services, Family Communication

Curriculum, Instruction, and Assessment - Problems: Lesson Delivery, Pacing Guides with Scope & Sequence Class Materials for both Foundational Courses and

Enrichment Courses, Curriculum, Resources, and Materials, Professional Development
Strengths: Technology,

Staff Quality, Recruitment and Retention - Problems: Teacher Certification, Professional Development,
Strengths: Special Programs (SPED), Teacher-Student Ratios

School Culture and Climate - Problems: Parent Conference and Meeting Feedback, Surveys, Questionnaires
Strengths: Classroom and Walkthrough Data

School Context and Organization - Problem: Master Schedule, Program Support Services Communication: Formal and Informal
Strengths: Leadership: Formal and Informal, School Map

Technology - Problem: Technology Applications, Professional Development Needs in Technology,
Strengths: Student Access to Technology Resources

Bridge of Identified Problems:

Demographics - Student Attendance

Curriculum, Instruction, and Assessment - Low Reading Skills

Curriculum, Instruction, and Assessment - Low Math Skills

Parent & Family Engagement - Parent Activity Evaluations and Feedback, Academic Support for Parents of the Different Curriculum Platforms

The Three Areas of Focus for 2024-2025 School Year:

There is an identified problem in the areas of Demographics

Another identified problem is in Curriculum, Instruction, and Assessment.

Our third identified problem is in Parent and Family Engagement.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
iReady
PEIMS data
STAAR
Survey Data
TELPAS
TX Kea

Demographics Strengths

RYSS STEM Academy Pasadena has a diverse student population from white, African American, Hispanic, Indian.

Demographics Weaknesses

Based on the monthly attendance reports, families are struggling to consistently bringing their student to RYSS STEM Academy Pasadena.

Students at RYSS STEM Academy Pasadena who are identified as Bilingual or ESL creates an opportunity to include best practices amongst 100% of students to effectively communicate and support their learning.

Demographics Needs

Based on all stakeholders at RYSS STEM Academy Pasadena, it was stated the importance to educate our families of cultures at our school. We will:

- 1.) provide opportunities to exchange of cultural perspectives, traditions, and experiences
- 2.) provide classroom lessons that support diversity to educate students about stereotypes, biases, promote tolerance
- 3.) create opportunities for all students and families that encourage student attendance

Comprehensive Needs Assessment

Demographics Summary

RYSS STEM Academy Pasadena bridges cultures and fosters engagement through exciting programs and events such as cultural night, Raptor Hideout, Winter Hideout that incentivize attendance and celebrate our diverse student body.

Student Achievement

Student Achievement Data Sources

Attendance Data
Classroom Walkthrough Data
GOLD
iReady
PEIMS data
TELPAS
TTESS
TX Kea

Student Achievement Strengths

RYSS STEM Academy Pasadena prioritizes student success by providing authentic learning experiences and immediate intervention support. In addition, communicate with parents of changes, progress, and/or needs for their student(s).

Student Achievement Weaknesses

Based on our iReady data, RYSS STEM Academy Pasadena shows 70% of the students struggled in foundational literacy skills and math skills.

Student Achievement Needs

At RYSS STEM Academy Pasadena, needs to include formative and summative assessments to continuously monitor progress and ensure all students (100%) benefit from whole group and intervention support.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Teachers at RYSS STEM Academy are developing instructional skills that address the needs of early childhood students.

Student Achievement Summary

RYSS STEM Academy Pasadena will monitor throughout the school year through formative and summative assessments and provide immediate intervention support to ensure ongoing improvement for all students.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
District Benchmark Data
Formative Assessments
GOLD
iReady
PEIMS data
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TAPR
TELPAS
TPRI/Tejas Lee
TTESS
TX Kea

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

RYSS STEM Academy Pasadena uses Teaching Strategies to support preK teachers with curriculum that is aligned to preK guidelines.

RYSS STEM Academy Pasadena provides K-2nd & 5th grade teachers with curriculum that is HQIM and aligns to the state standards.

Curriculum, Instruction and Assessment Weaknesses

RYSS STEM Academy Pasadena will address low reading levels and skills to support students reading fluency and comprehension using Dibels to strengthen reading skills.

Curriculum, Instruction and Assessment Needs

The needs at RYSS STEM Academy Pasadena are to:

- 1.) support teachers with the training, skills and resources to address individual student literacy needs
- 2.) provide teachers with the training, skills and resources to address individual student math needs
- 3.) engage teachers with the supports and training needed to address students language needs
- 4.) provide teachers with a math consultant to support teachers with High-Quality Instruction Material (HQIM) and Research-Based Instruction Strategies (RBIS) curriculum.
- 5.) support teachers with Amplify and Eureka coaches to support teachers with implementation of HQIM and RBIS.

Curriculum, Instruction and Assessment Summary

RYSS STEM Academy Pasadena supports teachers to deliver engaging lessons using HQIM and RBIS that are aligned to state standards.

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance Data
Curriculum Based Assessments
GOLD
Staff Retention Data

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

Survey Data

Family and Community Involvement Strengths

RYSS STEM Academy Pasadena provides monthly parent events such as STEM Night, Literacy Night to engage and involvement families.

Family and Community Involvement Weaknesses

Based on the family survey at RYSS STEM Academy, a weakness is the lack of support to parents on how to use online software.

Family and Community Involvement Needs

The needs at RYSS STEM Academy Pasadena are to:

- 1.) conduct family orientation sessions and workshops to familiarize families with school resources in a language they can understand
- 2.) implement parent-teacher conferences a minimum of two per year

Family and Community Involvement Summary

RYSS STEM Academy Pasadena will build a learning community by including parents in a supportive environment.

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 1. (Demographics - Student Attendance) RYSS STEM Academy Pasadena, will increase the percentage of students with an average daily attendance rate of 93% or higher.

Objective 1. (Student Attendance) Students at RYSS STEM Academy Pasadena will improve their daily attendance of 86.59% to 93% that meets or exceeds the Texas Education Agency's (TEA) standards for satisfactory attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who have a 93% or higher attendance record at the conclusion of a six week period will be celebrated. (Target Group: All, AtRisk, PRE K, K, 1st, 2nd, 5th) (Strategic Priorities: 4) (ESF: 1, 1.2, 3, 3.4, 5, 5.4)	Assistant Principal/Dean of Instruction, Principal	every six weeks	(F) Title I	Criteria: Absence Tracker Parent Communication Logs Parent-Teacher Conferences *Sub Needed Rtl Intervention Home Visits Attendance Contract Tutorials 09/19/24 - Pending 07/28/24 - No Progress 07/15/24 - No Progress

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 2. (Parent & Family Engagement - Parent Activity) Increase parent attendance at school and TCCC events by 75% by the end of the 2024-2025 school year.

Objective 1. (Parent & Family Engagement) Parent and family engagement will increase from 30% to 75% as measured by parent evaluation surveys by the end of the 2024-2025 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will have access to early literacy workshops to help their student succeed academically. We aim to increase parent participation in literacy-focused school events from 30% to 75%. (Target Group: All,AtRisk,PRE K,K,1st,2nd,5th) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	Oct., Dec., and March	(F)Title I	Criteria: iReady BOY, MOY, EOY Survey Responses Sign-In Sheets to events/meetings preK Parent Sessions Campus Program Sessions for Parents 08/19/24 - Pending
2. Parents will have access to math related events to support their student succeed academically. We aim to increase parent participation in math-focused school events from 30% to 75%. (Target Group: All,AtRisk,PRE K,K,1st,2nd,5th) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.3,3.4,4,4.1)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	Dec., Feb., and May	(F)Title I	Criteria: Summative and Formative Assessments Parent Survey Sign-In Sheets to Events/Meetings iReady Math BOY, MOY, EOY

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 3. (Curriculum, Instruction, & Assessment) RYSS STEM Academy Pasadena will achieve a 75% academic proficiency rate in all core subject areas of all students by the end of the 2024-2025 school year.

Objective 1. (Instructional Supports) All students at RYSS STEM Academy will have access to instructional software that support with academic achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. At RYSS STEM Academy Pasadena, all students will use the i-Ready reading online software platform three times a week, dedicating 20 minutes each session, totaling 60 minutes per week. The i-Ready software platform provides students with personalized instruction with lessons based on their individual skill level and students' progress is measured. (Target Group: All,AtRisk,K,1st,2nd,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Bi-Weekly</p>	<p>(F)Title I</p>	<p>Criteria: Tutoring Assessment Reports from DMAC i-Ready BOY, MOY, EOY Lesson Plans Walkthroughs</p>
<p>2. At RYSS STEM Academy Pasadena, all students will use the i-Ready math online software platform three times a week, dedicating 20 minutes each session, totaling 60 minutes per week. The i-Ready software platform provides students with personalized instruction with lessons based on their individual skill and students' progress is measured. (Target Group: All,AtRisk,K,1st,2nd,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.3,4,4.1,5,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>Bi-Weekly</p>	<p>(F)Title I</p>	<p>Criteria: Tutoring Assessment Reports from DMAC i-Ready BOY, MOY, EOY Lesson Plans Walkthroughs</p>
<p>3. All at-risk students will receive additional instructional time during and after school as determined by assessment data. (Target Group: AtRisk,K,1st,2nd,5th) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.4,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>December and April</p>	<p>(F)Title I</p>	<p>Criteria: Tutorial Attendance iReady BOY, MOY, EOY Summit K12 BOY, MOY, EOY STAAR TELPAS Cumulative Assessments</p>

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 3. (Curriculum, Instruction, & Assessment) RYSS STEM Academy Pasadena will achieve a 75% academic proficiency rate in all core subject areas of all students by the end of the 2024-2025 school year.

Objective 2. (Special Populations) RYSS STEM Academy Pasadena will provide supports to all sub-population groups that will result in academic improvement by ___%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Emergent Bilingual students will show an increase in their English language proficiency by a minimum of one year. (Target Group: EB,K,1st,2nd,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.3,3.4,4,4.1,5,5.1,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	September, January, April	(F)Title I, (F)Title III Bilingual / ESL	Criteria: TELPAS Scores (2nd & 5th Only) Summit K12 (BOY, MOY, EOY) Emergent Bilingual Tutorials Professional Development
2. At RYSS STEM Academy Pasadena, all students who have an Individualized Education Program (IEP) on file will be monitored and progress tracked per individual student as measured by TEA. (Target Group: SPED,AtRisk,Dys,504,PRE K,K,1st,2nd,5th) (Strategic Priorities: 1,2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	Quarterly	(F)Title I, (S)SPED Funding	Criteria: IEP Student Goals Assessments T-TESS Evaluations STAAR (If applicable) TELPAS (If applicable)
3. For a well-rounded program, RYSS STEM Academy Pasadena provides students with STEM twice a week to increase academic achievement by 10% from fall to spring. (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 3,3.1,5,5.1,5.2,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	December & May	(F)Title I	Criteria: T-TESS Evaluations Lesson Plans Assessments MOCK Assessment Science BOY

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 3. (Curriculum, Instruction, & Assessment) RYSS STEM Academy Pasadena will achieve a 75% academic proficiency rate in all core subject areas of all students by the end of the 2024-2025 school year.

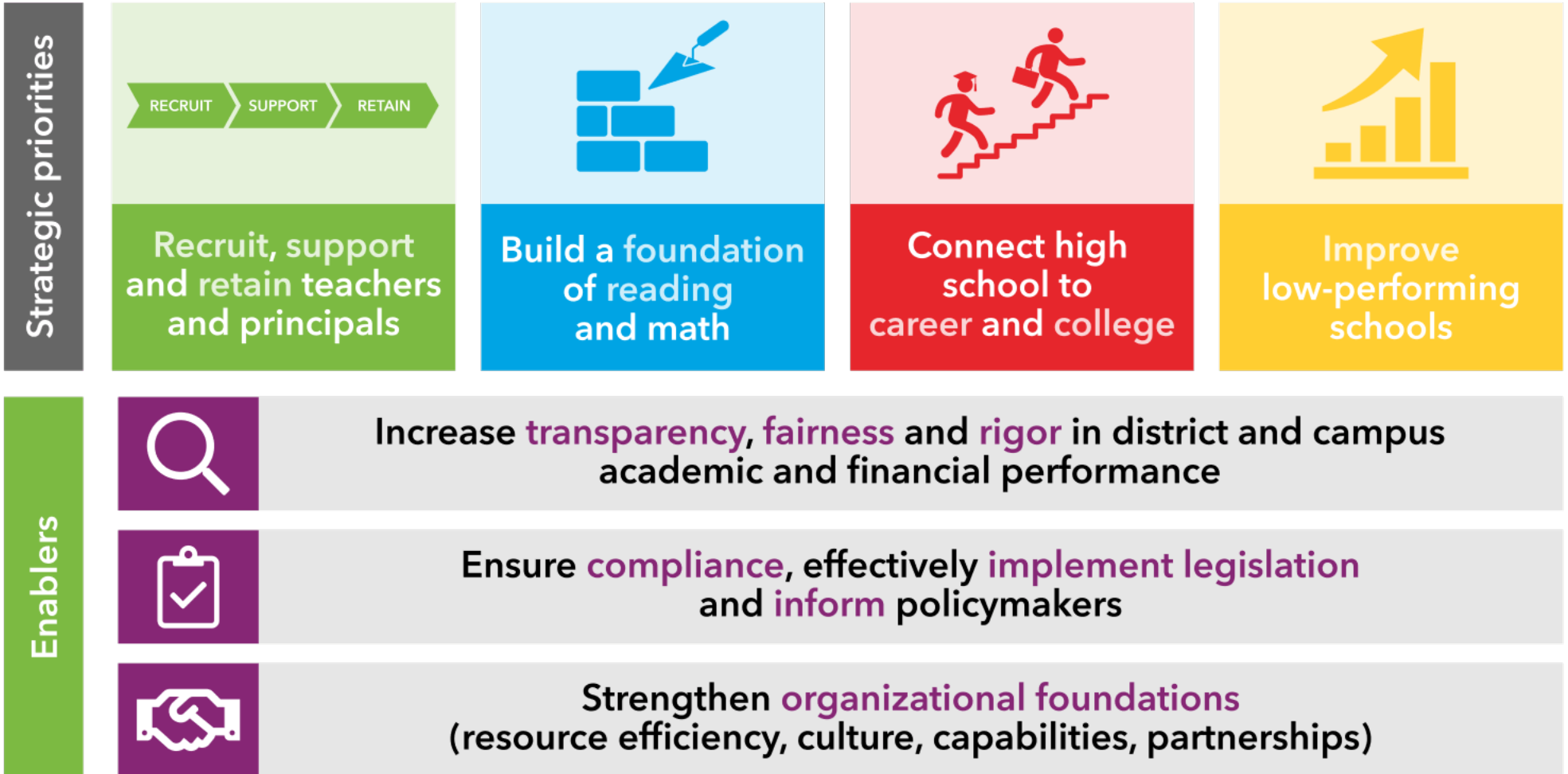
Objective 3. (Curriculum Support) All students will receive high-quality instructional material designed to significantly improve their academic performance, with a goal of increasing reading achievement by 75% and math achievement by 65%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will be provided lessons with effective instructional materials, pacing guides, and assessments aligned with all TEKS, utilizing HQIM resources and coaches throughout the 2024-2025 school year. (Target Group: All, AtRisk, K, 1st, 2nd, 5th) (Strategic Priorities: 1, 2, 4) (ESF: 3, 3.1, 3.3, 4, 4.1, 5, 5.2, 5.3, 5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	August 2024 - May 2025	(S)Strong Foundations Implementation (LASO II)	Criteria: STAAR Scores TELPAS Scores T-TESS Evaluation / Walkthroughs DMAC Assessment Data

Resources

Resource	Source
No rows defined.	

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



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