EARLY COLLEGE STEM ACADEMY

Middle School Campus Improvement Plan
2025/2026

"One Mission, One Vision, One Team."

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Date Reviewed: 09/12/2025

Date Approved:

EARLY COLLEGE STEM ACADEMY

Mission

Early College 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 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 Site Base

Name	Position
Longoria, Noelia	Campus Administrator
Jasso, Damon	District User
Delgado, Jill	Teacher
Mora, Yulissa	Teacher
Davila, David	Teacher
Botello, Daniella	Counselor
Castillo, Jose	Teaching Assistant Non-instructional
Sanchez, Elizabeth	Parent
VanHorn, Anne	Business Representative
Armstrong, Terrie	District User
Salinas, Maria	SPED Department Chair
Graves, Annette	Math Lead

EARLY COLLEGE STEM ACADEMY

Goal 1. (School Context & Organization) RYSS Early College T-STEM Academy will provide an organized and safe school environment.

Objective 1. (Extracurricular Activities) Early College STEM Academy will provide extracurricular activities after school to support 100% of students' passion and interest.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College STEM Academy will create multiple opportunities for parents to be involved with their children and the school by creating 10 yearly 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: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Principal	Monthly	(S)Local Funds	Criteria: The evaluation criteria will be measuring the attendance of parents and students across after school parent events, insights gathered from parent surveys to measure parent satisfaction with the school, and the number of discipline referrals. 10/30/25 - On Track 09/24/25 - On Track 09/12/25 - On Track
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 to showcase our extracurricular activities. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Principal	Weekly	(S)Local Funds	Criteria: - Measure the number of social media posts on a weekly basis - Measure the social media outreach on a monthly basis 09/12/25 - On Track

EARLY COLLEGE STEM ACADEMY

Goal 1. (School Context & Organization) RYSS Early College T-STEM Academy will provide an organized and safe school environment.

Objective 2. (School Safety) RYSS Early College 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
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 09/12/25 - On Track

EARLY COLLEGE STEM ACADEMY

Goal 1. (School Context & Organization) RYSS Early College T-STEM Academy will provide an organized and safe school environment.

Objective 3. (Campus Organization) By the end of the 2025-2026 academic year, Early College STEM will establish and regularly facilitate high-quality Professional Learning Communities (PLCs), Leadership team collaborations, and relevant professional development opportunities, systematically integrated into staff schedules to enhance instructional practices and student outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College STEM Academy will have clearly defined emergency protocols (fire, lockdown, shelter-in-place) supported by updated safety maps with updated traffic flow plans for arrival, dismissal, and transitions between classes. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 1.1,1.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	Ongoing	(F)Title IV Safe and Drug Free	Criteria: - Updated Safety Maps - Safety Drill Reports 09/12/25 - On Track
2. RYSS Early College STEM Academy will require all teachers to participate in duty assignments to ensure adequate staffing of hall monitors, duty stations, and supervision schedules, which will be embedded into the master schedule. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.2)	Assistant Principal/Dean of Instruction, Counselors, Principal, Teacher(s)	Daily	(S)Local Funds	Criteria: - Weekly Report of Duty participation from Administrators - Review the number of Discipline referrals on a weekly basis - Review the number of tardy(s)on a weekly basis 09/12/25 - On Track
3. Implementation of a master schedule that supports core content, electives, intervention, and enrichment (e.g., advisory periods, double-blocked math/ELA for struggling learners). Moreover, our students that did not pass the STAAR exam receive a third support class to ensure academic proficiency on the STAAR Exam. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Teacher(s)	Ongoing	(S)Local Funds	Criteria: Review the Master Schedule Review student data from Mini Assessments in STAAR Support Classes Mini Assessment Data Cumulative Assessment Data STAAR Scores 09/12/25 - On Track

EARLY COLLEGE 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 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 STEM Academy RLA (Grades 6–8), Math (Grades 6–8), Algebra I, 8th Grade Science, and 8th Grade History teachers will provide 100% of their students with personalized mini-assessment trackers after each assessment. Using DMAC reports, students will track their individual progress and monitor growth on all 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)	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: - Mini assessment data from DMAC - STAAR scores 11/11/25 - On Track 10/31/25 - On Track 09/30/25 - Pending 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, (S)State Compensatory	Criteria: -STAAR -TELPAS -IXL -Iready -SUMMIT K12 11/08/25 - On Track 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 STEM Academy emergent bilingual students will grow one level on their TELPAS composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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: ESL,Migrant,EB,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	Weekly	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Summit K 12 usage reports - TELPAS Scores 10/31/25 - On Track 08/22/24 - Pending
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: 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)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - TELPAS - STAAR 11/11/25 - Completed 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 3. (Accountability Rating) RYSS Early College STEM Academy will focus on improving student performance on the STAAR exam by setting clear performance benchmarks. By the end of the 2025–2026 school year, at least 90% of students will score at the Approaches Grade Level, 60% at the Meets Grade Level, and 30% at the Masters Grade Level on all STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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. (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)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	Weekly	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Summit K-12 Usage Reports - STAAR Exams - TELPAS Scores - Lesson Plans 10/31/25 - On Track 08/22/24 - Pending
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,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)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	Ongoing	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - STAAR Data - Mini Assessment Data - Lesson Plans 11/11/25 - Completed 08/22/24 - Pending
3. 100% of RYSS Early College STEM Academy students in RLA (Grades 6–8), Math (Grades 6–8), 8th Grade Science, and 8th Grade History have double-blocked classes, providing an additional 90 minutes of instructional time each week. When appropriate, students also receive an extra reading elective to ensure they are fully prepared to master their STAAR 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)	Assistant Principal/Dean of Instruction, Chief Financial Officer, Principal, Teacher(s)	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans 11/11/25 - Completed 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 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
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)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/25-06/26	(F)Title I, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores 11/11/25 - On Track 08/22/24 - Pending 08/22/24 - Pending
2. 100% of teachers at RYSS Early College 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)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/25-06/26	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - IReady - IXL - Summit K-12 - STAAR scores 09/30/25 - On Track 08/22/24 - Pending
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)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/25-06/26	(F)Title I, (S)Local Funds	Criteria: -STAAR -TELPAS -SUMMIT K12 11/08/25 - On Track 08/22/24 - Pending
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	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	Bi-Weekly	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Mini Assessments - Lesson Plans - STAAR scores - DMAC Assessments 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 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: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.4)				

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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 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
1. 8th students will have the opportunity for a JROTC elective in the 8th grade. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 8th) (Strategic Priorities: 1,3,4) (ESF: 1,1.1,1.2,3,3.2,4,4.1,5,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	June 2026	(S)Local Funds	Criteria: -Number of students complete the JROTC class and participate in High School JROTC 08/22/24 - Pending
2. 8th grade students will have TSI preparation that is embedded into the master schedule during elective classes to build early college readiness skills in reading and math. These students will take the TSI exam in Fall and the Spring. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 8th) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	Fall/Spring Semester	(S)Local Funds	Criteria: - TSI Prep Books - TSI ENROC program - TSI tracker of Student perfomance 08/22/24 - Pending
3. 70% of 8th grade students will take Algebra 1 for High School credit. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: 8th) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	Annual	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: - Mini Assessment Data - STAAR Exam 09/12/25 - Completed

EARLY COLLEGE 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 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)	Weekly	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores 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 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)	Ongoing	(F)Title I, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores 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 6. (Response to Intervention (RTI)) RYSS Early College 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)				

EARLY COLLEGE 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 1. (Positive School Culture) The 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
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)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	Ongoing	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: -Number of Discipline Referrals -Student Sign in Logs -Surveys -Focus Groups -Parent Conferences & Meeting Feedback 08/22/24 - Pending
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)	Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Principal, Teacher(s)	Six Weeks	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Student participation in Anti-Bullying week - Use the Parent sign in sheets to count attendance from the Anti-Bullying Parent night 08/22/24 - Pending
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: 1,1.1,1.2,4,4.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Teacher(s)	Ongoing	(F)Title I, (S)Local Funds	Criteria: - Sports Equipment - Strategies embedded in lesson plans - Report Cards - Student Survey 08/22/24 - Pending

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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 2. (Safety) RYSS Early College 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
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: 2.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 1) (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 08/22/24 - Pending

EARLY COLLEGE 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 3. (Parent Engagement) 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
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: 3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal, Special Ed Teachers, Teacher(s)	Monthly	(F)Title I	Criteria: -Sign In -Attendance -Surveys -STAAR -TELPAS 09/12/25 - On Track
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: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal, Special Ed Teachers, Teacher(s)	Weekly	(F)Title I	Criteria: -Student Enrollment Increase -Community Involvement -Surveys -Questionnaires -Focus Groups 09/12/25 - On Track

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 Data Sources

Attendance Data

Demographics Strengths

We have strong systems in place to address challenges associated with student attendance. Our approach includes consistent parent communication through phone calls and scheduled conferences to ensure families are aware of attendance concerns. An administrator reviews attendance data on a weekly basis to monitor patterns and identify students who may require additional support. Any student who has missed more than five days is required to attend a parent conference with an administrator present. During this meeting, both the parent and the student enter into a formal attendance contract outlining expectations, supports, and consequences. Administrators then review these cases weekly to monitor progress and ensure student attendance improves, providing interventions and follow-up as needed.

Demographics Weaknesses

RYSS Early College STEM Academy will increase the overall student attendance rate from 95.2% in 2024–2025 to 96% in the 2025–2026 school year. This goal will be achieved through specific, measurable strategies such as weekly monitoring of attendance data by administrators, timely parent phone calls, mandatory parent conferences for students who miss more than five days, and the implementation of attendance contracts to support students and families. Progress will be reviewed each weekly to ensure improvement is consistent and sustained throughout the year, with final outcomes measured by the end-of-year attendance report.

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

Comprehensive Needs Assessment

Student Achievement Data Sources

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

Student Achievement Strengths

In 2025, 81% of students performed at the Approaches Grade Level standard on the 8th Grade Reading STAAR exam compared to 70% in 2024, which is a gain of 11 percentage points.
In 2025, 60% of students performed at the Meets Grade Level standard on the 8th Grade Reading STAAR exam compared to 40% in 2024, which is a gain of 20 percentage points.
In 2025, 27% of students performed at the Masters Grade Level standard on the 6th Grade Reading STAAR exam compared to 8% in 2024, which is a gain of 19 percentage points.
In 2025, 84% of students performed at the Approaches Grade Level standard on the 8th Grade Science STAAR exam compared to 64% in 2024, which is a gain of 20 percentage points.
In 2025, 16% of students performed at the Masters Grade Level standard on the 8th Grade Science STAAR exam compared to 10% in 2024, which is a gain of 6 percentage points.
In 2025, 64% of students performed at the Approaches Grade Level standard on the 8th Grade Social Studies STAAR exam compared to 41% in 2024, which is a gain of 23 percentage points.
In 2025, 37% of students performed at the Meets Grade Level standard on the 8th Grade Social Studies STAAR exam compared to 13% in 2024, which is a gain of 24 percentage points.
In 2025, 22% of students performed at the Masters Grade Level standard on the 8th Grade Social Studies STAAR exam compared to 7% in 2024, which is a gain of 15 percentage points.

Student Achievement Weaknesses

In 2025, 67% of students performed at the Approaches Grade Level standard on the 6th Grade Reading STAAR exam compared to 68% in 2024, a decrease of 1 percentage point.
In 2025, 64% of students performed at the Approaches Grade Level standard on the 7th Grade Reading STAAR exam compared to 68% in 2024, a decrease of 4 percentage points.
In 2025, 36% of students performed at the Meets Grade Level standard on the 7th Grade Reading STAAR exam compared to 44% in 2024, a decrease of 8 percentage points.
In 2025, 13% of students performed at the Masters Grade Level standard on the 7th Grade Reading STAAR exam compared to 23% in 2024, a decrease of 10 percentage

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

points.
In 2025, 69% of students performed at the Approaches Grade Level standard on the 6th Grade Math STAAR exam compared to 68% in 2024, showing only a 1 percentage point gain, which indicates the need for accelerated growth in math achievement.
In 2025, 9% of students performed at the Masters Grade Level standard on the 6th Grade Math STAAR exam compared to 5% in 2024, showing a minimal 4 percentage point gain, highlighting a continued need for deeper mastery.
In 2025, 71% of students performed at the Approaches Grade Level standard on the 8th Grade Math STAAR exam compared to 75% in 2024, a decrease of 4 percentage points.
In 2025, 45% of students performed at the Meets Grade Level standard on the 8th Grade Math STAAR exam compared to 44% in 2024, showing only a 1 percentage point gain, indicating limited growth at this level.
In 2025, 52% of students performed at the Masters Grade Level standard on the Algebra I STAAR exam compared to 74% in 2024, a significant decrease of 22 percentage points.

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

RYSS Early College STEM academy students each year will attain a higher level on the "meets" standard, on the STAAR exams for RLA grades 6-8, Math grades 6-8, 8th grade Science, and 8th grade Social Studies.. 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.

Comprehensive Needs Assessment

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

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

School Culture and Climate Needs (Continued)

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

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

1.) Early College STEM Academy uses Lead4ward to ensure TEKS alignment in curriculum, instruction, and assessment. Lead4ward will also be used to support data analysis and guide the creation of effective pacing calendars and assessments aligned to the TEKS.
2.) Early College STEM Academy maintains small class sizes to ensure optimal student-teacher ratios and to provide a more personalized and interactive learning experience for each student.
3.) Early College 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.

Curriculum, Instruction and Assessment Summary

Early College 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.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



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



Ensure compliance, effectively implement legislation and inform policymakers



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

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

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 & Famil 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.