

EARLY COLLEGE T-STEM ACADEMY

High School Campus Improvement Plan 2024/2025

"Ignite Student's Learning"



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EARLY COLLEGE T-STEM ACADEMY

Mission

Early College T–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.

Vision

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.

Nondiscrimination Notice

EARLY COLLEGE T-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 T-STEM ACADEMY Site Base

Name	Position
Longoria, Noelia	Campus Administrator
Jasso, Damon	District User
White, Elizabeth	Teacher
Delgado, Jill	Teacher
Mora, Yulissa	Teacher
Cilekci, Atkug	Teacher
Davila, David	Teacher
Botello, Daniella	Counselor
Castillo, Jose	Teaching Assistant Non-instructional
Sanchez, Elizabeth	Parent
VanHorn, Anne	Business Representative

EARLY COLLEGE T-STEM ACADEMY

Goal 1. (Parent and Family Engagement) RYSS Early College T-STEM Academy will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 1. (Family Engagement) RYSS Early College T-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 T-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: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, 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>08/22/24 - Pending</p>
<p>2. RYSS Early College T-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> <p>08/22/24 - Pending</p>

EARLY COLLEGE T-STEM ACADEMY

Goal 2. (Academic Achievement) (Excellent Instruction) RYSS Early College T-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 T-STEM Academy students will achieve a personalized growth goal in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy English1, English 2, Algebra 1, Biology, and U.S. 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,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.2,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/2024-05/2025	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Mini assessment data from DMAC - STAAR scores 08/22/24 - Pending
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)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	Spring Semester	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: -STAAR -TELPAS -RENAISSANCE -SUMMIT K12 08/22/24 - Pending

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Goal 2. (Academic Achievement) (Excellent Instruction) RYSS Early College T-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 T-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 T-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: ESL,Migrant,EB,9th,10th,11th,12th) (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, 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 08/22/24 - Pending</p>
<p>2. 100% of RYSS Early College T-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: EB,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, 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 08/22/24 - Pending</p>

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Goal 2. (Academic Achievement) (Excellent Instruction) RYSS Early College T-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) Our goal is to increase by three percent points at the Approaches, Meets, and Masters level in each EOC subject, Algebra 1, Biology, English 1, English 2, and US History, 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 T-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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - Summit K-12 Usage Reports - STAAR Exams - TELPAS Scores - Lesson Plans</p> <p>08/22/24 - Pending</p>
<p>2. 100% of RYSS Early College T-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,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,3,3.2,3.3,4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/2024-05/2025</p>	<p>(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - STAAR Data - Mini Assessment Data - Lesson Plans</p> <p>08/22/24 - Pending</p>
<p>3. 100% of RYSS Early College T-STEM Academy students taking English 1, English 2, Biology, Algebra 1, and U.S. History have double-blocked classes, providing an additional 90 minutes of classroom instructional time and an extra reading elective class, when appropriate, each week to ensure students are prepared to master their STAAR EOC exams. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Chief Financial Officer, Principal, Teacher(s)</p>	<p>August 2024/May 2025</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans</p> <p>08/22/24 - Pending</p>

EARLY COLLEGE T-STEM ACADEMY

- Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College T-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 T-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>August 24 - May 25</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360</p> <p>08/22/24 - Pending 08/22/24 - Pending</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)</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: - IReady - IXL - Summit K-12 - STAAR scores</p> <p>08/22/24 - Pending</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>08/2024-05/2025</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: -STAAR -TELPAS -RENAISSANCE -SUMMIT K12</p> <p>08/22/24 - Pending</p>
<p>4. 100% of RYSS Early College T-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> <p>08/22/24 - Pending</p>

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Goal 2. (Academic Achievement) (Excellent Instruction) RYSS Early College T-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 T-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: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.4)				

EARLY COLLEGE T-STEM ACADEMY

- Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College T-STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.
- Objective 5.** (CTE and CCMR) 100% of Early College T-STEM Academy students will participate in the College Career Military Readiness expectation through the state metric provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The RYSS Early College T-STEM Academy will offer 20% more Advanced Placement classes that will provide students with additional chances to earn college credit through the successful completion of the AP exams. RYSS Early College T-STEM Academy has now the following AP classes: AP Statistics, AP Biology, AP Spanish, AP Physics, AP English Language, AP Environmental Systems, and AP English Literature. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,4,4.1,5,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>August 2024</p>	<p>(S)Local Funds</p>	<p>Criteria: Evaluation will be measuring how many students successfully receive college credit from their AP exams.</p> <p>08/22/24 - Pending</p>
<p>2. 100% of students enrolled in the Texas Bridge online system will be monitored by campus administrators. They will oversee the weekly amount of learning modules completed in the Texas Bridge online system by student. They'll establish a weekly tracker for the completion of Texas Bridge modules to monitor student progress, intervene with teachers and students when necessary, to ensure that the learning modules are completed at the appropriate pace by students. (Title I SW Elements: 2.2,2.6) (Target Group: 11th,12th) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>08/24-05/25</p>	<p>(S)Local Funds</p>	<p>Criteria: - Evaluation will be based on the number of students that successful complete the Texas Bridge Online Modules and earn TSI exemption.</p> <p>- CCMR Tracker</p> <p>08/22/24 - Pending</p>
<p>3. RYSS Early College T-STEM Academy will expand its online college classes through the University of Texas called Onramps which will allow students to earn college credit at the end of the school year. 100% of RYSS Early College T-STEM Academy sophomore students will take an online college Chemistry class and 100% of RYSS Early College T-STEM Academy senior students will take an</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>May 2025</p>	<p>(S)Local Funds</p>	<p>Criteria: -Number of students that receive College Credit at the end of the year from the University of Texas for Chemistry.</p> <p>08/22/24 - Pending</p>

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

Objective 5. (CTE and CCMR) 100% of Early College T-STEM Academy students will participate in the College Career Military Readiness expectation through the state metric provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>online College Algebra class and US Government class. We expect 20% of our students will pass the on ramp classes and our students will receive four college credits by May 2025. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 10th) (Strategic Priorities: 1,3,4) (ESF: 1,1.1,1.2,3,3.2,4,4.1,5,5.3,5.4)</p>				
<p>4. RYSS Early College T-STEM Academy will expand its Dual Credit class offerings in collaboration with Houston Community College. This expansion will begin with a new cohort of 19 P-TECH students starting in the 9th grade in the spring semester. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 11th,12th) (Strategic Priorities: 1,2,4) (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</p>	<p>August 2024</p>	<p>(S)Local Funds</p>	<p>Criteria: - CCMR Tracker 08/22/24 - Pending</p>

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- Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College T-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 T-STEM Academy will implement a Response to Intervention (RTI) process that is consistent and follows research-based practices to address unlearned curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Teachers will design lessons that include differentiated instruction for RTI support (Tier II & III interventions). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	Weekly	(F)Title I, (S)Local Funds	Criteria: -Walkthrough Data - PLCs - Lesson Plans - Assessment Data: DMAC, iReady, Mock STAAR, RTI Progress Monitoring in DMAC 08/22/24 - Pending
2. 100% of 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 by tracking the students' completion rates in the IXL online software to gauge effectiveness. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.3,4,4.1,5,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/24-05/25	(F)Title I, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360 08/22/24 - Pending
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: 1,1.1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, 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 08/22/24 - Pending 08/22/24 - Pending
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: 1.1,2.2,2.4,2.5,2.6) (Target Group: All)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/2024-05/2025	(F)Title I, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360 08/22/24 - Pending

EARLY COLLEGE T-STEM ACADEMY

- Goal 2.** (Academic Achievement) (Excellent Instruction) RYSS Early College T-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 T-STEM Academy will implement a Response to Intervention (RTI) process that is consistent and follows research-based practices to address unlearned curriculum.

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

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

Objective 1. (Positive School Culture) The RYSS Early College T-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 T-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>08/22/24 - Pending</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>08/22/24 - Pending</p>
<p>3. Early College T-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: 1,1.1,1.2,4,4.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Teacher(s)</p>	<p>08/24 - 05/25</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: - Sports Equipment - Strategies embedded in lesson plans - Report Cards - Student Survey</p> <p>08/22/24 - Pending</p>

EARLY COLLEGE T-STEM ACADEMY

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

Objective 2. (Safety) RYSS Early College T-STEM Academy stakeholders will stay informed regarding all Texas Education Agency (TEA) safety updates and mandates 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. RYSS Early College T-STEM Academy Safety Committee members are expected to attend 100% of the monthly Safety meetings. At these Safety meetings, the RYSS Early College T-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: 2.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>Monthly</p>	<p>(F)Title IV Safe and Drug Free, (S)Local Funds</p>	<p>Criteria: - Safety Drill reports - Safety Meeting Sign in Sheets</p> <p>08/22/24 - Pending</p>

Resources

Resource	Source
ESSER III	Federal
IDEA Special Education	Federal
Title I	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Local Funds	State
State Compensatory	State

Comprehensive Needs Assessment

Demographics

Demographics Strengths

We have strong systems in place with addressing challenges associated with Attendance including parent calls and parent conferences.

Demographics Weaknesses

Student attendance is an ongoing issue. Last year it was INSERT

Demographics Needs

We need continuous parent awareness of the student attendance and the impact on student graduation.

Demographics Summary

We will continue to provide opportunities for parents to participate in monthly ongoing parent learning series.

Student Achievement

Student Achievement Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
Formative Assessments
Renaissance Star 360
STAAR
TELPAS

Comprehensive Needs Assessment

Student Achievement Strengths

1. In 2023, 80% of students performed at the Meets Grade Level standard or above on the U.S. History STAAR End-of-Course assessment up from 65% in 2022.
2. In 2023, 59% of students performed at the Meets Grade Level standard or above on the English I STAAR End-of-Course assessment up from 39% in 2022.
3. In 2023, 49% of emergent bilingual students at the high school performed at the Meets Grade Level standard or above on the Algebra I STAAR End-of-Course assessment up from 25% in 2022.

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. While it was an increase from 2022, only 50% of students at the high school in 2023 performed at the Meets Grade Level standard or above on Algebra I.

Student Achievement Needs

1. We need to continually support emergent bilingual students through targeted training within our Professional Learning Communities and professional development, implementing specific emergent bilingual strategies to enhance student achievement with the following EB strategies: ELPS, Quality Teaching for English Learners (QTEL), Guided Language Acquisition Design (GLAD), and Sheltered Instruction Observation Protocol (SIOP).
2. Students need exposure, practice, and familiarity to the STAAR 2.0 questions by providing training opportunities for our teachers that specifically address the how to design, integrate, and create STAAR 2.0 questions within the framework of student assessments using our DMAC software.
3. Students require experience, practice, and familiarity with taking assessments in an online environment, utilizing web 2.0 applications like Renaissance, Summit K-12, STEMScopes, and other online platforms on a daily basis in the classroom.

Student Achievement Summary

Comprehensive Needs Assessment

RYSS Early College T-STEM students each year will attain a higher level on the "meets" standard, on the STAAR end-of-course exams for Algebra 1, Biology, English 1, English 2, and U.S. History. Achieving this goal necessitates providing Emergent Bilingual students with specific and targeted instruction by providing our teachers with proven instructional strategies to ensure student academic success. Additionally, all students should gain exposure, practice, and familiarity with STAAR 2.0 questions to be prepared to take the STAAR end-of-course exams. Lastly, all students must engage in practicing in online platforms to ensure they are adept at taking assessments in an online environment.

School Culture and Climate

School Culture and Climate Data Sources

Attendance Data
Discipline Data
Graduation Records
Program Evaluations
STAAR
Survey Data
TAPR
TELPAS
TTESS

School Culture and Climate Strengths

- 1.) Early College T-STEM Academy ensures that our students, employees and our community are provided with a safe, secure, and vibrant learning environment.
- 2.) Early College T-STEM Academy uses social media platforms such as Facebook, Twitter, Instagram with our students, parents, and community members to communicate upcoming school events and future opportunities for engagement.
- 3.) Early College T-STEM Academy provides opportunities to students and families to engage in a variety of programs after school such as academic tutorials, soccer, band, basketball, volleyball, flag football, art club, National Honors Society, JROTC, and dance.

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

- 1.) Fostering a school culture that prioritizes safety, creating a secure environment where students, staff, and stakeholders feel protected.
- 2.) Providing opportunities for students to be empowered and have a say in supporting and shaping the school culture to enhances their sense of ownership, belonging, and engagement.

School Culture and Climate Needs

- 1.) Implement comprehensive anti-bullying and harassment policies, promoting respectful and inclusive behavior, and addressing issues of discrimination, bias, and intolerance promptly and effectively.
- 2.) Invest in comprehensive Social-Emotional Learning (SEL) programs that provide opportunities for students to develop self-awareness, emotional regulation, empathy, and healthy relationship skills that foster a positive and caring climate.

School Culture and Climate Summary

Early College T-STEM Academy will continue to support and protect students, employees, community and stakeholders with a safe & secure and positive learning environment.

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
Graduation Records
Program Evaluations

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TAPR
TELPAS

Curriculum, Instruction and Assessment Strengths

- 1.) Early College T-STEM Academy uses Lead4ward to ensure TEKS alignment in our curriculum, instruction, and assessment. Lead4ward will be used to support data analysis and ensure the creation of effective pacing calendars and assessments that are aligned to the TEKS.
- 2.) Early College T-STEM Academy maintains small class sizes to ensure optimal student-teacher ratios and facilitate a more personalized and interactive learning experience for each student.
- 3.) Early College T-STEM Academy partners with E3 Alliance to increase student engagement and achievement.

Curriculum, Instruction and Assessment Weaknesses

- 1.) Integrate critical thinking, problem-solving, and analytical skills across the curriculum to prepare students for real-world challenges.
- 2.) Consistent use of instructional strategies to bridge language and academic gaps.

Curriculum, Instruction and Assessment Needs

- 1.) Provide ongoing professional development for teachers to enhance their knowledge of the curriculum and instructional strategies aligned with the standards.
- 2.) Provide teachers with training and resources to design and deliver instruction that accommodates different learning styles and supports students at various achievement levels.
- 3.) Use assessment data to inform curriculum improvements, instructional adjustments, and individualized interventions to support student growth.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

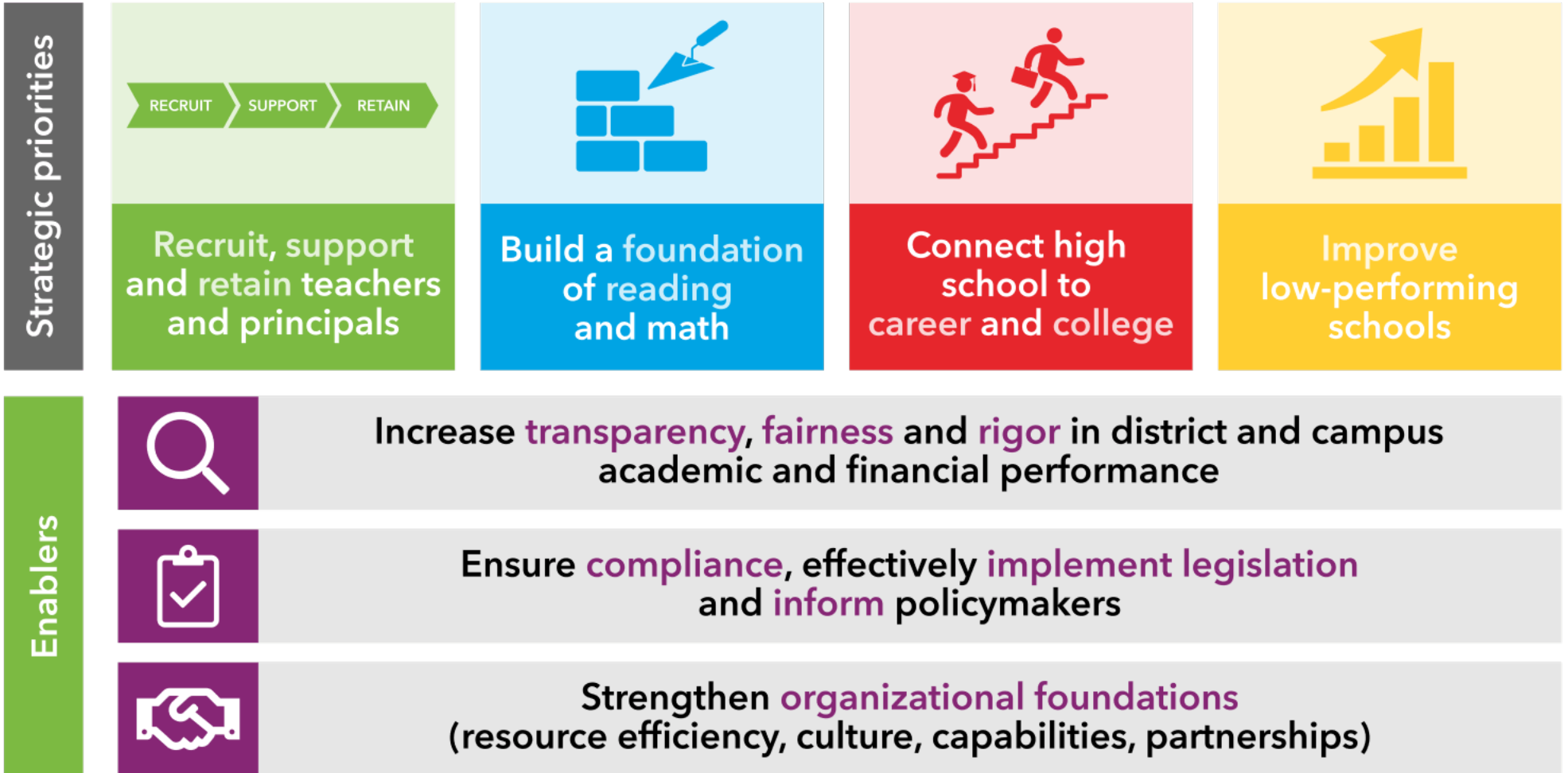
Early College T-STEM Academy provides a well-aligned curriculum, differentiated classes built into the Master Schedule to support the delivery of engaging, effective instruction that meet individual student needs, assessment practices, and critical thinking skills.

During Professional Learning Committees, teachers will collaborate, adjust, plan, their pacing calendar, design and contribute jointly of best practices that support engaging lessons, disaggregate data to guide instruction, and backwards plan.

Comprehensive Needs Assessment Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
District Benchmark Data
Formative Assessments
Graduation Records
iReady
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TELPAS

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



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

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.