RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Campus Improvement Plan

2025/2026

Learn, Grow, SUCCEED!

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Date Reviewed:

Date Approved:

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Mission

RYSS STEM Academy Pasadena empowers its diverse student population through a quality curriculum, fostering authentic learning and academic achievement to develop successful future leaders.

Vision

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

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

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA Site Base

Name	Position
Cervantes, Yesenia	Campus Administrator
Vasquez, Priscilla	Teacher
Muniz, Deborah	Teacher
Aviles, Maria	PEIMS Clerk
Palacios, Diana	Instructional Support Staff
Palacios, Samuel	Community Member
Rojas, Nimsi	Parent
Garcia-Garza, Mariela	Parent
Martinez, Pablo	District Manager
Martinez, Denise	District Manager
Miranda, Angie	District Manager

Resources

Resource	Source
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
Strong Foundations Implementation (LASO III)	State
Strong Foundations Planning Grant (LASO III)	State

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
iReady
PEIMS data
Survey Data
TELPAS

Demographics Strengths

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

Demographics Weaknesses

Based on the monthly attendance reports, families are struggling to consistently bringing their student to school regularly.

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

Demographics Needs

Based on the stakeholders at RYSS STEM Academy Pasadena, it was stated the importance to educate our families of cultures at our school. We will:
1.) provide opportunities to exchange of culture perspectives, traditions, and experiences.
2.) provide classroom lessons that support diversity to educate students about stereotypes, biases, promote tolerance.
3.) create opportunities for all students and families that encourage student attendance.

Comprehensive Needs Assessment

Demographics Summary

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

Student Achievement

Student Achievement Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
iReady
PEIMS data
STAAR
TELPAS

Student Achievement Strengths

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

Student Achievement Weaknesses

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

Student Achievement Needs

RYSS STEM Academy Pasadena will include formative & summative assessments regularly to continuously progress monitor all students grow academically in Tier I & II

Student Achievement Needs (Continued)

instruction.

Teachers at RYSS STEM Academy are enhancing their instructional skills to better serve early childhood students.

Student Achievement Summary

RYSS STEM Academy Pasadena will progress monitor throughout the school year using formative and summative assessments and provide immediate tier 2 and/or tier 3 instruction that is tailored to the students academic need(s). As a result, the intervention plan will increase student achievement.

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
iReady
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TAPR
TELPAS
TTESS

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

RYSS STEM Academy Pasadena uses Teaching Strategies for PK curriculum that is aligned to PK Guidelines.

RYSS STEM Academy Pasadena provides K - 6th grade HQIM that aligns to the state standards.

RYSS STEM Academy Pasadena uses STEMscopes & Summit Science as the science curriculum for K-6th grade.

Curriculum, Instruction and Assessment Weaknesses

RYSS STEM Academy Pasadena will address low reading levels and skills to support students reading fluency and comprehension using Dibles to strengthen reading skills in K -2 and iReady for math skills.

3rd - 6th use iReady and provide tailored lessons that support low performing skills in math and reading.

Curriculum, Instruction and Assessment Needs

The needs at RYSS STEM Academy Pasadena are to:
1.) support teachers with purposeful training to build capacity and provide instructional resources to address individual student literacy needs.
2.) provide teachers with the purposeful training to build capacity and provide instructional resources to address induvial student math needs.
3.) engage teachers training on Emergent Bilinguals so build background on how to support students with linguistic needs.
4.) provide teachers with a math consultant to support teacher with High-Quality Instructional Material (HQIM) and Research-Based Instructional Strategies (RBIS) curriculum.
5.) support teachers with Bluebonnet math and reading curriculum and Amplify.

Curriculum, Instruction and Assessment Summary

RYSS STEM Academy Pasadena builds teacher capacity to ensure teachers deliver Tier I instruction effectively using HQIM and RBIS that support and are aligned to our state standards.

Family and Community Involvement

Family and Community Involvement Data Sources

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

Attendance Data
Classroom Walkthrough Data
Promotion/Retention Data
Staff Retention Data
Survey Data

Family and Community Involvement Strengths

RYSS STEM Academy Pasadena is committed to creating a school-home connection by providing monthly parent events designed to engage and involve families directly with their child's academic journey. Events like STEM Night and Literacy Night that offer hands-on opportunities for parents to explore educational concepts alongside their children, gain insights into the curriculum, and discover practical ways to support learning at home.

Family and Community Involvement Weaknesses

Based on our family survey at RYSS STEM Academy Pasadena, a weakness is parents desire more opportunities to be part of our school community and volunteering their time for academic needs for students.

Family and Community Involvement Needs

The needs at RYSS STEM Academy Pasadena are to:
1.) conduct family orientation sessions and workshops to familiarize families with school resources in a language they can understand.
2.) provide opportunities for parents to actively participate/volunteer their time to support needs on campus such as (cutting materials for learning, designate a time to have lunch with their student).
3.) provide clear communication channels for parents.
4.) encourage advisory roles within PTO.

Family and Community Involvement Summary

At RYSS STEM Academy Pasadena, we're dedicated to opening up opportunities for parents to become an integral part of our school community.

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 1. (Attendance) Demographics - Student Attendance RYSS STEM Academy Pasadena will increase the percentage of students with an average daily attendance rate of 94% or higher.

Objective 1. (Student Attendance) Students at RYSS STEM Academy Pasadena will improve their daily attendance of 91% to 94% that meets or exceeds the Texas Agency's (TEA) standards for satisfactory attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who have a 93% or higher attendance record at the conclusion of the semester week period will be celebrated. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	Semester	(F)Title I	Criteria: Absence Tracker Parent Communication Log Parent-Teacher Conferences RtI Intervention Home Visits Attendance Contract Tutorials Disciplinary Record

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 2. (Parent & Family Engagement) Increase parent attendance at school event by 75% by the end of the 2025-2026 school year.

Objective 1. (Parent & Family Engagement) Parent and family engagement will increase from 30% to 75% as measured by parent evaluation surveys by the end of the 2025-2026 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will have access to early literacy workshops to support their student succeed academically. We aim to increase parent participation in literacy-focused workshops from 30% - 75%. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	October, December & March	(F)Title I	Criteria: iReady (BOY, MOY, EOY) Dibles (BOY, MOY, EOY) Survey Responses Sign-In Sheets PK Parent Workshops Circle Assessment (BOY, MOY, EOY) Mini Assessments (Bi-Weekly) Cumulative Assessments
2. Parents will have access to math related events to support their student succeed academically. We aim to increase to increase math-focused school events from 30%-75%. (Title I SW Elements: 2.5,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	Fall & Spring Semester	(F)Title I, (F)Title II Part A Supporting Effective Instruction	Criteria: Summative and Formative Assessments Parent Survey Sign-In Sheets Events/Meetings iReady, Dibles, Circle Assessments (BOY, MOY, EOY)
3. RYSS STEM Academy Pasadena will provide diverse opportunities for parents to volunteer their time and talents for campus needs on a monthly basis. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.4)	Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	Monthly		Criteria: Monthly Volunteer "Helping Hands" Sign In Sheets Teacher Participation Feedback Survey from Parents & Teachers Campus/Community Events (Fall Festival)
4. RYSS STEM Academy Pasadena will enhance family engagement and understanding through more effective communication. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.4)	Counselors, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	Daily	(F)Title I, (F)Title II Part A Supporting Effective Instruction	Criteria: Weekly Newsletter using S'mores "Family Raptor Roar" Daily Homework Daily Conduct Folder ClassDojo - Teacher Led Parent-Teacher Conference *Subs Needed

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 2. (Parent & Family Engagement) Increase parent attendance at school event by 75% by the end of the 2025-2026 school year.

Objective 1. (Parent & Family Engagement) Parent and family engagement will increase from 30% to 75% as measured by parent evaluation surveys by the end of the 2025-2026 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Progress/Report Cards Parent Meetings

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 3. (Goal 3 - Curriculum, Instruction & Assessment) RYSS STEM Academy Pasadena will achieve a 75% academic proficiency rate in all core subject areas of all students the the end of the 2025 - 2026 school year.

Objective 1. (Instructional Supports) Students at RYSS STEM Academy Pasadena will have consistent access to additional instructional software to support academic achievement in reading, math, and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At RYSS STEM Academy Pasadena, all students will use the iReady reading online software platform three times a week, dedicating 20 minutes each session, totaling 60 minutes per week. The iReady software platform provides students with personalized instruction with lessons based on their individual skill level and students' progress is measured. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Bi-Weekly		Criteria: STAAR TELPAS iReady - BOY, MOY, EOY Lesson Plans Walkthroughs DMAC Assessments
2. All students will use the IReady math online software platform three times a week, dedicating 20 minutes each session, totaling 60 minutes per week. The iReady software platform provides students with personalized instruction with lessons based on their individual skill level and students' progress is measured. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1,5.3,5.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Bi-Weekly	(F)Title I	Criteria: Tutoring / Intervention Assessment Reports from DMAC iReady BOY, MOY, EOY Lesson Plans Walkthroughs
3. All at-risk students will receive additional instructional time during and after school as determined by assessment data. (Title I SW Elements: 2.2) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 5,5.1,5.3,5.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Bi-Weekly	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Tutorial Attendance iReady BOY, MOY, EOY Summit K12 MOY TELPAS STAAR Cumulative Assessments Tutorial Data Tracker
4. All students in K-6th grade will be provided with have access to IXL to support with supplemental instruction for struggling and/or students who require additional supports during the instructional day. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.3,5.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Bi-Weekly	(F)Title I	Criteria: IXL Reports STAAR TELPAS Cumulative Assessments Tutorial Attendance Walkthroughs

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 3. (Goal 3 - Curriculum, Instruction & Assessment) RYSS STEM Academy Pasadena will achieve a 75% academic proficiency rate in all core subject areas of all students the the end of the 2025 - 2026 school year.

Objective 1. (Instructional Supports) Students at RYSS STEM Academy Pasadena will have consistent access to additional instructional software to support academic achievement in reading, math, and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All students in K-3 will be provided with have access to Summit Science to support with supplemental instruction and language development during the instructional day. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 4,4.1,5,5.1)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, (F)Title III Bilingual / ESL	Criteria: TELPAS Walkthroughs Usage Report Assessments Professional Development STAAR

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 3. (Goal 3 - Curriculum, Instruction & Assessment) RYSS STEM Academy Pasadena will achieve a 75% academic proficiency rate in all core subject areas of all students the the end of the 2025 - 2026 school year.

Objective 2. (Special Populations) By the end of the 2025-2026 school year, RYSS STEM Academy Pasadena will provide additional supports to all sub-population groups, resulting in an academic growth increase of at least 10% as measured by STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Emergent Bilingual students will show an increase in their English language proficiency by a minimum of one year. (Title I SW Elements: 2.5,2.6) (Target Group: BI,PRE K,K,1st,2nd,3rd,5th,6th) (ESF: 4,4.1,5,5.1,5.2)	Counselors, Principal, Special Ed Teachers, Teacher(s)	December & February	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Summit K12 TELPAS EB Tutorial Specific Professional Development STAAR
2. All students who have an Individualized Education Program (IEP) on file will be monitored and progress tracked per individual student as measured by TEA. (Title I SW Elements: 2.2) (Target Group: SPED,PRE K,K,1st,2nd,3rd,5th,6th) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.2,5.3,5.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Quarterly	(F)IDEA Special Education, (F)Title I	Criteria: IEP Student Goals Met STAAR TELPAS T-TESS Evaluations Assessments
3. For a well-rounded program, RYSS STEM Academy Pasadena provides students with additional supports such as by not limited to STEM, Student Council etc. to increase academic achievement by 10% from fall to spring. (Title I SW Elements: 2.2) (Target Group: All,GT) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	December & May	(F)Title I	Criteria: Assessments TELPAS STAAR MOCK Assessments Student Attendance After School Program Teachers
4. RYSS STEM Academy Pasadena will expose students to creative, cultural, and social-emotional learning experiences that support the whole child through organizations as Alley Theater and Conscious Discipline. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Counselors, Principal, Teacher(s)	November, December & Jan.	(F)Title I, (F)Title II Part A Supporting Effective Instruction	Criteria: MOY, EOY Assessments STAAR TELPAS Attendance

RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA

Goal 3. (Goal 3 - Curriculum, Instruction & Assessment) RYSS STEM Academy Pasadena will achieve a 75% academic proficiency rate in all core subject areas of all students the the end of the 2025 - 2026 school year.

Objective 3. (Curriculum Support) RYSS STEM Academy Pasadena will ensure equitable access to high-quality instruction for all students, so that students will score at least 60% at the Meets level on the STAAR exam in reading and at 60% at the Meets level on the STAAR exam in math by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will be provided lessons with effective instructional materials, pacing guides, and assessments aligned with all TEKS, utilizing HQIM resources and coaches throughout the 2025-2026 school year. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Principal, Special Ed Teachers, Teacher(s)	Monthly	(F)Title I	Criteria: STAAR TELPAS T-TESS Evaluations Walkthroughs Common Assessments DMAC Assessment Data Professional Development

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 process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 6, 2025, and again on May 28, 2025, to review and to revise the CNA as needed. Both of the meeting took place at 1062 Fairmont Parkway Pasadena, Texas, 77504 at RYSS STEM Academy Pasadena cafeteria at 4:15 p.m.

At the first meeting on May 6, 2025, Principal Cervantes began the meeting by welcoming all stakeholders. Principal Cervantes shared with the group the team's expectations and reviewed the comprehensive folder that was provided filled with relevant handouts that served as a valuable resource throughout the discussions. The importance of the Campus Leadership Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Next, Principal Cervantes identified the eight key areas that make up a school, and examples of each of the eight focus areas. She equipped the teams with a sample list of the eight-focus area and its definition along with bulleted focus areas within each section. After Principal Cervantes explained the eight focus areas, the Leadership Team was directed to collaborate efforts to identify data points. The information discussed would serve as the foundation for crafting a comprehensive improvement plan for the upcoming 2025-2026 school year. Principal Cervantes encouraged the committee to share out about problem areas. She gave the committee the opportunity to all stakeholders to share out loud their table group discussions. The committee decided to look at 10 specific data points to identify strengths and problems from the 2024-2025 school year. Principal Cervantes thanked everyone for the participation and reminded everyone of the second CNA meeting on May 28, 2025.

At the second meeting on May 28, 2025, the school support team reviewed the listed data information into strengths and problems. The team acknowledged the strengths from 2024-2025, but focused most of the meeting on the problems that were identified from the data. The table groups began discussing some areas of concern based on their experience with the campus and the data provided. After the table groups discussed and separated problems and strengths based on data. Ms. Aguilar, Director of Early Childhood, was asked to stand at the front of the classroom while stakeholders were then tasked to identify their problems and strengths that they wrote down on their chart paper. This step began shaping our primary focus areas for RYSS STEM Academy Pasadena's improvement plan for 2025-2026 school year. A Root Cause Analysis was completed on the top three problems.

The data list were:
Attendance by Demographics Report by Grade Level
iReady Reading Report K - 5th
iReady Reading Diagnostic Report K - 5th
iReady Math Report K - 5th
iReady Math Diagnostic Report K - 5th
Dibles K - 2nd Grade
Survey (Parents, Students & Teachers)

Demographics - Problems: Attendance, Enrollment
Strengths: Consistent incentives and acknowledgement

Student Achievement - Problems: Student Work, iReady BOY, MOY, EOY, RtI, SPED,
Strengths: Growth across K - 5th in Math and Reading

Parent and Family Engagement - Problems: Parent Activity Evaluations and Feedback, Family & Community Participation Counts by Type of Activity, Parent Participation, Parent Volunteer Information
Strengths: Community Service and Support Services, Community & campus events

Curriculum, Instruction, and Assessment - Problems: Availability of Class Materials Online and Foundational Courses and Enrichment Courses, Curriculum, Resources, and Materials provided on time, Professional Development to build content knowledge
Strengths: Technology 1:1

Staff Quality, Recruitment and Retention - Problems: Teacher Certification, Professional Development,

Strengths: Special Programs (SPED), Teacher-Student Ratios

School Culture and Climate - Problems: Incentives, Acknowledgment/Recognition, Daily Conduct Report to Parents,
Strengths: Classroom and Walkthrough Data, Parent Conference and Meeting Feedback, Surveys, Questionnaires

School Context and Organization - Problem: Effective Program Support, Ancillary/Fine Art Opportunities,
Strengths: Master Schedule, TAs zoned to support specific classes, School Safety, Scheduling

Technology - Problem: Technology Applications, Professional Development Needs in Technology, Technology infrastructure, support structures for technology
Strengths: Student Access to Technology Resources

Bridge of Identified Problems:
Demographics - Student Attendance
Curriculum, Instruction, and Assessment - Low Reading Skills
Curriculum, Instruction, and Assessment - Low Math Skills
Parent & Family Engagement - Parent Activity Evaluations and Feedback, Academic Support for Parents of the Different Curriculum Platforms

The Three Areas of Focus for 2025-2026 School Year:
There is an identified problem in the areas of Demographics
Another identified problem is in Curriculum, Instruction, and Assessment.
Our third identified problem is in Parent and Family Engagement.