RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Raul Yzaguirre Schools for Success District Improvement Plan 2025-2026

2025/2026

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Date Reviewed:

Date Approved:

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Mission

We the faculty, staff, family, and community of Raul Yzaguirre Schools for Success, have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting.

The pursuit of excellence is aimed at developing self-respect and pride among our students. Our ultimate goal is for them to become critical thinkers and lifelong learners.

Vision

RYSS will be the gold standard for excellence in community-based education by graduating college-bound, civic-oriented leaders.

Nondiscrimination Notice
RAUL YZAGUIRRE SCHOOL FOR SUCCESS 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.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS Site Base

Name	Position
Tamez, Dr. Adriana	Superintendent
Fuentes, Justin	Chief of Schools
Miranda, Dr. Angie	Executive Director Federal and State Compliance
Martinez, Pablo	Director, Data Quality
Chavez, Diana	Principal, PSTEM
Knosel, Marigel	Principal, BRYSS
Longoria, Noelia	Principal, ECMS and ECHS
Sarabia, Auden	Principal, NESTEM
Cervantes, Yesenia	Principal, RYSS STEM Academy Pasadena
Martinez, Denise	Executive Director of Academics
Pansmith, Susan	Director, Special Education
Armstrong, Terrie	Multilingual Program Manager
Moreno, Karla	Teacher
Rivera, Jose	Parent
Ortega, Teresa	Parent
Vassan, Jessica	Bilingual Director Elementary
Luna, Gabriela	Community
Delangel, Linda	Community Member
Ramirez, Lupe	Community Partner
Hernandez, Nidia	Paraprofessional
Calixto, Guadalupe	Paraprofessional
Fonseca, Ramiro	Outreach and Engagement
Garces, Graciana	Strategy and External Affairs
Hernandez, Mercedes	Paraprofessional
Martinez, Pablo	Data Quality
Garza, Thelma	District Compliance Officer
Stevens, Carla	Research, Data, and Accountability

RAUL YZAGUIRRE SCHOOL FOR SUCCESS Site Base

Name	Position
Montelongo, Adan	Teacher

Narrative
The Raul Yzaguirre Schools for Success (RYSS) District serves approximately 2,119 students across three campuses located in Brownsville, Houston, and Pasadena, Texas. RYSS is committed to providing a comprehensive and equitable educational experience that prepares all students for post-secondary success through rigorous academic programming and skill development aligned to college and career readiness standards.

In alignment with the Every Student Succeeds Act (ESSA) and the Texas Education Agency's expectations for ESSA consultation, the RYSS Federal and State Compliance Office led a districtwide effort to ensure the effective planning, implementation, and evaluation of federally funded programs during the 2024–2025 school year. To build staff capacity and ensure statutory alignment across all ESSA programs, RYSS partnered with Region 4 Education Service Center (ESC 4). The collaboration focused on delivering personalized and targeted professional development. Initially, central office personnel received comprehensive training on the federal program requirements and implementation strategies. Subsequently, all campus leaders participated in specialized sessions tailored to campus-level practices that align with ESSA guidelines and best practices.

Following the district-led training, campus Title I coordinators conducted localized professional development for their leadership teams and stakeholders. Training sessions addressed the following key areas:
Comprehensive Needs Assessment (CNA) Process
Title I, Part A Program Requirements
Best Practices in Data Analysis
Stakeholder Roles and Responsibilities
TEA Strategic Priorities
Utilization of Data Reports to Identify Strengths and Areas of Need

Each campus held a minimum of two CNA meetings to conduct a collaborative review of quantitative and qualitative data. These meetings included campus staff, parents, community members, and district administrators to ensure a broad-based, inclusive planning process. Through this analysis, stakeholders identified root causes and established a minimum of three targeted focus areas to support instructional effectiveness and enhance student performance. To support alignment across the district, the Fed and State Office developed a coding matrix to analyze and compare CNA priorities across campuses. The resulting trends and needs informed both districtwide strategic planning and resource allocation decisions for Title I and other ESSA-funded programs.

The RYSS district conducted a comprehensive evaluation of its 2024–2025 District Improvement Plan (DIP). All stakeholders were invited to participate in the review to assess the effectiveness of current strategies and identify necessary revisions for the upcoming **2025–2026** school year. During this process, district and campus stakeholders:
Reviewed intended campus and district goals
Assessed ongoing and new district-level initiatives
Evaluated the impact of academic programs, professional development, and social-emotional supports
Recommended improvements based on data and stakeholder feedback
Stakeholders worked in committees to further review and code campus and district data, using a matrix to identify aligned goals and priorities.

Based on the comprehensive data review and collaborative input, the following district-level focus areas were reaffirmed or newly adopted:
Parent and Family Engagement (PFE)
Academics
Curriculum and Instruction (C&I) (to be embedded within Academic Goals)
Student Support Services

All activities associated with the Title I consultation and planning process were fully documented to ensure compliance with federal and state requirements. Supporting documentation includes, but is not limited to: Stakeholder meeting invitations, Agendas and presentations (PowerPoint), CNA and DIP artifacts, Stakeholder feedback and committee minutes Campus and district planning matrices,

All ESSA Title programs (Titles I, II, III, and IV) followed the same structured consultation framework, with program-specific documentation maintained separately to meet compliance standards.

District Improvement Plan Description for Title I, Title II, Title III, and Title IV Consultation Process:

The Raul Yzaguirre Schools for Success (RYSS) is dedicated to ensuring that federal funds from Title I, Title II, Title III, and Title IV are used strategically to meet the diverse needs of our students, staff, and community. To achieve this, we implement a comprehensive consultation process that engages a wide array of stakeholders and fosters collaborative decision-making. This process is designed to ensure that the allocation of resources aligns with district goals, federal requirements, and the specific needs of our school community.

Title I Consultation Process:
For Title I, which focuses on improving the academic achievement of disadvantaged students, the consultation process includes input from teachers, principals, parents, and community members. Through surveys, focus groups, and committee meetings, stakeholders provide insights on how to best address the needs of economically disadvantaged students, improve parental involvement, and enhance instructional programs. Feedback gathered from these consultations informs the development of targeted interventions and support services designed to close achievement gaps and promote equitable educational opportunities.

Title II Consultation Process:
The Title II consultation process is centered on enhancing the quality of instruction by investing in professional development for teachers and school leaders. RYSS engages a diverse group of stakeholders, including teachers, principals, instructional coaches, paraprofessionals, and community partners, through surveys and collaborative committee meetings. This process allows for the identification of key areas where professional development is needed, such as instructional strategies, leadership skills, and student engagement techniques. The consultation results guide the allocation of Title II funds to support high-quality professional learning opportunities that drive student achievement.

Title III Consultation Process:
Title III funds are dedicated to supporting English learners (ELs) and immigrant students. The consultation process involves educators, parents of ELs, bilingual and ESL specialists, and community organizations. RYSS conducts surveys and hosts meetings to gather feedback on the specific needs of ELs, including language acquisition support, culturally responsive teaching, and family engagement. Stakeholders collaborate to develop strategies that ensure ELs receive the language support and instructional resources necessary for academic success. The input from this consultation process informs the allocation of Title III funds to programs and services that enhance English language proficiency and promote academic achievement for ELs.

Title IV Consultation Process:
Title IV focuses on providing students with a well-rounded education, improving school conditions for student learning, and enhancing the use of technology. The consultation process for Title IV involves a broad range of stakeholders, including teachers, administrators, parents, students, and community partners. Through surveys, public forums, and committee meetings, RYSS gathers input on priorities such as expanding access to arts and STEM programs, promoting safe and healthy school environments, and integrating technology into instruction. The feedback from these consultations helps determine how Title IV funds are allocated to support a holistic approach to education that addresses students' academic, social, emotional, and physical needs.

Overall Consultation Process:
Throughout the consultation process for Title I, II, III, and IV, RYSS ensures that all voices are heard and that the needs of the entire school community are considered. Documentation of the process, including meeting minutes, agendas, sign-in sheets, presentations, and survey results, is meticulously maintained and available for review. The consultation process is an ongoing cycle, with regular check-ins and evaluations throughout the year to assess progress, make necessary adjustments, and ensure that the district's improvement plan remains responsive to the evolving needs of our students and staff.

This structured and inclusive approach ensures that federal funds are utilized effectively to enhance educational quality, equity, and outcomes across the

district.

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Goal 1. (Student Achievement) RYSS will provide effective core and enrichment instruction that will result in high levels of academic achievement for all students. The district will support RYSS campuses in increasing student achievement through the implementation of high-quality instructional materials, the development/support/coaching of teachers, and through data analysis.

Objective 1. (Curriculum, Instruction, and Assessment) Set an instructional vision and implement a standards-aligned curriculum that integrates effective instructional strategies and comprehensive, evidence-based programs and assessments that support and monitor student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Revisit the literacy framework to ensure a strong biliteracy component, with facilitation from Bellwether. (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,4,4.1,5,5.3)	Assistant Principal/Dean of Instruction, Executive Director of Academics	Fall 2025	(S)Strong Foundations Planning Grant (LASO III)	Criteria: Framework in place and communicated to all teachers and staff.
2. Progress monitor CIRCLE data to identitfy key opportunities for interventions. (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 4,5)	Executive Director of Academics	Ongoing		Criteria: Participation by 100% of targeted students, data tracker
3. Engage a District Literacy Coach to support elementary grades with implementation of new curriculum through PLCs, coaching, and leader collaboration. (Target Group: All) (Strategic Priorities: 2)	Executive Director of Academics, Literacy Coach	August 2025	(S)Blended Learning Grant	Criteria: Literacy coach in place for duration of grant; sustained funding beyond grant secured. Literacy coach time tracker showing levels of teacher support.
4. Expand the district's instructional coaching model by doubling the number of instructional coaches across campuses to provide targeted support in curriculum implementation, instructional strategies, and data driven practices. Coaches will facilitate PLC's, conduct classroom observations, and other individualized teacher support to enhance instructional quality and student outcomes. (Strategic Priorities: 3) (ESF: 5.1,5.2,5.3,5.4)	Executive Director of Academics, Human Resources	SY 25-26	(F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: Increase the number of instructional coaches in the district. Coaching logs documenting frequency and type of support. Teacher feedback surveys indicating satisfaction and instructional growth. Improvement in student achievement metric in coached classrooms.

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Objective 2. (Early Literacy) The percent of K-3 students reading on or above grade level in English and Spanish will increase from 50% to 60% percentage points on the iReady EOY Reading assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will purchase the Kickstart to Literacy curriculum for PK4 classrooms to strengthen pre-literacy and early literacy skills aligned with the Science of Reading. (Target Group: All,EB,PRE K) (Strategic Priorities: 2)	Executive Director of Academics	Fall 2025		Criteria: Instructional walkthrough data
2. The district will adopt the Texas Elementary Literacy Program Bluebonnet Reading in grades K-5, English and Spanish, Skills and Knowledge component, with requisite training and on-site support provided by the district Literacy coach, Untapped Genius, and NIET. (Target Group: EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,5)	Executive Director of Academics, Literacy Coach	August 2025 - June 2026	(S)Strong Foundations Implementation (LASO III)	Criteria: Instructional walkthroughs, Annotations of units and lessons, teacher surveys
3. The district will continue to send K-3 teachers to the required Reading Academy training to meet HB 3 requirements. (Target Group: BI,ESL,EB,K,1st,2nd,3rd) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3)	Bilingual ESL Director, Executive Director of Academics	August 2025-April 2026		Criteria: Teacher completion/certification; completion of 4 coaching cycles/teacher
4. The district will hold its third annual literacy symposium to kick off the school year with a focus on reading and writing, aligned to district goals and instructional framework. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2) (ESF: 3,3.1,5,5.1)	Executive Director of Academics, Literacy Coach	August 1, 2025	(F)Title II Part A Supporting Effective Instruction	Criteria: Participant surveys

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Objective 3. (Grades 3-12 Literacy) The percent of all district students that score Meets level or above on STAAR Reading will increase from 55% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will adopt Bluebonnet Reading for grades K-5 with the supplemental foundational skills for 3rd grade. (Target Group: EB,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 4,5,5.4)	Executive Director of Academics, Instructional Specialist/Coordinator, Teacher(s)	August 2025-June 2026		Criteria: Annotated lessons, use of unit assessments, teacher survey data
2. The district will implement common assessments in October and November that align to district pacing calendars. (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 4,4.1,5,5.3)	Executive Director of Academics, Teacher(s)	Fall 2025		Criteria: Common assessment data
3. Hold third annual literacy symposium, with content specific to middle/high school. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,5,5.1)	Chief School Officer, Executive Director of Academics	August 1, 2025		Criteria: Participant surveys
4. The district will develop pacing calendars, common assessment blueprints, and scope and sequence documents (where needed) to support tier 1 instruction. (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5)		Summer 2025		Criteria: Completed pacing, blueprints and scope and sequence documents available for all core areas K-12 loaded in Cariina.
5. The district will purchase supplemental materials to support teachers with targeting hard to teach standards and interventions. (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 5)		Summer 2025	(S)EMAT	Criteria: digital platform usage data, PLC data conversations, lesson plans

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Objective 4. (Early Mathematics) The percent of K-3 students scoring on or above grade level in Math will increase from 54% to 60% percentage on the iReady EOY Math assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will develop pacing calendars, common assessment blueprints, and scope and sequence documents (where needed). (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 4)		Summer 2025		Criteria: Completed pacing calendars, scope/sequence documents, and blueprints uploaded in Cariina
2. The district will adopt Bluebonnet Math as high-quality instructional materials for K-5 and continue implementing Stemscopes Math for 6-12 Tier 1 instruction. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,4.1,5)	Assistant Principal/Dean of Instruction, Executive Director of Academics, Teacher(s)	August 2025-June 2026		Criteria: Walkthroughs, annotated lessons and/or lesson plans

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Objective 5. (Grades 3-12 Mathematics) The percent of all district students that score Meets Level or above on STAAR Math will increase three percentage points from 52% to 60% in 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand the implementation of Eureka Math to additional grade levels and campuses, providing requisite training, support, and monitoring. (Target Group: K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2) (ESF: 4.1,5,5.1,5.2)	Executive Director of Academics	August 2024	(S)Strong Foundations Implementation (LASO III)	Criteria: Instructional walkthroughs, teacher surveys, student performance on iReady and Eureka assessments.
2. Implement Advanced Math pathway for students in grades 6-12, allowing them to take Algebra in 8th grade and courses such as AP Calculus in 12th grade. (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3) (ESF: 4,5)	Executive Director Federal and State Compliance, Executive Director of Academics, Human Resources, Teacher(s)	August 2024-June 2025		
3. The district will purchase supplemental materials to support teachers with targeting hard to teach standards and interventions. (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 5)		Summer 2025		Criteria: digital platform usage data, PLC-data conversations, walkthroughs

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Objective 6. (Science) In Science the percent of all district students that score Meets Level or above on the Science STAAR assessment will increase from 49% to 60%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will adopt a new high-quality science curriculum (STEMscopes-elementary and Dynamic Science -6-12) with requisite instructional materials and training for teachers. Includes continued training in the updated science TEKS and effective science pedagogy for all grade levels. (Target Group: All) (Strategic Priorities: 3)	Executive Director of Academics	Fall 2025		Criteria: Walkthroughs, usage data from digital platform, lesson plans
2. Continue to implement Summit K-12 Science STAAR Mastery as a supplement to STEMscopes to support student mastery of the TEKS. (Target Group: All) (Strategic Priorities: 3) (ESF: 4,5,5.3)	Executive Director of Academics	September 2025-June 2026		Criteria: Usage data, walkthroughs, PLCs
3. The district will purchase supplemental materials to support teachers with targeting hard to teach standards and interventions. (Target Group: 5th,8th,9th) (ESF: 5)		Summer 2025	(S)EMAT	Criteria: Usage data of digital platform, walkthroughs, data conversations during PLCs

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Objective 7. (Social Studies) The percent of all students that score Meets Level in the Social Studies STAAR assessment will increase from 50% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase Navigate Texas for 6-12th grade to increase students' background knowledge and mastery of the Social Studies TEKS. (Target Group: 6th,7th ,8th,11th) (Strategic Priorities: 3) (ESF: 4,5)	Executive Director of Academics, Instructional Specialist/Coordinator	Summer 2025	(S)EMAT	Criteria: Walkthroughs, lesson plans, assessment data
2. The district will purchase supplemental materials to support teachers with targeting hard to teach standards and interventions. (Target Group: 8th,11th) (ESF: 4,5)	Assistant Principal/Dean of Instruction, Principal	Summer 2025	(S)EMAT	Criteria: digital platform usage data, PLC data conversations, lesson plans
3. The district will develop pacing, scope/sequence document, and blueprints for 8th grade US History and US History (11th grade)/ (Target Group: 8th,11th) (ESF: 5)		Summer 2025		Criteria: Completed pacing, scope/sequence, and blueprints uploaded in Cariina

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Objective 8. (Special Populations of Students) Students with Special Needs, Emergent Bilingual or Gifted/Talented classifications show five (3) percentage points of growth from previous year's achievement levels as measured by the assessments taken by each population.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide guidelines on instructional minutes for master schedules to elementary principals that ensure compliance with the district's early exit transitional bilingual program/policy and students' literacy development in English and Spanish. (Target Group: BI,ESL,EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 3,3.4,4,5,5.1)	Bilingual ESL Director, Executive Director of Academics	Summer/Fall 2025		
2. Dedicate two instructional specialist to supporting teachers of secondary (6-12) Emergent Bilingual (EB). (Target Group: EB,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,3) (ESF: 3,3.3,4,5,5.1,5.2)	Bilingual ESL Director, Instructional Specialist/Coordinator	August 202-June 2026		
3. Purchase and continue to implement Summit K-12 Connect to Literacy program to improve the English proficiency of EB students. (Target Group: BI,ESL)	Bilingual ESL Director, Principal, Teacher(s)	August 2025-June 2026	(F)Title III Bilingual / ESL	Criteria: Monitor TELPAS readiness during the year with Summit K-12 assessments.
4. Continue the implementation of Goalbook for Special Education teachers to report and communicate on interventions. (Target Group: SPED) (Strategic Priorities: 4) (ESF: 4,5)	Special Ed Teachers, Special Education Director	August 2025-June 2026		
5. Purchase and implement Encore Life Skills curriculum. (Target Group: SPED) (Strategic Priorities: 4)	Special Ed Teachers, Special Education Director	August 2025	(S)SPED Funding	
6. Develop the program guidelines to enhance support for campuses serving gifted and talented students. (Target Group: GT) (Strategic Priorities: 4) (ESF: 5.2)	Executive Director of Academics	August 2025-Dec 2025	(S)GT Allotment	Criteria: Completed Program Guideline
7. For LifeSkills students, implement the La Tiendita job transition program. (Target Group: SPED) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)	Outreach and Strategy Chief, Special Education Director	August 2024	(S)SPED Funding	
8. Connect immigrant students to	Instructional	Spring 2026	(F)Title III Bilingual / ESL	Criteria: Completion of trip,

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Objective 8. (Special Populations of Students) Students with Special Needs, Emergent Bilingual or Gifted/Talented classifications show five (3) percentage points of growth from previous year's achievement levels as measured by the assessments taken by each population.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
postsecondary opportunities with a college visit program. (Target Group: EB,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,3.4)	Specialist/Coordinator			immigrant student participation

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Objective 9. (College, Career and Military Readiness (CCMR)) The percent of students that meet CCMR criteria will remain at or above 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the total number of students who participate in CTE courses that offer an Industry Based Certification by 10%. (Title I SW Elements: 2.2,2.4) (Target Group: 12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, DCSI, Principal	June 2026	(F)Cal Perkins, (S)Local Funds	Criteria: Enrollment PEIMS report
2. Monitor student enrollment and progress to ensure we meet House Bill 3 requirements regarding student completion of Programs of Study. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, DCSI, Principal	August-September 2025	(F)CTE Basic Grant, (S)Local Funds	Criteria: PEIMS reports Enrollment Data
3. RYSS campuses will provide information to all students, parents, and staff regarding higher education admission and financial aid opportunities, so they can make informed curriculum decisions. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, DCSI, Principal	By January 2026	(F)Cal Perkins, (S)Local Funds	Criteria: Number of students and parents that participate in information sessions. Sign in sheets Financial Aid Resources
4. Strengthen the district's CTE pipeline be refining course sequences to ensure students' progress through coherent Programs of Study that culminate in Industry-Based Certifications (IBC) and postsecondary readiness. The district will align offerings with regional workforce needs, enhance advising practices, and establish partnerships with industry and higher education to support seamless transitions from high school to career or college pathways. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.1,5.2,5.3)	Counselors, Executive Director of Academics, Principal	SY 25-26	(F)Cal Perkins, (F)Title I, (S)Local Funds	Criteria: Completion rates of Program of Study, number of students earning IBC's, postsecondary enrollment and employment data.

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Goal 2. (Student Support Services) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 1. The District will provide resources and all RYSS campuses will implement programs to appropriately address the psychological, social and behavioral needs of RYSS students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents and a decrease in student discipline/ behavioral threat referrals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing training to administrators and staff to improve classroom management, bullying and violence prevention, suicide prevention, and other trainings, such as Texas Behavior Support Initiative, etc., to address safety needs. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Chief School Officer, District Directors	By May 2026		Criteria: Completion of training
2. Expand the Response to Intervention (RtI) process to include behavior management prevention. (Target Group: All) (ESF: 3.2)	Principal	Every 6 weeks		Criteria: RTI Documentation
3. Campuses will implement a student behavior management plan that includes campus and classroom expectations, consistent hierarchy of consequences for student behavior, and positive behavioral supports. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Chief School Officer, Principal	Quarterly	(S)Local Funds	Criteria: Behavior Plans and Evaluation
4. Implement Lovescaping,starting with the Stronger Connections grant campuses. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Chief School Officer, Executive Director Federal and State Compliance, Executive Director of Academics, Principal	August 2025-June 2026	(F)Stronger Connections Grant	Criteria: Completion of training, communication plan for roll-out of implementation, meeting notes from Advisory Council
5. Campuses will provide training to students regarding Consequences of Sharing Sexual Content Material or Sexting. (Target Group: 7th ,8th,9th,10th,11th,12th) (ESF: 3.2,3.3,3.4)	Chief School Officer, Counselors, Principal	December 2025	(S)Local Funds	
6. The district will provide, as determined by the board of trustees, Police Officers (SRO) or security guards to support campuses students and maintain a safety environment. See attachment. (Target Group: All) (ESF: 3.1)	Chief Financial Officer, Superintendent(s)	August 2025	(S)Local Funds	

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Goal 2. (Student Support Services) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 2. RYSS will ensure that campuses provide comprehensive support to help students develop essential social-emotional skills, including problem-solving and self-regulation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide on-going training and support for teachers and counselors to build efficacy for social and emotional support, including grief-informed and trauma informed-care. (Target Group: All) (ESF: 3.2,3.3)		September 2025 to October	(F)Stronger Connections Grant, (S)Local Funds	Criteria: Attendance Certificates and Artifacts
2. Idenitfy a district-wide social-emotional program to implement SEL competencies that include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	Counselors, Executive Director of Academics	September 2025	(F)Stronger Connections Grant	Criteria: Program Selected
3. The district will provide training to educators and leadership teams on the following topics: Dating Violence, Mental Health, Substance Abuse, Suicide prevention, and Trauma-informed practices. These sessions will be offered though Responsive Learning Online Resource, ESC Region IV, HCDE, Texas School Safety Centers, and other. (Target Group: All,7th ,8th,9th,10th,11th,12th) (ESF: 3.2,3.3)	Assistant Principal/Dean of Instruction, Chief School Officer, Executive Director Federal and State Compliance, Principal	November 2025	(S)Local Funds	
4. All secondary campuses will offer Dating Violence training to students beginning in 7th grade. (Target Group: 7th ,8th,9th,10th,11th,12th) (ESF: 3.2,3.3)	Counselors	October 2025	(S)Local Funds	

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Student Support Services) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 3. RYSS campuses will increase student attendance by 2 percentage points.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will develop and implement a campus-wide attendance plan aimed to improve overall attendance. The Attendance Plan should include interventions, consequences, and incentives. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Chief School Officer, Principal	August 2025-Septmber 2025		Criteria: Attendance Plans
2. Monitor list of high-risk student attendance and make recommendations to campuses for future action. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Chief School Officer, Data Quality, Principal	Ongoing		Criteria: Attendance Reports

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 1. RYSS will support and monitor campus activities that provide meaningful learning on topics such as technology access to programs and grades, supporting literacy development, program offerings, and partnership access.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide guidance to all Parent and Family campus liaisons and leads regarding responsibilities and compliance. (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Executive Director Federal and State Compliance, Principal	By October 2025	(F)Title I	Criteria: Invitation, sign in sheet, PPT, materials
2. Attend ESC Region 4 and TEA training to understand the Title 1 compliance goals and responsibilities of the PFE department. (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 1.1)	Assistant Principal/Dean of Instruction, Executive Director Federal and State Compliance, Principal	August 25 to February 26	(F)Title I	Criteria: PD artifacts, PD registration and notes

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Goal 3. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 2. RYSS will develop a survey and administer to parents with the purpose of identifying needs that will be addressed by campuses and community organizations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the PFE documentation from Region 20 and develop survey questions aligned to guidelines. The data will be shared by campuses to ensure alignment with PFE activities. (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Executive Director Federal and State Compliance	October 2025	(F)Title I	Criteria: Survey Data Communication to parents
2. RYSS will collect data from the Culture and Climate parent survey and will communicate needs to campuses to ensure these are included in their plans and activities. (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Principal	October 2025	(F)Title I	Criteria: Survey data report and subsequent plans

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 3. RYSS district will provide Parent and Family Engage training to all campus leaders to ensure plans and activities align to ESSA guidelines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate and complete Region IV service agreement to provide PFE training for all campus and district leadership teams. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Executive Director Federal and State Compliance, Executive Director of Academics	August 2025	(F)Title I	Criteria: Service Agreement Sign in sheet PPT Training artifiacts
2. Monitor PFE activities and gather parent input to evaluate the effectiveness of the information or activity provided. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Executive Director Federal and State Compliance, Executive Director of Academics, Principal, Teacher(s)	September 2025-April 26	(F)Title I	Criteria: Open House/Annual Meeting Parent and Student Activity Literacy Activity for Parents

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Parent and Family Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 4. RYSS will ensure campuses schools prioritize building the capacity of parents/guardians and establish a robust school-home relationship.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS will assist parents/guardians in understanding: 1.The challenging state academic standards, 2. State and local academic assessments, 3. Requirements of assessments, 4. How to monitor a child's progress, and 5. Work with educators to improve their children's achievement (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)		Sept. 2025 to April 2026	(F)Title I	Criteria: PFE Training calendar Sign in sheets Training artifacts
2. RYSS will provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as: 1. Literacy training, and/or 2. Using technology online tools such as Learning Ally and (Target Group: All,ECD,BI,ESL,EB,SPED,GT,CTE,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Principal, Teacher(s)	Sept. 25-April 26	(F)Title I	Criteria: Training artifacts Sign in sheets PPT presentation Learning Ally
3. RYSS will ensure information regarding school and parent programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and language the parents/guardians can understand (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 3.4)	Chief School Officer, Executive Director Federal and State Compliance, Outreach and Strategy Chief, Principal, Teacher(s)	August 25-May 26	(F)Title I, (S)Local Funds	

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) To recruit, support, and retain highly qualified teachers and principals by implementing strategic hiring practices, providing robust professional development, fostering a positive and inclusive work environment, and offering competitive compensation and career growth opportunities.

Objective 1. (Teacher Development Pathways) Develop an internal structure that leads to partnerships with local universities for student-teacher residencies and offer para-to teacher" pathways.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) To recruit, support, and retain highly qualified teachers and principals by implementing strategic hiring practices, providing robust professional development, fostering a positive and inclusive work environment, and offering competitive compensation and career growth opportunities.

Objective 2. (Leadership Development) To provide training for aspiring principals and teacher leaders with mentorship and succession planning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) To recruit, support, and retain highly qualified teachers and principals by implementing strategic hiring practices, providing robust professional development, fostering a positive and inclusive work environment, and offering competitive compensation and career growth opportunities.

Objective 3. (Retention and Recognitions) Align budgets to ensure recognition is provided through activities such as: Teacher of the Month, stipends for high-need certifications, and wellness initiatives to reduce teacher turnover.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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*

Resources

Resource	Source
Cal Perkins	Federal
ESSER III	Federal
IDEA Special Education	Federal
Stronger Connections Grant	Federal
Title I	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
CSGF	Other
Bilingual Allotment	State
GT Allotment	State
Local Funds	State
SPED Funding	State
State Compensatory	State