

# EARLY COLLEGE STEM ACADEMY

## Campus Improvement Plan 2024/2025

*"Ignite Students' Learning"*



Noelia Longoria  
2950 Broadway  
713-640-3761

Noelia.longoria@tejanocenter.org

Date Reviewed: 07/15/2024

Date Approved:

# EARLY COLLEGE STEM ACADEMY

## **Mission**

*Early College T – STEM & STEM Academy 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

EARLY COLLEGE STEM ACADEMY 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.

# EARLY COLLEGE STEM ACADEMY

## **Vision**

*Our vision is to cultivate a student-centered learning environment that fosters creativity, critical thinking, and collaboration among our diverse student body while being globally aware, socially responsible, and equipped with the skills to succeed in a rapidly changing world.*

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# EARLY COLLEGE STEM ACADEMY Site Base

Name	Position
Longoria, Noelia	Principal
Jasso, Damon	Assistant Principal
Montelongo, Adan	Instructional Specialist
White, Elizabeth	STEM Teacher
Davila, David	Social Studies Teacher
Mora, Yulissa	English Teacher
Cilekci, Aktug	Math Teacher
Moreno, Jill	Art Teacher
Botello, Daniella	Counselor
Martinez, Blanca	Secretary
Sanchez, Elizabeth	Parent
Martinez, Joaquin	Community Member
VanHorn, Anne	Business Representative
Perez, Crystal	Science Teacher

# Resources

Resource	Source
Cal Perkins	Federal
CTE Basic Grant	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
Local Districts	Other
GT Allotment	State
HB3 Mentor Allotment	State
Local Funds	State
SPED Funding	State

# EARLY COLLEGE STEM ACADEMY

**Goal 1.** (Parent and Family Engagement) RYSS Early College STEM Academy will increase family and community engagement opportunities that support students' achievement outcomes.

**Objective 1.** (Family Engagements) RYSS Early College STEM Academy will implement a monthly Parent Learning Series to provide collaborative educational experiences for students and families such as Meet the Teacher, Open House, Elective Night, Literacy Night, STEM Night, Cyber Bullying, and Student Anxiety workshops.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. RYSS Early College STEM Academy will create multiple opportunities for parents to be involved with their children and the school by creating various events where our parents can have 100% attendance to one of the events. The planned events such as Meet the Teacher Night, Open House, Academic Parent Night, Elective Fair, Senior Parent Meetings, Hispanic Heritage Night, and End of the Year Awards Celebrations. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Monthly</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: The evaluation criteria will measure the attendance of parents and students at after-school parent events, gather insights from parent surveys to gauge parent satisfaction with the school, and track the number of discipline referrals.</p>
<p>2. RYSS Early College STEM Academy utilizes Facebook, Twitter, and Instagram for weekly updates, ensuring a minimum of three posts to boost parent and community engagement. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Weekly</p>	<p>(S)Local Funds</p>	<p>Criteria: - Measure the number of social media posts on a weekly basis - Measure the social media outreach on a monthly basis</p>

# EARLY COLLEGE STEM ACADEMY

**Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

**Objective 1.** (Growth Goals) 100% of RYSS Early College STEM Academy students will achieve a personalized growth goal in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All RYSS Early College STEM Academy 6-8 English, 6-8 Math, 8 grade Science, and 8 grade History teachers will provide 100% of their students with their own personalized, individual mini assessment trackers after each mini assessment using DMAC reports to track their own individual progress on mini assessments. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.2,4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/2024-05/2025</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - Mini assessment data from DMAC - STAAR scores</p>
<p>2. 100% of students will engage in prescriptive instructional strategies to close individual student learning gaps with small group interventions, after-school tutorials, and Saturday sessions to address the learning needs of our diverse learners. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Spring Semester</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: -STAAR -TELPAS -RENAISSANCE -SUMMIT K12</p>

# EARLY COLLEGE STEM ACADEMY

**Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

**Objective 2.** (TELPAS) 100% of RYSS Early College STEM Academy emergent bilingual students will grow one level on their TELPAS composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of RYSS Early College STEM Academy emergent bilingual students will use the Summit K-12 online software platform three times a week, dedicating 20 minutes each session, during Reading, Social Studies, or Advocacy classes which will total at least 60 minutes per week. This usage aims to enhance their listening, speaking, reading, and writing skills, all aligned with STAAR objectives. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.2,3.3,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - Summit K 12 usage reports - TELPAS Scores</p>
<p>2. 100% of RYSS Early College STEM Academy emergent bilingual students that have not increased one TELPAS level in over 5 years will take an additional Reading Support class. This additional Reading Support class aims to increase their literacy skills, preparing them to progress one level on TELPAS and successfully pass their STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: ESL,EB,SPED) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.2,3.3,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>August 2024</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - TELPAS - STAAR</p>



# EARLY COLLEGE STEM ACADEMY

- Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.
- Objective 3.** (Accountability Rating) Early College STEM Academy will increase an average of five percent points at the Meets and Masters Level standard in each subject on the 2024/25 STAAR compared to the 2023/24 STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of RYSS Early College STEM Academy Emergent Bilingual students will use the Summit K-12 online software platform three times a week, dedicating 20 minutes each session, totaling 60 minutes per week. This usage aims to enhance their listening, speaking, reading, and writing skills, all aligned with STAAR objectives to prepare them to STAAR exam. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: ESL,Migrant,EB,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>Daily</p>	<p>(F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - Summit K-12 Usage Reports - STAAR Exams - Lesson Plans</p>
<p>2. 100% of RYSS Early College STEM Academy Special Education students will receive their RLA and Math instruction in a small group setting where they will receive individualized, personalized instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: SPED,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers</p>	<p>Daily</p>	<p>(F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - STAAR Data - Mini Assessment Data - Lesson Plans</p>
<p>3. 100% of RYSS Early College STEM Academy students that take English, Math, Science, and Social Studies class are double blocked so they receive additional classroom time of 90 minutes to ensure they are prepared to master their STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>08/24 - 05/25</p>	<p>(F)Title I, (O)Local Districts, (S)State Compensatory</p>	<p>Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans</p>

# EARLY COLLEGE STEM ACADEMY

**Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

**Objective 4.** (Student Achievement) RYSS Early College STEM Academy will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of teachers will participate in weekly PLC meetings, during which they will receive Professional Development from consultants. In these meetings, teachers will create and review the scope and sequence, pacing calendar, engage in backwards planning on lessons, plan mini assessment dates, and consistently review data from mini assessments on a weekly basis. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360</p>
<p>2. 100% of teachers at RYSS Early College T-STEM Academy will utilize online platforms such as I-Ready, IXL, Summit K-12, and STEMScopes within tiered small groups to provide prescriptive instruction for special population students and address their specific academic needs, aiming to close student achievement gaps. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - IReady - IXL - Summit K-12 - STAAR scores</p>
<p>3. 100% of students will engage in prescriptive instructional strategies, including small group interventions, after-school tutorials, and Saturday sessions, to address their learning gaps and improve their academic performance. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: -STAAR -TELPAS -RENAISSANCE -SUMMIT K12</p>
<p>4. 100% of RYSS Early College STEM Academy teachers, with assistance from administrators and consultants, will backwards plan lessons plans to ensure mini assessments are aligned to classroom lessons and specific alignment to student instruction that will starts with final assessment, then asks the teacher to</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Bi-Weekly</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - Mini Assessments - Lesson Plans - STAAR scores - DMAC Assessments</p>

# EARLY COLLEGE STEM ACADEMY

**Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

**Objective 4.** (Student Achievement) RYSS Early College STEM Academy will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
build the lessons toward the goal. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.2,4,4.1,5,5.1,5.4)				

# EARLY COLLEGE STEM ACADEMY

**Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

**Objective 5.** (CTE) RYSS Early College STEM Academy will implement a CTE strategy where middle school students have the opportunity to take the Project Lead the Way elective class in grades 7 and 8 where 20% of students will earn CTE credit which will provide them with 1 high school credit for each completed year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Early College STEM Academy students will participate in the College Career Military Readiness. (Title I SW Elements: 1.1) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.4,4,4.1)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/24-05/25	(F)Title I, (S)Local Funds	Criteria: DMAC Mini Assesments Data Trackers Pacing Calendars
2. 100% of Early College STEM Academy students that take the Project Lead the Way elective class which receive CTE credit and will provide students with high school credit and an academic pathway before they enter high school. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.4,4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/24-05/25	(F)Title I, (S)Local Funds	Criteria: - Student schedules - Student report cards

# EARLY COLLEGE STEM ACADEMY

- Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.
- Objective 6.** (Response to Intervention (RTI)) RYSS Early College STEM Academy will develop a Response to Intervention (RTI) process that is consistent on all campuses and follows research-based practices to address unlearned curriculum for 100% of the students participate in the RTI process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College STEM Academy teachers will design lessons that include differentiated instruction (Tier II & III interventions), opportunities for RTI support. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	8/2024-5/2025	(F)Title I, (F)Title III Bilingual / ESL	Criteria: -Walkthrough Data - PLCs - Lesson Plans - Assessment Data: DMAC, iReady, Mock STAAR, RTI Progress Monitoring in DMAC
2. 100% of RYSS Early College STEM Academy students receiving TIER I, II, and III RTI math interventions will participate in small group instruction and they will be given support using the IXL online software. Their progress will be monitored on a weekly basis, tracking the students' completion rates in the IXL online software to monitor effectiveness. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Special Ed Teachers, Teacher(s)	8/2024-5/2025	(F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: Student reportcards Mini assesments data STAAR scores iReady IXL
3. Administrative team and content lead teachers will monitor the RTI process in DMAC on a six weeks basis. 100% of teachers will log their interventions in the student portfolio section in DMAC, and Administrators will intervene to ensure completion if necessary. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	Six Weeks	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360
4. 100% of students receiving Response to Intervention (RTI) will receive support in Reading and Math programs. This includes effective implementation of RTI strategies like small group instruction, increased use of online applications for technology proficiency, and core teaching aligned with the TEKS and instructional resources. (Title I SW Elements:	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	Weekly	(F)Title I, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360

# EARLY COLLEGE STEM ACADEMY

**Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

**Objective 6.** (Response to Intervention (RTI)) RYSS Early College STEM Academy will develop a Response to Intervention (RTI) process that is consistent on all campuses and follows research-based practices to address unlearned curriculum for 100% of the students participate in the RTI process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.3,4,4.1,5,5.1)				

# EARLY COLLEGE STEM ACADEMY

**Goal 3.** (School Culture) RYSS Early College STEM Academy will provide a safe, secure, respectful, and healthy learning environment for students and staff.

**Objective 1.** (Positive School Culture) RYSS Early College STEM Academy stakeholders are committed to creating an environment that is 100% safe, secure, and respectful for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. RYSS Early College STEM Academy will implement restorative justice principles for dealing with unmet student expectations. 100% of students falling short of behavioral expectations will have the chance to reflect and respond and are provided opportunities for behavior correction through teacher conferences, counseling sessions, and meetings with their administrators. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/2024-05/2025</p>	<p>(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds</p>	<p>Criteria: - Number of Discipline Referrals - Student Sign in Logs</p>
<p>2. To foster a positive school culture, 100% of RYSS Early College STEM Academy counselors and stakeholders will execute an anti-bullying program and awareness campaigns to create a safe and inclusive environment for 100% of our students by placing posters around the campus, promoting anti-bullying parent night, and having anti-bullying spirit week where students will learn about bullying and how to report it. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3)</p>	<p>Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Six Weeks</p>	<p>(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds</p>	<p>Criteria: - Student participation in Anti-Bullying week - Use the Parent sign in sheets to count attendance from the Anti-Bullying Parent night</p>
<p>3. Early College STEM Academy will implement a health awareness program focused on effective physical activity and self-care during physical education class to 100% of its students. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3.3,4.4.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Annual</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: - Sports Equipment - Strategies embedded in lesson plans - Report Cards - Student Survey</p>

# EARLY COLLEGE STEM ACADEMY

**Goal 3.** (School Culture) RYSS Early College STEM Academy will provide a safe, secure, respectful, and healthy learning environment for students and staff.

**Objective 2.** (Safety) 100% participation from stakeholders at RYSS Early College STEM Academy will stay informed regarding all Texas Education Agency (TEA) safety updates and mandates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College STEM Academy Safety Committee members are expected to attend 100% of the monthly Safety meetings. At these Safety meetings, the RYSS Early College STEM Academy Safety Committee members will address various topics focused on maintaining a safe and secure environment and plan monthly safety drills. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	Monthly	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Safety Drill reports - Safety Meeting Sign in Sheets



Documentation of the Comprehensive Needs Assessment Process includes meeting minutes, agendas, and sign in sheets. The Title 1 Committee met on April 24, 2024, and again on May 15, 2024, to review and to revise the Comprehensive Needs Assessment or CNA as needed. Both meetings took place at RYSS Early College T-STEM & STEM Academy on 2950 Broadway Houston, TX 77017 in the PLC room from 4:15 p.m. – 5:15 p.m.

On April 24, 2024, Principal Longoria started the meeting by welcoming everyone and providing each person with the campus improvement plan for the 2023-2024 school year. Next, Principal Longoria explained the purpose, importance, and expectations of the Title 1 Committee for today and the second meeting date on May 15, 2024. Principal Longoria discussed the vision and mission of both RYSS Early College T-STEM & STEM Academy campuses and provided the Title 1 Committee an opportunity to share their feedback on the alignment between the mission and vision with the prioritized goals of both campuses. Principal Longoria then asked SEL Counselor Rebeca Martinez to provide the Title 1 committee with information about the school's Title I designation. SEL Counselor Rebeca Martinez explained how Title 1 designation applies to schools with at least 40% of students coming from low-income families. Furthermore, SEL Counselor Rebeca Martinez stressed that Title I, Part A federal funds serve to enhance, not substitute, existing programs aimed at improving student achievement and the core objective is to offer extra assistance to students needing help to meet or exceed state performance standards. Ms. Martinez explained that the Title I funds could be used to identify and support struggling students, enhance the learning environment through additional resources, and foster parent and family engagement through various initiatives, all with the aim of improving student academic success. After Ms. Martinez's explanation of Title 1 funds, Major Shawn Morton presented the eight measurable areas for best practices according to Title 1 guidelines to the Title 1 committee: 1. Demographics, 2. Student Achievement, 3. School Culture & Climate, 4. Staff Quality, Recruitment, and Retention, 5. Curriculum, Instruction, and Assessment, 6. Parent & Family Engagement, 7. School Context and Organization, and 8. Technology. Principal Longoria then divided the Title 1 committee into groups and assigned each team one or more measurable goals where they would identify strengths and weaknesses and provide feedback for the measurable goals. The Title 1 committee received ten data points to assist them which were: STAAR/EOC data, TELPAS data, Campus Promotion/Retention Rates, Campus Attendance, Classroom and Walkthrough Data, Parent Conference and Meeting Feedback, Interviews, Pacing Guides and Scope and Sequences from Core Subjects, Special Population data for both campuses, and Lesson Plans. Principal Longoria listened to the feedback from the groups, and she opened the floor to questions and concerns. Afterwards, Principal Longoria thanked the Title 1 committee for their feedback and the information discussed today would serve as the foundation for crafting a comprehensive improvement plan for the upcoming 2024-2025 school year.

At the second meeting on May 15, 2024, Principal Longoria began the meeting with an introduction and welcomed all the Title 1 committee members. SEL Counselor Martinez reminded the Title 1 committee of the previous meeting's points, which included the eight measurable areas for best practices, ten data points, and the three areas identified by the Title 1 committee for the 2024-2025 school year. Next, Principal Longoria presented interim assessment scores and noted that STAAR results are pending to provide data on student achievement. The Special Population Director, Ms. Pansmith, detailed the SPED department's use of individualized plans and her collaboration with teachers while Mrs. Aleman discussed Emergent Bilingual student achievement data and outlined strategies implemented by teachers to ensure that Emergent Bilingual students are academically successful. The Title 1 Committee then discussed factors affecting student attendance and Dr. Miranda initiated a conversation about the possible causes and SEL Counselor Martinez pointed to peer pressure as a major contributor. The discussion then turned to the impact of social media and the negative effects of Instagram on student well-being and attendance. Principal Longoria stated that A Root Cause Analysis was completed, and the top three areas were as follows: Student Achievement, School Culture and Climate, and Curriculum, Instruction, and Assessment. Principal Longoria opened the floor for questions and concerns which the Title 1 Committee members asked about student attendance tracking, the 90% attendance rule provided by the State of Texas, and the number of parent conferences held during the year. Dr. Miranda thanked the Title 1 Committee for their attendance and feedback and Principal Longoria also expressed her gratitude to the committee and the meeting was adjourned for all Title 1 committee members.

The Ten Data Points were the following:

STAAR/EOC Data

TELPAS Student Data

Promotion/Retention Rates

Attendance

Classroom and Walkthrough Data

Parent Conference and Meeting Feedback

Interviews

Pacing Guides with Scope and Sequence

Class, School, and Special Populations

Instruction Delivery and Lesson Plan Design

Student Achievement -

Problems: Reading Skills & Math Skills on the STAAR exams need improvement for a majority of our students are emergent bilingual students.

Strengths: Students have access to software to increase language proficiency using K12 summit and have additional electives to close academic gaps.

School Culture and Climate -

Problems: Parent Conference and Meeting Feedback, Surveys, Questionnaires

Strengths: Classroom observations and feedback from TTESS observations

Curriculum, Instruction, and Assessment -

Problems: Lesson Delivery, Pacing Guides with a detailed Scope & Sequence, Class Materials for both First instruction and Enrichment Courses that is differentiated and Targeted Professional Development for teachers.

Strengths: Technology

Bridge of Identified Problems:

Demographics - Student Attendance

Curriculum, Instruction, and Assessment - Low Reading Skills & Math Skills on the STAAR exam for most of our students are emergent bilingual students.

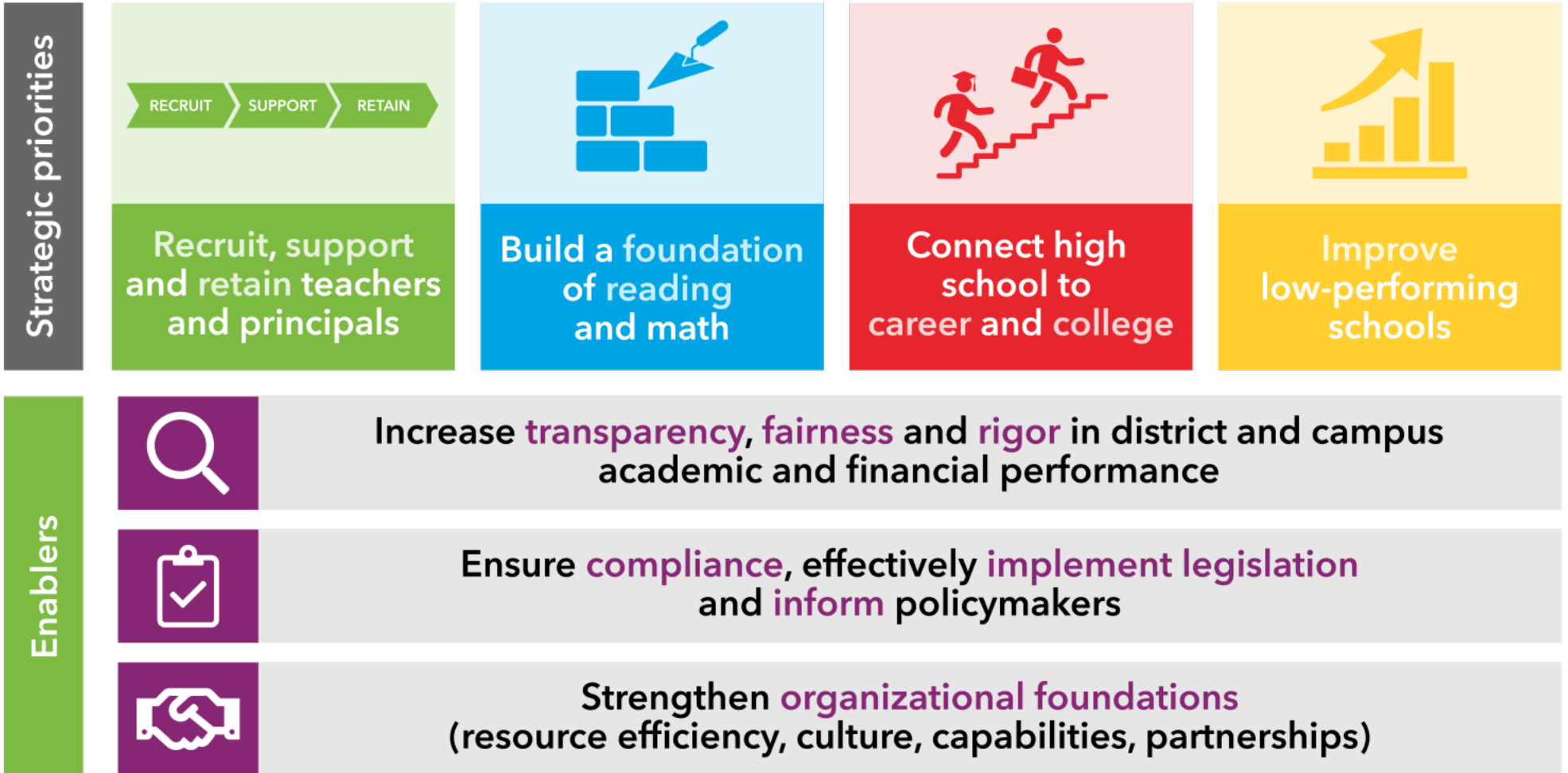
Parent & Family Engagement - Lack of Parent Activity Evaluations and Feedback, Insufficient Academic Support for Parents on Curriculum Platforms

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

The first identified problem is Student Achievement, the second identified problem is School Culture and Climate, and the last identified problem is Curriculum, Instruction, and Assessment.

# Comprehensive Needs Assessment

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



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