RAUL YZAGUIRRE SCHOOL FOR SUCCESS

RYSS Texas Public Schools District Improvement Plan 2026-2027

2026/2027

Dr. Adriana Tamez
2950 Broadway, Houston, TX 77017
713-640-3700
adriana.tamez@tejanocenter.org

Date Reviewed: 09/14/2026

Date Approved: 10/06/2026

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
Ramon, Mayra	Chief of Schools
Ortega, Alejandra	Executive Director of Schools Office & Compliance
Balderas, Dianna	Executive Director of Elementary Education
Thornhill, Jarrod	Executive Director of Secondary Education
Garza, Thelma	School Improvement Officer
Stevens, Carla	Research, Data, and Accountability
Pansmith, Susan	Director, Special Education
Martinez, Pablo	Director, Data Quality
Cervantes, Yesenia	Principal
Jasso, Damon	Principal
Knosel, Marigel	Principal
Longoria, Noelia	Principal
Sarabia, Auden	Principal
Zepeda, Axinia	Principal
Armstrong, Terrie	Other School Leader
Martinez, Rebeca	Other School Leader
Sambolin, Scharon	Teacher
Trevino, Balbina	Teacher
Calixto, Guadalupe	Paraprofessional
Hernandez, Mercedes	Paraprofessional
Fonseca, Ramiro	Outreach and Engagement
Rodriguez, Elaine	Community Member
Delangel, Linda	Community Member

RYSS Texas Public Schools serves approximately 2,400 students across nine campuses located in Brownsville, Houston, and Pasadena, Texas. RYSS is committed to providing a comprehensive and accessible educational experience that prepares all students for postsecondary success through rigorous academic programming, student support services, and college and career readiness opportunities.

In alignment with the Every Student Succeeds Act (ESSA) and the Texas Education Agency's expectations for federal program consultation and planning, the RYSS Schools Office facilitated a districtwide process to support the planning, implementation, and evaluation of federally funded programs for the 2026 -2027 school year. To build district and campus capacity around ESSA requirements, RYSS partnered with Region 4 Education Service Center (ESC 4) to provide professional development and technical assistance related to Comprehensive Needs Assessments (CNAs), District and Campus Improvement Planning, federal program requirements, and ESSA compliance expectations.

District leaders, campus administrators, Title I coordinators, and key stakeholders participated in training and planning activities focused on the following areas:

- Comprehensive Needs Assessment (CNA) processes
- Title I, Part A program requirements
- ESSA consultation and stakeholder engagement requirements
- Data analysis and root cause identification
- TEA strategic priorities and accountability expectations
- District and campus improvement planning
- Alignment of federal resources to identified needs

Following the district-led training and planning process, all nine RYSS campuses conducted a minimum of two Comprehensive Needs Assessment (CNA) meetings between April 1, 2026, and June 5, 2026. These meetings included campus administrators, teachers, parents, community representatives, district leaders, and other required stakeholders to ensure broad participation in the planning process. Stakeholders reviewed multiple sources of quantitative and qualitative data, including:

- District and campus-based assessment results
- iReady, Summit K12, and STAAR Interim assessment results
- Attendance and enrollment trends
- College, Career, and Military Readiness (CCMR) indicators
- Emergent Bilingual, Special Education, Gifted and Talented, and other special population performance data
- Parent and Family Engagement survey results
- Teacher recruitment and retention data
- Campus program implementation and progress-monitoring data
- Federal program implementation and effectiveness data

Through the CNA process, campuses identified strengths, root causes, priority needs, and targeted areas for improvement. Campus findings were submitted to the district and analyzed alongside districtwide performance trends to identify common needs and opportunities for strategic support.

On May 18, 2026, RYSS conducted a districtwide ESSA consultation and District Comprehensive Needs Assessment (DCNA) meeting with stakeholders representing Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A programs. Participants reviewed district and campus performance data,

evaluated progress toward current District Improvement Plan (DIP) goals, discussed the effectiveness of federally funded programs and initiatives, and identified priorities for the 2026–2027 school year.

Stakeholders reviewed and discussed:

- District and campus achievement data
- Program implementation and effectiveness
- Parent and Family Engagement activities
- Professional development and staff support initiatives
- Student support services and intervention programs
- Recruitment, development, and retention efforts
- Federal funding priorities and resource allocation
- Opportunities to strengthen support for special populations

Based on the comprehensive review of data and stakeholder feedback, the district identified and reaffirmed the following district-level focus areas for the 2026–2027 District Improvement Plan:

- Student Achievement
- Student Support Services
- Parent and Family Engagement
- Recruitment, Development, and Retention of Effective Teachers and Leaders

Stakeholder input, campus CNA findings, state accountability data, federal program requirements, and district strategic priorities were used to develop and refine district goals, objectives, strategies, and resource allocations for the 2026–2027 school year.

All activities associated with the ESSA consultation, Comprehensive Needs Assessment, and District Improvement Plan development process were documented to ensure compliance with federal and state requirements. Supporting documentation includes, but is not limited to, stakeholder meeting invitations, agendas, sign-in sheets, meeting minutes, presentations, Comprehensive Needs Assessment artifacts, stakeholder feedback, district and campus planning documents, and program-specific consultation records. Separate documentation was maintained, as applicable, to support compliance with Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A requirements.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Demographic Data
Enrollment and Recruitment Data
PEIMS data
STAAR
TELPAS

Demographics Strengths

- RYSS continues to serve a diverse student population with high levels of economic disadvantage while maintaining strong academic outcomes.
- The district has expanded access to college and career pathways, early college programming, and advanced mathematics opportunities.
- Community partnerships through Tejano Center provide wraparound services including health care, food assistance, housing support, immigration services, and family resources that reduce barriers to learning.

Demographics Weaknesses

- The district continues to serve a high percentage of Emergent Bilingual students, economically disadvantaged students, and other special populations requiring differentiated instructional supports.
- Student mobility and varying levels of academic readiness continue to impact instructional acceleration efforts.

Demographics Needs

- Continue strengthening Tier I instruction to meet the needs of all learners.
- Expand instructional supports for Emergent Bilinguals, Special Education students, and other at-risk populations.
- Continue coordinating wraparound services with community partners to address non-academic barriers.

Demographics Summary

Comprehensive Needs Assessment

RYSS Texas Public Schools serves a diverse student population with significant academic and social-emotional needs. Through strong community partnerships and intentional instructional systems, the district will continue expanding access to rigorous instruction while ensuring students receive the academic and non-academic supports necessary for success.

Student Achievement

Student Achievement Data Sources

College, Career, and Military Readiness (CCMR)
District Benchmark Data
iReady
IXL data
STAAR
TELPAS

Student Achievement Strengths

- Based on the 2025 accountability results, five RYSS campuses earned an A rating and one earned a B rating.
- Based on the 2026 accountability results, four RYSS campuses earned an A rating and one earned a B rating. Six of the seven rated campuses earned at least one distinction designation, with 23 distinction designations earned districtwide.
- Student achievement increased across multiple grade levels and content areas, including Mathematics, Reading Language Arts, Biology, and Algebra I.
- The district successfully expanded access to accelerated mathematics while maintaining strong student performance.
- RYSS continued outperforming state averages in several tested subjects and End-of-Course assessments.
- Instructional systems—including HQIM implementation, PLCs, instructional coaching, curriculum alignment, and common assessments—became more consistent across campuses

Student Achievement Weaknesses

- Reading performance at the Meets and Masters levels remains an opportunity for improvement, particularly in Grades 4–6.
- Student performance in Science requires continued improvement as new STAAR assessments and reporting systems are implemented.
- Academic performance gaps remain among Emergent Bilingual students and other special populations.
- Greater consistency is needed in Tier II and Tier III intervention implementation across campuses.
- Based on the 2026 accountability results, RYSS Middle School at Broadway was identified for Comprehensive Support and Improvement.

Comprehensive Needs Assessment

Student Achievement Needs

- Continue strengthening Tier I instruction through HQIM implementation, PLCs, and instructional coaching.
  Increase instructional rigor to move more students from Approaches to Meets and Masters.
- Strengthen districtwide data analysis through DMAC, accountability projections, and campus data conferences.
- Expand supplemental instructional resources and intervention programs for students requiring additional academic support.
- Continue strengthening vertical alignment across all grade spans.

Student Achievement Summary

During 2025-2026, RYSS demonstrated significant academic growth. The district established stronger instructional systems centered around HQIM, instructional coaching, curriculum alignment, professional learning communities, and data-driven decision making. Moving into 2026-2027, the district will focus on refining these systems to increase instructional rigor, accelerate learning for special populations, and improve performance at the Meets and Masters levels while sustaining high levels of achievement.

School Culture and Climate

School Culture and Climate Data Sources

Classroom Walkthrough Data
Discipline Data
District Benchmark Data
STAAR
Survey Data
TELPAS
Texas Teacher Evaluation & Support System (T-TESS)

School Culture and Climate Strengths

- Strong instructional vision centered on high expectations.
- Campus leadership committed to continuous improvement.
- Expanded student enrichment, college readiness, and extracurricular opportunities.

School Culture and Climate Weaknesses

- Greater consistency is needed in implementing instructional systems across classrooms.
- Student engagement opportunities continue to vary by campus.
- Attendance remains an area requiring continuous monitoring for targeted student groups.

School Culture and Climate Needs

- Continue strengthening instructional leadership.
- Expand student engagement opportunities.
- Continue implementing safe and healthy school initiatives.
- Strengthen MTSS and attendance intervention systems.

School Culture and Climate Summary

RYSS will continue fostering positive school cultures through strong instructional leadership, collaborative professional learning, student engagement initiatives, and comprehensive supports addressing both academic and social-emotional needs.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Classroom Walkthrough Data
PEIMS data
Program Evaluations
Staff Development
Staff Retention Data
Survey Data
Teacher Certifications/Qualifications Data
Teacher Turnover Rates
Texas Teacher Evaluation & Support System (T-TESS)

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

- Expanded instructional coaching.
- Teacher Incentive Allotment implementation.
- Increased professional learning opportunities.

Staff Quality, Recruitment and Retention Weaknesses

- Continued shortage of certified teachers.
- Need to strengthen recruitment pipelines.
- Need to expand leadership succession planning.

Staff Quality, Recruitment and Retention Needs

- Continue strengthening teacher recruitment.
- Expand residency, mentorship, and leadership development.
- Increase coaching and feedback cycles.
- Improve employee retention.

Staff Quality, Recruitment and Retention Summary

RYSS will continue investing in recruiting, developing, and retaining effective teachers and leaders through high-quality professional learning, coaching, mentoring, and leadership development opportunities.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

CIRCLE data
Classroom Walkthrough Data
College/University/ Dual Credit/AP Enrollment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

District Benchmark Data
iReady
IXL data
PEIMS data
Scope and Sequence and Pacing Guide Documents
STAAR
Staff Development
TELPAS
Texas Success Initiative (TSI) Data
Texas Teacher Evaluation & Support System (T-TESS)

Curriculum, Instruction and Assessment Strengths

- Districtwide implementation of HQIM.
- District pacing calendars and scope and sequence documents.
- District common assessments.
- Expanded instructional coaching model.
- Literacy Symposium.
- Increased use of iReady, CIRCLE, Summit K12, and DMAC.
- Advanced Mathematics pathway expansion

Curriculum, Instruction and Assessment Weaknesses

- Instructional rigor varies across classrooms.
- Need stronger vertical alignment in literacy and mathematics.
- Better use of progress-monitoring data is needed to drive instructional decisions.
- Teachers continue building capacity to implement HQIM with fidelity.

Curriculum, Instruction and Assessment Needs

- Fully implement the Solution Tree PLC framework.
- Continue Sibme coaching cycles.

Curriculum, Instruction and Assessment Needs (Continued)

- Strengthen HQIM implementation.
- Improve data-driven instructional planning.
- Expand intervention supports.
- Increase consistency in instructional practices across campuses.

Curriculum, Instruction and Assessment Summary

The district has successfully established coherent instructional systems aligned around curriculum, instruction, assessment, and intervention. During 2026-2027, efforts will focus on refining implementation, increasing consistency, strengthening Tier I instruction, and accelerating student achievement through continuous improvement cycles.

Family and Community Involvement

Family and Community Involvement Data Sources

Demographic Data
Program Evaluations
Survey Data

Family and Community Involvement Strengths

- Expanded Parent and Family Engagement Department.
- Increased parent engagement opportunities.
- Improved ESSA compliance systems.

Family and Community Involvement Weaknesses

- Need more consistent implementation of campus PFE activities.
- Parent feedback systems require greater consistency.
- Documentation and evaluation of family engagement activities can be strengthened.

Family and Community Involvement Weaknesses (Continued)

- Strengthen community partnerships through Tejano Center

Family and Community Involvement Needs

- Strengthen Title I compliance.
- Increase parent leadership opportunities.
- Expand family engagement programming.
- Utilize parent survey data to inform continuous improvement.
- Continue leveraging community partnerships to support student success.

Family and Community Involvement Summary

RYSS recognizes that meaningful family engagement is essential to student success. The district will continue strengthening partnerships with families and community organizations while ensuring Title I Parent and Family Engagement requirements are fully implemented and aligned to district improvement priorities.

School Context and Organization

School Context and Organization Data Sources

Attendance Data
Classroom Walkthrough Data
Demographic Data
Discipline Data
Enrollment and Recruitment Data
PEIMS data
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TAPR

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

TELPAS
Texas Success Initiative (TSI) Data
Texas Teacher Evaluation & Support System (T-TESS)

School Context and Organization Strengths

- The district has established coherent instructional systems centered on high-quality instructional materials and data-driven decision making.
- Strong collaboration is growing between Schools Office and campus leadership to support continuous improvement.
- Campuses continue expanding enrichment opportunities, advanced coursework, extracurricular activities, and college and career readiness programming.

School Context and Organization Weaknesses

- Implementation of district initiatives varies across campuses and classrooms.
- Student attendance and engagement continue to require targeted interventions for identified student groups.
- As the district continues expanding grade levels at Pasadena and Brownsville, maintaining instructional consistency and vertical alignment will require continued planning and support.
- Strengthening community partnerships through Tejano Center provide students and families with access to wraparound service

School Context and Organization Needs

- Strengthen implementation fidelity of district instructional systems across all campuses.
- Continue developing the Community School model by expanding coordinated academic, behavioral, social-emotional, and community supports.
- Increase student engagement, attendance, and positive school culture through evidence-based behavioral supports and enrichment opportunities.
- Strengthen campus leadership capacity through coaching, professional learning, and continuous improvement processes.

School Context and Organization Summary

RYSS continues building strong organizational systems that support both academic excellence and whole-child development. Through the Community School model, intentional leadership development, and strong community partnerships, the district will continue aligning instructional, behavioral, and family supports to improve student outcomes and

School Context and Organization Summary (Continued)

sustain continuous improvement.

Technology

Technology Data Sources

Classroom Walkthrough Data
Demographic Data
iReady
IXL data
PEIMS data
Program Evaluations
STAAR
Survey Data
TELPAS
Texas Teacher Evaluation & Support System (T-TESS)

Technology Strengths

- Students and teachers have access to digital instructional tools that support curriculum implementation, assessment, intervention, and progress monitoring.
- The district utilizes multiple technology platforms, including DMAC, iReady, Summit K12, IXL, and Sirius, to support instruction and continuous improvement.
- Technology is increasingly integrated into professional learning, instructional coaching, assessment administration, and instructional planning.

Technology Weaknesses

- Technology integration varies across campuses and classrooms.
- Teachers continue developing capacity to effectively leverage instructional technology to personalize learning and improve student outcomes.
- Emerging technologies, including artificial intelligence, require ongoing guidance and professional learning to ensure responsible instructional implementation.

Technology Needs

Comprehensive Needs Assessment

- Continue expanding instructional technology that supports Tier I instruction, intervention, progress monitoring, and data-driven decision making.
- Increase teacher capacity through ongoing professional development focused on instructional technology integration.
- Strengthen the use of data platforms, including DMAC and accountability projection tools, to inform instructional planning and monitor student progress.
- Ensure consistent access to instructional technology resources that support student achievement and college, career, and military readiness.

Technology Summary

Technology serves as a critical component of RYSS's instructional framework by supporting teaching, learning, assessment, intervention, and continuous improvement. During 2026-2027, the district will continue leveraging technology to strengthen instructional practices, improve data-informed decision making, and provide access to high-quality learning opportunities for all students.

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

RYSS Texas Public Schools conducted a comprehensive ESSA consultation process during Spring 2026 to support the development of the 2026–2027 District Improvement Plan (DIP), Campus Improvement Plans (CIPs), and the planning and allocation of federal funds under Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A. The consultation process was designed to ensure meaningful stakeholder engagement and compliance with federal requirements while aligning federal funding decisions to district priorities, campus needs, and student achievement outcomes.

RYSS Texas Public Schools conducted district-level ESSA Meaningful Consultation meetings on May 18, 2026 for Title II, Part A (Supporting Effective Instruction), Title III, Part A (Language Instruction for Emergent Bilingual Students), and Title IV, Part A (Student Support and Academic Enrichment). Stakeholders included district administrators, campus leaders, teachers, parents, community representatives, and program staff.

Title I, Part A Consultation Process

RYSS Texas Public Schools conducted a districtwide consultation process to support planning and implementation of Title I, Part A funds. Stakeholders reviewed district and campus performance data, Comprehensive Needs Assessment (CNA) findings, District Improvement Plan (DIP) goals, Campus Improvement Plans (CIPs), parent survey results, attendance data, and student achievement outcomes.

Stakeholder input focused on improving academic achievement, intervention supports, parent and family engagement activities, extended learning opportunities, professional development, supplemental instructional resources, and services for special populations. Feedback and identified needs were incorporated into the development of the 2026–2027 District Improvement Plan, Campus Improvement Plans, and Title I funding priorities.

Title II, Part A Consultation Process – Supporting Effective Instruction

RYSS Texas Public Schools conducted a district-level ESSA Meaningful Consultation meeting for Title II, Part A on May 18, 2026. Participants included district leaders, campus administrators, teachers, instructional staff, and community stakeholders. During the consultation, stakeholders reviewed ESSA requirements, allowable uses of Title II funds, current program implementation, and projected funding allocations.

Stakeholders identified priorities related to recruiting, developing, supporting, and retaining effective teachers, principals, and instructional staff. Discussion topics included districtwide professional learning systems, PLC implementation, AP professional development, Social Studies and content-specific training, paraprofessional professional development, library services support, instructional technology integration, and AI-focused professional learning opportunities. Stakeholders also emphasized the importance of equity-based allocation of professional development resources and the use of student performance data to prioritize support. Feedback gathered through the consultation process informed the development of district professional development priorities and the allocation of Title II funds for the 2026–2027 school year.

Title III, Part A Consultation Process – Language Instruction for Emergent Bilingual Students

RYSS Texas Public Schools conducted a district-level ESSA Meaningful Consultation meeting for Title III, Part A on May 18, 2026. Participants included district staff, campus leaders, teachers, parents, and community stakeholders. Stakeholders reviewed current Title III programming, funding allocations, district emergent bilingual (EB) student performance, and allowable uses of Title III funds.

Stakeholders discussed strategies to support emergent bilingual students and their families, including language acquisition programs, supplemental instructional supports, parent and family engagement opportunities, newcomer and immigrant services, and professional development for staff serving EB students. Additional discussion focused on parent ESL opportunities, academic support for families, coordination with community-based ESL and citizenship programs, and strengthening support systems for newcomer students. Consultation feedback informed planning for Title III-funded activities and services designed to improve English language proficiency, academic achievement, family engagement, and support for emergent bilingual and immigrant students during the 2026–2027 school year.

Title IV, Part A Consultation Process – Student Support and Academic Enrichment

RYSS Texas Public Schools conducted a district-level ESSA Meaningful Consultation meeting for Title IV, Part A on May 18, 2026. Participants included district administrators, campus leaders, teachers, parents, and community stakeholders. Stakeholders reviewed allowable uses of Title IV funds, current program implementation, district priorities, and projected funding allocations.

Discussion focused on supporting a well-rounded education, improving school conditions for learning, and enhancing the effective use of technology. Stakeholders identified priorities including fine arts partnerships, music and enrichment programs, extracurricular opportunities, student leadership and enrichment activities, digital literacy resources, library supports, student device monitoring solutions, and safe and healthy school initiatives. Participants also discussed ways to expand student access to enrichment opportunities while ensuring all proposed activities were aligned to identified campus needs and student achievement goals. Stakeholder feedback informed the development of Title IV priorities and funding decisions related to student enrichment, safe and healthy schools, technology integration, and well-rounded educational opportunities for the 2026–2027 school year.

Conclusion

The results of the consultation process were used to develop and refine district goals, objectives, strategies, and federal funding priorities for the 2026–2027 school year. All consultation activities were documented through agendas, sign-in sheets, presentations, meeting minutes, stakeholder feedback, Comprehensive Needs Assessment records, and planning artifacts. Documentation is maintained by the district to demonstrate compliance with ESSA requirements and to support ongoing monitoring and continuous improvement efforts.

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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) RYSS will ensure campuses implement standards-aligned curriculum, effective instructional practices, and comprehensive assessment systems that support and monitor student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the RYSS Unified Coaching Guide through SIBME to provide teachers with recurring, job-embedded coaching cycles that include an identified instructional goal, classroom evidence or video, actionable feedback, teacher reflection, and documented follow-up. District and campus leaders will review SIBME coaching reports each grading period to monitor completion, identify districtwide instructional trends, and determine additional professional-learning needs. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.2)	Bilingual ESL Director, Chief School Officer, District Directors, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Principal(s)	8/2026-6/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Blended Learning Grant, (S)HB3 Mentor Allotment, (S)PREP Mentorship	Criteria: Sibme coaching reports Coaching cycle completion logs Classroom walkthrough/T-TESS data Teacher survey data
2. Implement a districtwide Professional Learning Community (PLC) framework through ongoing training, coaching, and collaborative planning in partnership with Solution Tree. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: PLC agendas, sign-in sheets, and minutes Lesson plans/internalization and common planning artifacts Teacher survey data Campus formative assessment data (DMAC)
3. Facilitate districtwide vertical PLCs to strengthen curriculum alignment, instructional consistency, and the effective use of assessment data across grade levels and content areas. (Title I SW Elements: 2.2,2.5) (Target Group: All,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5.1,5.2,5.3)	Chief School Officer, District Directors, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Literacy Coach	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: PLC agendas, sign-in sheets, and minutes Lesson plans/internalization and common planning artifacts Teacher survey data Campus formative assessment data (DMAC)
4. Implement a districtwide student-data monitoring process using DMAC, accountability projection tools, district assessments, i-Ready in grades K–5, and IXL in grades 6–8. District	Chief School Officer, Data Quality, Executive Director of Elementary Education, Executive Director of Schools	8/2026-6/2027	(F)Title I, A, (S)Local Funds	Criteria: Data conference artifacts and action plans Fall Common Assessment data STAAR Interim data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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) RYSS will ensure campuses implement standards-aligned curriculum, effective instructional practices, and comprehensive assessment systems that support and monitor student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and campus leadership teams will review BOY, MOY, EOY, and interim progress-monitoring data during scheduled data conferences to identify students requiring additional support, adjust instructional groupings and interventions, and monitor progress toward campus and district goals. (Title I SW Elements: 1.1,2.2) (Target Group: All,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 4) (ESF: 5.3)	Office & Compliance, Executive Director of Secondary Education, School Improvement Officer			STAAR Mock data iReady or IXL BOY, MOY, EOY growth data CIRCLE data Summit K12 data DMAC formative assessment reports Intervention and regrouping records

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 2. (Early Literacy) RYSS will increase the percentage of K-2 students reading on or above grade level in English and Spanish from 58% to 60% as measured by the iReady EOY Reading assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will continue to send K through 3rd grade teachers to the required Reading Academy training to meet HB 3 requirements. (Title I SW Elements: 2.5) (Target Group: BI,ESL,EB,SPED,AtRisk,K,1st,2nd,3rd) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3)	Chief School Officer, Director of Early Childhood, Principal(s)	8/2026-4/2027	(S)Local Funds, (S)Teacher Incentive Allotment	Criteria: Teacher completion/certification Completion of 4 coaching cycles/teacher
2. The district will hold its fourth annual literacy symposium to kick off the school year with a focus on reading and writing, aligned to district goals and instructional framework. (Title I SW Elements: 2.5,2.6) (Target Group: All,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,2) (ESF: 3,3.1,5,5.1)	Director of Early Childhood, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Literacy Coach	8/2026	(F)Title II Part A Supporting Effective Instruction	Criteria: Participant surveys Attendance records Implementation evidence from classroom observations
3. Provide annual curriculum development and instructional planning days to strengthen literacy instruction, curriculum alignment, and implementation of HQIM. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 2.1,4.1,5.3)	Bilingual ESL Director, Chief School Officer, Director of Early Childhood, District Directors, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach, Teacher(s)	6-8/2026; 6-8/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: Completed scope and sequence documents Updated curriculum resources Participant surveys HQIM implementation evidence
4. Implement targeted early literacy intervention programs and supplemental instructional resources to strengthen phonemic awareness, phonics, fluency, vocabulary, and reading comprehension for at-risk students identified through screening and progress monitoring data. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ESL,EB,SPED,AtRisk,PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.1,5.3,5.4)	Director of Early Childhood, Executive Director of Elementary Education, Instructional Specialist/Coordinator, Literacy Coach	8/2026-6/2027	(F)Title I, A, (S)Blended Learning Grant, (S)EMAT, (S)Local Funds	Criteria: CIRCLE BOY/MOY/EOY data iReady BOY/MOY/EOY Reading data Progress monitoring data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 3. (Grades 3-12 Literacy) RYSS will increase the percentage of students meeting or exceeding grade-level expectations in STAAR RLA 3-8, English I EOC, and English II EOC from 52% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will hold its fourth 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: All,ESL,EB,SPED,GT)	Chief School Officer, Director of Early Childhood, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach	8/2026	(F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: Participant surveys Attendance records Implementation evidence from classroom observations
2. Provide annual curriculum development and instructional planning days to strengthen literacy instruction, curriculum alignment, and implementation of HQIM. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,ESL,EB,SPED,GT,AtRisk,Dys,504,3rd,4th,5th,6th,7th ,8th,9th,10th) (Strategic Priorities: 1,2,4) (ESF: 2,2.1,4,4.1,5.3)	Bilingual ESL Director, Chief School Officer, District Directors, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach, Teacher(s)	6-8/2026; 6-8/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: Completed scope and sequence documents Updated curriculum resources Participant surveys HQIM implementation evidence
3. Implement districtwide student data conference protocol to monitor progress, identify instructional priorities, and support campus action planning. (Title I SW Elements: 2.2,2.5) (Target Group: All,ESL,EB,SPED,GT,AtRisk,3rd,4th,5th,6th,7th ,8th,9th,10th) (ESF: 1,1.1,1.2,4,4.1,5.3)	Chief School Officer, Data Quality, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, Principal(s), School Improvement Officer, Teacher(s)	8/2026-6/2027	(F)Title I, A, (S)Local Funds	Criteria: Data conference artifacts and action plans Fall Common Assessment data STAAR Interim data STAAR Mock data iReady or IXL BOY, MOY, EOY growth data DMAC formative assessment reports
4. Provide evidence-based supplemental instructional resources and intervention programs (e.g., Sirius Education Solutions, IXL, and other approved instructional supports) to accelerate learning for at-risk students requiring Tier II and Tier III interventions. (Title	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Title I, A, (S)Blended Learning Grant, (S)EMAT, (S)Local Funds	Criteria: iReady/IXL growth reports Intervention progress monitoring Fall Common Assessment data Campus formative assessment data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 3. (Grades 3-12 Literacy) RYSS will increase the percentage of students meeting or exceeding grade-level expectations in STAAR RLA 3-8, English I EOC, and English II EOC from 52% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,ESL,EB,SPED,AtRisk,HS) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.3,5.4)				STAAR Interim and Mock results
5. Implement Curipod as a supplemental instructional resource to increase standards-aligned writing in RLA, mathematics, science, and social studies. Teachers will provide recurring opportunities for students to construct written responses, use evidence, receive feedback, and revise their writing. Curipod's bilingual and language-development activities will also be used to provide targeted listening, speaking, reading, and writing practice for Emergent Bilingual students in preparation for TELPAS. Campus leaders and instructional staff will review student responses, lesson reports, and classroom implementation evidence during PLCs and coaching cycles. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.2)	Chief School Officer, District Directors, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator	8/2026-6/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction	Criteria: Curipod usage and lesson reports Student writing samples and revisions Walkthrough evidence of writing across content areas Common-assessment written responses TELPAS progress-monitoring data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 4. (Early Mathematics) RYSS will increase the percentage of K-2 students performing on or above grade level in mathematics from 55% to 60% as measured by the iReady EOY Math assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Leverage grant-funded blended learning resources to expand targeted mathematics intervention through adaptive instructional technology, teacher-led small-group instruction, and ongoing progress monitoring, specifically targeting 1st grade students (Target Group: ECD,ESL,EB,SPED,GT,AtRisk,1st)	Chief School Officer, Executive Director of Elementary Education, Literacy Coach, Principal(s)	8/2026-6/2027	(S)Blended Learning Grant	Criteria: iReady growth reports Intervention progress monitoring Campus formative assessment data Sibme coaching reports Coaching cycle completion logs Classroom walkthrough/T-TESS data
2. Provide annual curriculum development and instructional planning days to strengthen math instruction, curriculum alignment, and implementation of HQIM. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,504,K,1st,2nd) (Strategic Priorities: 1,2,4) (ESF: 2,2.1,4,4.1,5.3)	Bilingual ESL Director, Chief School Officer, Director of Early Childhood, Executive Director of Elementary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach, Teacher(s)	6-8/2026; 6-8/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: Completed scope and sequence documents Updated curriculum resources Participant surveys HQIM implementation evidence
3. Facilitate districtwide vertical PLCs to strengthen curriculum alignment, instructional consistency, and collaboration across grade levels. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ESL,EB,SPED,GT,AtRisk,504,K,1st,2nd) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5.1,5.2,5.3)	Bilingual ESL Director, Chief School Officer, Director of Early Childhood, Executive Director of Elementary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach, Principal(s), Teacher(s)	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)Teacher Incentive Allotment	Criteria: PLC agendas, sign-in sheets, and minutes Lesson plans/internalization and common planning artifacts Teacher survey data Campus formative assessment data (DMAC)
4. Provide evidence-based mathematics intervention resources and supplemental instructional materials to strengthen number sense, problem solving, and mathematical reasoning for at-risk students requiring Tier II and Tier III supports. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,EB,SPED,AtRisk,HS,504,K,1st,2nd) (Strategic Priorities: 2,4) (ESF:	Chief School Officer, Executive Director of Elementary Education, Principal(s), Special Education Director, Teacher(s)	8/2026-6/2027	(F)Title I, A, (S)Blended Learning Grant, (S)EMAT, (S)Local Funds	Criteria: iReady/IXL growth reports Intervention progress monitoring Campus formative assessment data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 4. (Early Mathematics) RYSS will increase the percentage of K-2 students performing on or above grade level in mathematics from 55% to 60% as measured by the iReady EOY Math assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1,1.1,1.2,4,4.1,5.1,5.3)				

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 5. (Grades 3-12 Mathematics) RYSS will increase the percentage of students meeting or exceeding grade-level expectations in STAAR Math 3-8 and Algebra I EOC from 51% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue implementation of Advanced Math pathway for students in grades 6-12, allowing them to take Algebra in 8th grade and courses such as AP Calculus and UT OnRamps College Algebra in 12th grade. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: EB,SPED,GT,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3) (ESF: 4,5)	Executive Director of Secondary Education, Instructional Specialist/Coordinator, Teacher(s)	8/2026-6/2027	(F)Title I, (S)Local Funds	Criteria: PEIMS advanced course enrollment Algebra I completion rates STAAR Algebra I performance STAAR Math 8 performance for Grade 7 AP/dual credit/UT OnRamps math course enrollment and completion
2. Provide annual curriculum development and instructional planning days to strengthen math instruction, curriculum alignment, and implementation of HQIM. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,ESL,EB,SPED,GT,AtRisk,504,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,2,3,4) (ESF: 2,2.1,4,4.1,5.3)	Bilingual ESL Director, Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	6-8/2026; 6-8/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: Completed scope and sequence documents Updated curriculum resources Participant surveys HQIM implementation evidence
3. Implement districtwide student data conference protocol to monitor progress, identify instructional priorities, and support campus action planning. (Title I SW Elements: 2.2,2.5) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,504,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5.3)	Chief School Officer, Data Quality, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, School Improvement Officer	8/2026-6/2027	(F)Title I, A, (S)Local Funds	Criteria: Data conference artifacts and action plans Fall Common Assessment data STAAR Interim data STAAR Mock data iReady or IXL BOY, MOY, EOY growth data DMAC formative assessment reports
4. Provide evidence-based supplemental instructional resources and intervention programs (e.g., Sirius Education Solutions, IXL, and other approved instructional supports) to accelerate learning for at-risk students requiring Tier II and Tier III interventions. (Title	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Title I, A, (S)Blended Learning Grant, (S)EMAT, (S)Local Funds	Criteria: iReady/IXL growth reports Intervention progress monitoring Fall Common Assessment data Campus formative assessment data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 5. (Grades 3-12 Mathematics) RYSS will increase the percentage of students meeting or exceeding grade-level expectations in STAAR Math 3-8 and Algebra I EOC from 51% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
I SW Elements: 2.2,2.5) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,504,3rd,4th ,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5.3)				STAAR Interim and Mock results

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 6. (Science) RYSS will increase the percentage of students meeting or exceeding grade-level expectations in STAAR Science 5, 8, and Biology from 58% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen science instruction through districtwide TEKS alignment, collaborative curriculum planning, and vertical alignment to improve instructional coherence and student achievement across K–12. (Title I SW Elements: 2.2,2.5) (Target Group: All,ESL,EB,SPED,GT,AtRisk,504,K,1st,2nd,3rd,4th,5th,8th,9th) (Strategic Priorities: 4) (ESF: 1.2,2.1,4.1,5.3)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach	8/2026-6/2027	(F)Title I, A, (S)Teacher Incentive Allotment	Criteria: Fall Common Assessment Campus formative assessment data STAAR Interim Science data STAAR Mock Science data STAAR Science data
2. Provide annual curriculum development and instructional planning days to strengthen science instruction, curriculum alignment, and implementation of HQIM. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ESL,EB,SPED,GT,AtRisk,504,5th,8th,9th) (Strategic Priorities: 1,4) (ESF: 2,2.1,4,4.1,5.3)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Teacher(s)	6-8/2026; 6-8/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: Completed scope and sequence documents Updated curriculum resources Participant surveys HQIM implementation evidence
3. Implement districtwide student data conference protocol to monitor progress, identify instructional priorities, and support campus action planning. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,504,5th,8th,9th) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,4,4.1,5.3)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, Principal(s), School Improvement Officer, Teacher(s)	8/2026-6/2027	(F)Title I, A, (S)Local Funds	Criteria: Data conference artifacts and action plans Fall Common Assessment data STAAR Interim data STAAR Mock data DMAC formative assessment reports
4. Provide evidence-based supplemental instructional resources and intervention programs (e.g., Sirius Education Solutions, IXL, and other approved instructional supports) to accelerate learning for at-risk students requiring Tier II and Tier III interventions. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,504,5th,8th,9th) (Strategic Priorities: 4) (ESF: 1.2,4,4.1,5.3,5.4)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Title I, A, (S)EMAT, (S)Local Funds	Criteria: IXL growth reports Intervention progress monitoring Fall Common Assessment data Campus formative assessment data STAAR Interim and Mock results

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 7. (Social Studies) RYSS will increase the percentage of students meeting or exceeding grade-level expectations in STAAR Social Studies 8 and US History EOC from 44% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support implementation of high-quality instructional materials, curriculum planning, and professional learning to strengthen social studies instruction and improve student outcomes in Grade 6-8 Social Studies and U.S. History. (Title I SW Elements: 2.2,2.5) (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,504,6th,7th ,8th,11th) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,4.1,5.3)	Chief School Officer, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Principal(s)	8/2026-6/2027	(F)Title I, A, (S)EMAT, (S)Local Funds	Criteria: Fall Common Assessment Campus formative assessment data STAAR Interim Social Studies 8 & USH data STAAR Mock Social Studies 8 & USH data STAAR Social Studies 8 & USH data
2. Provide annual curriculum development and instructional planning days to strengthen history instruction, curriculum alignment, and implementation of HQIM. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ESL,EB,SPED,GT,AtRisk,504,8th,11th) (Strategic Priorities: 1,4) (ESF: 2,2.1,4,4.1,5.3)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Teacher(s)	6-8/2026; 6-8/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Teacher Incentive Allotment	Criteria: Completed scope and sequence documents Updated curriculum resources Participant surveys HQIM implementation evidence
3. Implement districtwide student data conference protocol to monitor progress, identify instructional priorities, and support campus action planning. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ESL,EB,SPED,GT,AtRisk,504,8th,11th) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5.3)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, Principal(s), School Improvement Officer, Teacher(s)	8/2026-6/2027	(F)Title I, A, (S)Local Funds	Criteria: Data conference artifacts and action plans Fall Common Assessment data STAAR Interim data STAAR Mock data DMAC formative assessment reports
4. Provide evidence-based supplemental instructional resources and intervention programs (e.g., Sirius Education Solutions, IXL, and other approved instructional supports) to accelerate learning for at-risk students requiring Tier II and Tier III interventions. (Title I SW Elements: 2.2,2.5,2.6) (Target Group:	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Title I, A, (S)EMAT, (S)Local Funds	Criteria: IXL growth reports Intervention progress monitoring Fall Common Assessment data Campus formative assessment data STAAR Interim and Mock results

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 7. (Social Studies) RYSS will increase the percentage of students meeting or exceeding grade-level expectations in STAAR Social Studies 8 and US History EOC from 44% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ESL,EB,SPED,GT,AtRisk,504,8th,11th) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,4,4.1,5.3)				

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 8. (Special Populations of Students) RYSS will increase academic achievement outcomes for special populations, including Emergent Bilingual, Special Education, Gifted and Talented, and other identified at-risk student groups, as measured by state assessment data growth from Spring 2026 to Spring 2027.

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. (Title I SW Elements: 2.2,2.6) (Target Group: BI,ESL,EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3.3,5.1,5.3)	Bilingual ESL Director, Chief School Officer, Executive Director of Elementary Education	July-September 2026	(F)Title I, A, (F)Title III Bilingual / ESL, (S)EMAT, (S)Local Funds	Criteria: Published guidelines Campus master schedules and feedback LPAC BOY meeting minutes Check-ins with campus LPAC coordinators Classroom observations
2. Continue to implement Summit K-12 Connect to Literacy program to improve the English proficiency of EB students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ESL,EB) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.3)	Bilingual ESL Director, Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Title III Bilingual / ESL	Criteria: Summit K12 usage and benchmark reports TELPAS progress monitoring TELPAS results
3. Continue the implementation of Goalbook for Special Education teachers to report and communicate on interventions. (Title I SW Elements: 2.2,2.6) (Target Group: SPED,504) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3.3,5.3,5.4)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Special Ed Teachers, Special Education Director	8/2026-6/2027	(F)IDEA Special Education	Criteria: Goalbook documentation IEP progress monitoring ARD documentation Student growth data
4. Provide professional learning on the English Language Proficiency Standards (ELPS), including Proficiency Level Descriptors (PLDs), language functions, and implementation of updated ELPS requirements to strengthen instruction for Emergent Bilingual students. (Title I SW Elements: 2.5,2.6) (Target Group: All,BI,ESL,EB) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,5.3)	Bilingual ESL Director, Chief School Officer, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education	8/2026	(F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Teacher Incentive Allotment	Criteria: Participant surveys Classroom walkthrough evidence of ELPS implementation Summit K12 benchmark reports iReady/IXL Reading growth data TELPAS results

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 9. (College, Career and Military Readiness (CCMR)) RYSS will ensure at least 90% of graduates continue meeting College, Career, and Military Readiness (CCMR) indicators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the total number of students who earn an Industry-Based Certification offered in CTE courses by 20%. (Title I SW Elements: 2.2,2.4) (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, Executive Director of Secondary Education, Principal(s)	June 2027	(F)Cal Perkins, (S)Local Funds	Criteria: CCMR Tracker PEIMS reports Industry certification reports
2. Use the Texas Education Exchange CCMR Insights dashboard, the district CCMR tracker, PEIMS records, transcripts, and student Personal Graduation Plans to monitor each secondary student's progress toward CCMR indicators and Programs of Study. District and campus teams will review student-level CCMR data at least monthly, identify students who are not on track, and document advising, course-placement, testing, credential, dual-credit, or other targeted actions needed for each student to meet a CCMR indicator. (Title I SW Elements: 2.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, DCSI, Principal(s)	10/2026	(F)Cal Perkins, (F)CTE Basic Grant, (S)Local Funds	Criteria: RYSS Academic Planning Guide for master scheduling CCMR Tracker PEIMS reports Industry certification reports Student PGPs CCMR Insights dashboard reports
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. (Title I SW Elements: 1.1,2.3,3.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Chief School Officer, Counselors, Executive Director of Secondary Education, Principal(s)	January 2027	(F)Cal Perkins, (F)Title I, A, (S)Local Funds	Criteria: Sign-in sheets Parent & student surveys Artifacts, i.e. financial aid resources Referral data for GRADcafe
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	Chief School Officer, Counselors, Executive Director of Elementary Education, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Cal Perkins, (F)Title I, (S)Local Funds	Criteria: RYSS Academic Planning Guide for master scheduling CCMR Tracker PEIMS reports Industry certification reports Student PGPs

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

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 9. (College, Career and Military Readiness (CCMR)) RYSS will ensure at least 90% of graduates continue meeting College, Career, and Military Readiness (CCMR) indicators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
transitions from high school to career or college pathways. (Title I SW Elements: 2.4,2.6) (Target Group: All,CTE,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.1,5.2,5.3)				
5. Strengthen district leadership capacity to effectively lead, implement, and support Career and Technical Education (CTE) and College, Career, and Military Readiness (CCMR) initiatives. (Title I SW Elements: 2.4,2.5) (Target Group: CTE) (Strategic Priorities: 1,3,4) (ESF: 1.1)	Chief School Officer, Executive Director of Elementary Education	8/2026-6/2027	(F)Title I, (S)State Compensatory	Criteria: Training completion certificates Training artifacts Coaching and feedback logs CCMR Tracker PEIMS reports Industry certification reports

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Student Support Services) RYSS will align academic, behavioral, social-emotional, and community resources to address barriers that may hinder student achievement and well-being.

Objective 1. (Student Support Services) RYSS will implement and strengthen the Community School model through integrated supports, partnerships, and referral systems that address academic, behavioral, social-emotional, and mental health needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Student Assistance Form (SAF) through PurpleSense as the districtwide referral process for connecting students and families to Tejano Center programs, school-based supports, and community resources. Designated campus staff will identify student or family needs, submit referrals, coordinate with the appropriate program staff, and document follow-up and referral outcomes in accordance with district procedures. (Title I SW Elements: 1.1,2.6) (Target Group: All,ECD,AtRisk,FC,HS) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Outreach and Strategy Chief	8/2026-6/2027	(F)Title I, A, (S)Local Funds	Criteria: PurpleSense SAF submission and referral reports Referral status and follow-up documentation Number of students and families connected to services Referral completion or closure data Identified service gaps and district follow-up actions Student and family feedback, when available Title I Crate artifacts Discipline data (PEIMS) Attendance reports Counselor documentation
2. Coordinate school-based and community wraparound services for students and families referred through the Student Assistance Form (SAF). Based on the identified need, designated staff will connect families to available academic, behavioral, mental health, health, food, housing, adult education, or other applicable services; confirm that contact was made; and document any additional follow-up required. (Title I SW Elements: 2.6) (Target Group: All,ECD,AtRisk,Dys,FC,HS) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Chief School Officer, Counselors, District PFE Coordinator, Executive Director of Schools Office & Compliance, Outreach and Strategy Chief, Principal(s)	8/2026-6/2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds, (S)State Compensatory	Criteria: Referral data (i.e. PurpleSense, Salesforce, Cariina) Family participation records Title I Crate artifacts Discipline data (PEIMS) Attendance reports Counselor documentation Student and Family survey data
3. Monitor the implementation and impact of the Student Assistance Form and other integrated student-support services. District and campus teams will review PurpleSense referral data, including the number and type of requests, students and families served, referral status, follow-up actions, and identified service	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Outreach and Strategy Chief	8/2026-6/2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds, (S)State Compensatory	Criteria: Referral data (i.e. PurpleSense, Salesforce, Cariina) Family participation records Title I Crate artifacts Discipline data (PEIMS) Attendance reports Counselor documentation

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Student Support Services) RYSS will align academic, behavioral, social-emotional, and community resources to address barriers that may hinder student achievement and well-being.

Objective 1. (Student Support Services) RYSS will implement and strengthen the Community School model through integrated supports, partnerships, and referral systems that address academic, behavioral, social-emotional, and mental health needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
gaps, to improve coordination between campuses, Tejano Center programs, and community partners. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1.2,3.3,3.4)				Student and Family survey data
4. Implement Texas ACE afterschool and summer programming to provide participating students with school-day-aligned academic support, high-impact tutoring, well-rounded enrichment, college and career readiness experiences, and family-engagement opportunities. Campus and Texas ACE staff will use attendance, academic, and student-needs data to identify and recruit students who would benefit from extended learning and will monitor participation, program quality, and student outcomes throughout the year. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 3.3,3.4)	ACE Campus Site Coordinator, ACE Site Director, Chief Financial Officer, Chief School Officer, Principal(s)	8/2026-6/2027	(F)Title I, A, (S)Nita M. Lowey 21st Century (ACE)	Criteria: Texas ACE enrollment and attendance records Student participation and dosage reports Tutoring and enrichment schedules Pre/post academic or progress-monitoring data Family-engagement participation Program-quality and grant-compliance documentation

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Student Support Services) RYSS will align academic, behavioral, social-emotional, and community resources to address barriers that may hinder student achievement and well-being.

Objective 2. (School Climate & Student Well-Being) RYSS will support campuses in developing students' social-emotional competencies, self-regulation, and problem-solving skills through evidence-based practices and intervention systems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide teachers, counselors, and campus leaders with ongoing professional learning and implementation support in grief-informed care, trauma-informed practices, student self-regulation, de-escalation, and appropriate referral procedures. Campus teams will reinforce the practices through staff meetings, coaching, case consultation, and review of implementation evidence to strengthen educators' ability to identify and respond to student needs. (Title I SW Elements: 1.1,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 1.1,3.2,3.3)	Chief Operating Officer, Chief School Officer, Counselors, Executive Director of Elementary Education, Executive Director of Secondary Education	8/2026-6/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts Counselor documentation Discipline data (PEIMS) Attendance reports
2. Implement LoveScaping at RYSS Primary School at Broadway, RYSS Early Childhood Academy at Leonel Castillo Community Center, RYSS Early Childhood Academy at OST, and RYSS Middle School at East Aldine and Conscious Discipline at RYSS Academy at Pasadena to address self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. District and campus teams will establish grade-appropriate implementation expectations, train campus staff, provide instructional resources, and monitor implementation through lesson records, walkthroughs, counselor documentation, student feedback, and discipline and attendance trends (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 3,4) (ESF: 1.1,3.1,3.2,3.3,5.4)	Chief School Officer, Counselors, Director of Early Childhood, District PFE Coordinator, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Stronger Connections Grant, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Staff training and completion records Campus implementation expectations Lesson or implementation records Classroom walkthrough evidence Counselor documentation Student feedback Discipline and attendance trends
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	Assistant Principal/Dean of Instruction, Chief School Officer, Executive Director of Schools Office & Compliance, Principal(s)	Fall 2026	(S)Local Funds	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts Counselor documentation Discipline data (PEIMS) Attendance reports

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Student Support Services) RYSS will align academic, behavioral, social-emotional, and community resources to address barriers that may hinder student achievement and well-being.

Objective 2. (School Climate & Student Well-Being) RYSS will support campuses in developing students' social-emotional competencies, self-regulation, and problem-solving skills through evidence-based practices and intervention systems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
offered through Vector Solutions Learning Online Resource, ESC Region IV, HCDE, Texas School Safety Center, and other approved providers. (Target Group: All,ECD,AtRisk) (ESF: 3.2,3.3)				
4. All secondary campuses will offer Dating Violence training to students beginning in 7th grade. (Title I SW Elements: 1.1,2.6) (Target Group: 7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Chief School Officer, Counselors, Executive Director of Secondary Education, Principal(s)	Fall 2026	(S)Local Funds	Criteria: Completion reports Implementation artifacts Counselor documentation Discipline data (PEIMS)

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Student Support Services) RYSS will align academic, behavioral, social-emotional, and community resources to address barriers that may hinder student achievement and well-being.

Objective 3. (Attendance & Student Engagement) RYSS will improve student attendance from 94.2% to 97% and reduce chronic absenteeism through targeted prevention, intervention, and family engagement efforts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a districtwide attendance early-warning process using the Texas Education Exchange Leadership Analytics dashboard, ASCENDER, and PEIMS attendance reports. District and campus leaders will review attendance and chronic-absence data weekly, disaggregate results by campus and student group, identify students approaching campus-established intervention triggers, and document the outreach, support, referral, or individualized attendance plan provided. Leadership teams will monitor follow-up results until attendance improves or additional intervention is initiated. (Title I SW Elements: 2.2,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.2,3.3)	Chief School Officer, Data Quality, Executive Director of Schools Office & Compliance, Principal(s)	8/2026-6/2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Leadership Analytics attendance and chronic-absence reports Attendance Plans Campus attendance data tracking systems Ascender attendance reports PEIMS attendance reports Chronic absenteeism reports Truancy intervention documentation
2. Provide tiered interventions for students identified through weekly attendance reviews as chronically absent or at risk of chronic absenteeism. Interventions may include same-day family contact, student conferences, attendance trackers, family meetings, individualized attendance plans, counseling, SAF referrals, transportation or wraparound support, and truancy-prevention actions. Campus attendance teams will document the intervention provided and review student progress weekly until attendance improves or the support plan is intensified. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3,5.4)	Chief School Officer, Data Quality, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Attendance Plans Campus attendance data tracking systems Ascender attendance reports PEIMS attendance reports Chronic absenteeism reports Truancy intervention documentation
3. Implement campus attendance-recognition practices that reinforce improved and sustained attendance without penalizing students for excused absences or circumstances beyond their control. Campuses	Chief School Officer, Counselors, Data Quality, Executive Director of Schools Office & Compliance, Principal(s)	8/2026-6/2027	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Artifacts of student recognition efforts Campus attendance data tracking systems Ascender attendance reports

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 2. (Student Support Services) RYSS will align academic, behavioral, social-emotional, and community resources to address barriers that may hinder student achievement and well-being.

Objective 3. (Attendance & Student Engagement) RYSS will improve student attendance from 94.2% to 97% and reduce chronic absenteeism through targeted prevention, intervention, and family engagement efforts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
will recognize individual students, grade levels, or groups based on measurable improvement and positive attendance habits and will review participation and attendance data each grading period to determine whether the incentives are reaching students with the greatest need. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)				PEIMS attendance reports
4. Coordinate with Tejano Center programs and community partners to address health, transportation, housing, family, behavioral, and other barriers contributing to student absenteeism. Campus staff will use the Student Assistance Form to request support, document services provided, and review unresolved attendance barriers during campus attendance meetings. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 1.2,3.2,3.3,3.4)	Chief School Officer, Counselors, District PFE Coordinator, Executive Director of Schools Office & Compliance, Outreach and Strategy Chief, Principal(s)	8/2026-6/2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Referral data Attendance Plans Campus attendance data tracking systems Ascender attendance reports PEIMS attendance reports Chronic absenteeism reports Truancy intervention documentation

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Parent and Family Engagement) RYSS will strengthen partnerships with families and community stakeholders to support student achievement and school success.

Objective 1. (Parent Capacity Building) RYSS will support and monitor campus family engagement activities that build parent capacity to support student learning and school success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide annual training and ongoing guidance to campus Parent and Family Engagement liaisons and Title I coordinators regarding required PFE activities, meaningful consultation, documentation standards, campus-family communication, and Title I Crate submissions. The District PFE Coordinator will conduct quarterly check-ins to review implementation, address gaps, and provide technical assistance before compliance deadlines. (Title I SW Elements: 3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Principal(s)	Fall 2026	(F)Title I, A	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts
2. Participate in TEA and ESC Region 4 professional learning related to Title I Parent and Family Engagement requirements and translate updated guidance into district procedures, training materials, calendars, and technical assistance for campus staff. Applicable updates and action steps will be communicated to campus leaders and Title I coordinators following each training. (Title I SW Elements: 2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1.1,3.1)	Assistant Principal/Dean of Instruction, Chief Financial Officer, Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Principal(s)	8/2026-6/2027	(F)Title I, A, (S)Local Funds	Criteria: PD artifacts, PD registration, notes from PD, action steps shared with appropriate staff members
3. Develop and maintain a districtwide Parent and Family Engagement calendar to coordinate annual events, communication, and outreach efforts across campuses. (Title I SW Elements: 2.2,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1.1,3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Principal(s)	8/2026-6/2027	(F)Title I, A	Criteria: Updated Title I Calendar of Events shared and referenced by appropriate staff Agendas, sign-in sheets, minutes, implementation artifacts maintained in the Title I Crate

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Parent and Family Engagement) RYSS will strengthen partnerships with families and community stakeholders to support student achievement and school success.

Objective 2. (Stakeholder Feedback and Consultation) RYSS will collect and analyze parent, family, and community feedback to identify needs and inform continuous improvement efforts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and administer district and campus parent-feedback instruments aligned with Title I Parent and Family Engagement requirements. Surveys will gather actionable feedback regarding communication, academic support, family learning needs, school climate, participation barriers, and preferred engagement opportunities. Campuses will communicate the survey in accessible formats and languages and use multiple distribution methods to increase participation. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance	8/2026-6/2027	(F)Title I, A	Criteria: Survey response data Survey completion rates Communication to parents
2. Analyze Culture and Climate survey results and other parent, family, and community feedback at least annually, disaggregating responses by campus and relevant participant groups when possible. District and campus teams will identify recurring needs, participation barriers, and recommended actions and document how the findings informed the CNA, DIP, CIPs, PFE policies, family-engagement activities, and allocation of applicable resources. A summary of findings and planned responses will be communicated to stakeholders. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Principal(s)	8/2026-4/2027	(F)Title I, A	Criteria: Survey response data Survey completion rates PFE policy revision artifacts CNA artifacts District ESSA Meaningful Consultation artifacts

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Parent and Family Engagement) RYSS will strengthen partnerships with families and community stakeholders to support student achievement and school success.

Objective 3. (ESSA Parent and Family Engagement Compliance) RYSS will provide training and support to campus leaders to ensure parent and family engagement activities align with ESSA requirements and district expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide districtwide Parent and Family Engagement training, in partnership with ESC Region 4, for campus and district leadership teams. Training will address ESSA requirements, meaningful consultation, required campus activities, PFE policies and compacts, documentation standards, evaluation of activities, and use of the Title I Crate. Participants will receive implementation resources and complete identified follow-up actions. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance	8/2026-12/2026	(F)Title I, A	Criteria: Service Agreement Agendas, sign-in sheets, minutes, implementation artifacts
2. Monitor campus Parent and Family Engagement activities and gather participant feedback to determine whether each activity increased families' knowledge or capacity to support student learning. Campuses will document participation, collect feedback tied to the activity's intended outcome, identify needed adjustments, and maintain agendas, materials, sign-in records, evaluations, and follow-up evidence in the Title I Crate. (Title I SW Elements: 2.1,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Principal(s), Teacher(s)	8/2026-5/2027	(F)Title I, A	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts maintained in the Title I Crate Participant feedback or evaluation results Evidence of increased family knowledge Documented adjustments to future PFE activities
3. Provide ongoing coaching, technical assistance, and quarterly monitoring to campus Title I coordinators to ensure compliance and continuous improvement in Parent and Family Engagement implementation. (Title I SW Elements: 2.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1.1,1.2,2.1,3.1,3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance	8/2026-6/2027	(F)Title I, A	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts Emails, memos, coaching logs Compliant Title I crates

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Parent and Family Engagement) RYSS will strengthen partnerships with families and community stakeholders to support student achievement and school success.

Objective 4. (Family and Community Partnerships) RYSS will strengthen partnerships among schools, families, Tejano Center programs, and community organizations to increase parent engagement and support student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide families with recurring learning opportunities explaining state academic standards, state and local assessments, assessment requirements, methods for monitoring student progress, and ways to work with educators to improve student achievement. Sessions will be offered through annual Title I meetings, family workshops, conferences, and digital resources in accessible formats and languages. Campuses will collect participation records and feedback demonstrating what families learned and what additional support they need. (Title I SW Elements: 2.3,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Principal(s)	8/2026-6/2027	(F)Title I, A	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts maintained in the Title I Crate Family workshop materials Participant feedback or exit responses Evidence of what families learned Identified requests for additional support
2. Provide materials and training that help families support learning at home based on identified campus and student needs. Topics may include early literacy, mathematics, writing, attendance, graduation and CCMR planning, support for Emergent Bilingual and Special Education students, and use of district instructional platforms such as i-Ready, IXL, Learning Ally, and other applicable resources. Campuses will provide guided practice, take-home or digital resources, and follow-up support and will evaluate participation and family feedback. (Title I SW Elements: 2.3,2.5,3.1,3.2) (Target Group: All,ECD,BI,ESL,EB,SPED,GT,CTE,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)	Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Principal(s)	8/2026-6/2027	(F)Title I, A	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts maintained in the Title I Crate
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	Chief School Officer, Executive Director of Schools Office & Compliance, Outreach and Strategy Chief, Principal(s)	8/2026-6/2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts maintained in the Title I Crate Examples of translated documents maintained in the Title

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 3. (Parent and Family Engagement) RYSS will strengthen partnerships with families and community stakeholders to support student achievement and school success.

Objective 4. (Family and Community Partnerships) RYSS will strengthen partnerships among schools, families, Tejano Center programs, and community organizations to increase parent engagement and support student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
understand (Title I SW Elements: 2.3,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3.4)				I Crate Translated district handbooks posted on RYSS website Translated CIPs and DIP posted on RYSS website
4. Collaborate with Tejano Center programs and community organizations to provide family-engagement opportunities and resources aligned with identified campus and family needs. The district will coordinate partner participation in family events, workshops, referrals, adult education, health and wellness services, college and career activities, and other applicable supports. District and campus teams will document partner contributions, family participation, referrals, feedback, and resulting follow-up actions to evaluate the reach and usefulness of each partnership. (Title I SW Elements: 2.1,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Chief School Officer, District PFE Coordinator, Executive Director of Schools Office & Compliance, Outreach and Strategy Chief, Principal(s)	8/2026-6/2027	(F)Title I, A, (S)Local Funds	Criteria: Agendas, sign-in sheets, minutes, implementation artifacts maintained in the Title I Crate Referral data (i.e. PurpleSense, Salesforce, Cariina) Family survey data Family participation data Referral and service-completion data Family feedback Documented follow-up actions

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) RYSS will recruit, support, and retain effective teachers and school leaders through strategic talent development, high-quality professional learning, leadership pipelines, mentorship opportunities, and systems that promote employee growth, effectiveness, and retention.

Objective 1. (Talent Development Pathways) RYSS will develop and expand teacher recruitment, certification, residency, mentorship, and career pathway opportunities to strengthen the educator pipeline.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen partnerships with universities, alternative certification programs, and Grow-Your-Own initiatives. (Title I SW Elements: 1.1,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1) (ESF: 1.1,2,2.1)	Chief Operating Officer, Chief School Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Human Resources	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)HB3 Mentor Allotment, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency	Criteria: Memorandums of Understanding (MOUs) Partnership planning meeting artifacts Candidate participation records Teacher residency/intern completion data Employment placement data
2. Expand teacher residency, mentoring, and induction programs. (Title I SW Elements: 1.1,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)	Chief Operating Officer, Executive Director of Elementary Education, Executive Director of Secondary Education, Human Resources	8/2026-2/2027	(F)Title II Part A Supporting Effective Instruction, (S)HB3 Mentor Allotment, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency	Criteria: Memorandums of Understanding (MOUs) Partnership planning meeting artifacts Candidate participation records Teacher residency/intern completion data Employment placement data New teacher orientation attendance Mentor assignment documentation Mentor meeting logs New teacher surveys Training artifacts
3. Develop career pathways and recruitment strategies to increase access to high-quality educators. (Title I SW Elements: 1.1,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1)	Chief Operating Officer, Chief School Officer, Human Resources	8/2026-2/2027	(F)Title II Part A Supporting Effective Instruction, (S)HB3 Mentor Allotment, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency, (S)Teacher Incentive Allotment	Criteria: Recruitment event participation records Partnership meeting agendas and planning artifacts (UTRGV, universities, ACP providers) Applicant pool data Vacancy reports Promotion/internal pipeline data Professional learning attendance

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) RYSS will recruit, support, and retain effective teachers and school leaders through strategic talent development, high-quality professional learning, leadership pipelines, mentorship opportunities, and systems that promote employee growth, effectiveness, and retention.

Objective 1. (Talent Development Pathways) RYSS will develop and expand teacher recruitment, certification, residency, mentorship, and career pathway opportunities to strengthen the educator pipeline.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Improve onboarding systems and support for new employees. (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)	Chief Operating Officer, Executive Director of Schools Office & Compliance, Human Resources, Outreach and Strategy Chief, Principal(s)	8/2026-2/2027	(F)Title II Part A Supporting Effective Instruction, (S)HB3 Mentor Allotment, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency	Criteria: New employee orientation attendance Mentor assignment documentation Mentor meeting logs New employee surveys Training artifacts Vacancy reports
5. Monitor recruitment effectiveness and workforce needs. (Title I SW Elements: 1.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 1.2,2,2.1)	Chief Financial Officer, Chief Operating Officer, Human Resources	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency	Criteria: Recruitment event participation records Applicant pool data Vacancy reports Hiring timelines PEIMS teacher certification data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) RYSS will recruit, support, and retain effective teachers and school leaders through strategic talent development, high-quality professional learning, leadership pipelines, mentorship opportunities, and systems that promote employee growth, effectiveness, and retention.

Objective 2. (Leadership Development) RYSS will develop and support aspiring leaders, teacher leaders, assistant principals, and principals through targeted professional learning, mentorship, and succession planning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement leadership development pathways for teacher leaders and campus administrators. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 1.2,2,2.1)	Chief Financial Officer, Chief Operating Officer, Chief School Officer, Human Resources, Outreach and Strategy Chief, Superintendent(s)	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)PREP Grow Your Own (GYO), (S)Teacher Incentive Allotment	Criteria: Leadership academy attendance Coaching documentation Participant surveys Promotion/internal pipeline data
2. Provide coaching, mentoring, and professional learning aligned to district priorities. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,3.1,5.2)	Assistant Principal/Dean of Instruction, Chief Operating Officer, Chief School Officer, Director of Early Childhood, District Directors, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Executive Director of Secondary Education, Human Resources, Principal(s), Special Education Director	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)HB3 Mentor Allotment, (S)Local Funds, (S)PREP Mentorship, (S)PREP Residency, (S)Teacher Incentive Allotment	Criteria: Sign-in sheets Agendas Professional learning artifacts Participant surveys Classroom walkthrough/T-TESS data
3. Establish succession planning processes for key instructional and leadership positions. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,3.1)	Chief Financial Officer, Chief Operating Officer, Chief School Officer, Human Resources, Outreach and Strategy Chief, Superintendent(s)	8/2026-6/2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)Teacher Incentive Allotment	Criteria: Process documentation Planning meeting artifacts Succession plans

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) RYSS will recruit, support, and retain effective teachers and school leaders through strategic talent development, high-quality professional learning, leadership pipelines, mentorship opportunities, and systems that promote employee growth, effectiveness, and retention.

Objective 3. (Recruitment and Retention) RYSS will implement recruitment, recognition, wellness, compensation, and retention initiatives that support a highly effective workforce and reduce employee turnover.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen employee wellness, work-life balance, and support systems. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 1.1,2,2.1,3.1)	Chief Operating Officer, Human Resources	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency	Criteria: Teacher retention data Principal retention data Exit interview themes Employee engagement surveys Campus and district recognition records
2. Promote employee recognition and engagement opportunities. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 2,2.1,3.1)	Chief Operating Officer, Chief School Officer, Human Resources, Outreach and Strategy Chief	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)PREP Mentorship, (S)Teacher Incentive Allotment	Criteria: Quarterly Synergy event attendance Participant surveys Employee engagement survey data Teacher of the Year nominations Campus and district recognition records TIA designation data Retention of TIA designated teachers
3. Conduct employee feedback and climate surveys to inform continuous improvement. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 1.2,2,2.1,3.1)	Chief Operating Officer, Human Resources, Outreach and Strategy Chief	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency	Criteria: Participant surveys Employee engagement survey data Survey completion rates Teacher retention data Principal retention data Exit interview themes
4. Implement retention initiatives and monitor turnover trends. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 1.2,2,2.1,3.1)	Chief Operating Officer, Human Resources	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)HB3 Mentor Allotment, (S)Local Funds, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP	Criteria: Employee engagement survey data Survey completion rates Teacher retention data Principal retention data Exit interview themes

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) RYSS will recruit, support, and retain effective teachers and school leaders through strategic talent development, high-quality professional learning, leadership pipelines, mentorship opportunities, and systems that promote employee growth, effectiveness, and retention.

Objective 3. (Recruitment and Retention) RYSS will implement recruitment, recognition, wellness, compensation, and retention initiatives that support a highly effective workforce and reduce employee turnover.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
			Residency	TIA stipend distribution records Leadership and extracurricular stipend distribution records Promotion/internal pipeline data
5. Foster a positive organizational culture that supports employee belonging and engagement. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 1.2,2,2.1,3.1)	Chief Financial Officer, Chief Operating Officer, Chief School Officer, Human Resources, Outreach and Strategy Chief	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (S)HB3 Mentor Allotment, (S)Local Funds, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency	Criteria: Quarterly Synergy event attendance Participant surveys Employee engagement survey data Campus and district recognition records Employee retention data

RAUL YZAGUIRRE SCHOOL FOR SUCCESS

Goal 4. (Recruit, Support and Retain Teachers and Principals) RYSS will recruit, support, and retain effective teachers and school leaders through strategic talent development, high-quality professional learning, leadership pipelines, mentorship opportunities, and systems that promote employee growth, effectiveness, and retention.

Objective 4. (Human Capital Systems and Processes) RYSS will strengthen human capital systems and processes to ensure operational excellence, regulatory compliance, and effective employee support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain HR policies and procedures aligned with legal and regulatory requirements. (Title I SW Elements: 2.2,2.3) (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 1.2,2,2.1,3.1,3.2)	Chief Operating Officer, Human Resources	8/2026-6/2027	(S)Local Funds	Criteria: Human Talent handbooks and policies Updated employee handbook revisions Board-approved policy updates Compliance documentation Employee communication artifacts Training artifacts Employee feedback surveys
2. Improve HR systems and reporting processes to support decision-making. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 1.2,2,2.1,3.1)	Chief Operating Officer, Human Resources	8/2026-6/2027	(S)HB3 Mentor Allotment, (S)Local Funds, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency	Criteria: Human Talent handbooks and policies Process documentation Training artifacts Employee feedback surveys Certification completion records HR staffing reports Applicant pool data Vacancy reports Hiring timelines
3. Standardize onboarding, evaluation, and personnel processes. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 1.2,2,2.1,3.1,5.2)	Chief Operating Officer, Chief School Officer, Human Resources, Outreach and Strategy Chief	8/2026-6/2027	(F)Title II Part A Supporting Effective Instruction, (S)HB3 Mentor Allotment, (S)Local Funds, (S)PREP Grow Your Own (GYO), (S)PREP Mentorship, (S)PREP Residency, (S)Teacher Incentive Allotment	Criteria: Human Talent handbooks and policies Process documentation Training artifacts Updated onboarding materials Mentor documentation Employee feedback surveys Evaluation data (i.e. T-TESS) Evaluation completion rates Growth plan processes Exit interview themes

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
IDEA Special Education	Federal
Title I, A	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
Blended Learning Grant	State
EMAT	State
GT Allotment	State
Local Funds	State
Nita M. Lowey 21st Century (ACE)	State
Phone Free Schools Grant	State
SPED Funding	State
State Compensatory	State
Teacher Incentive Allotment	State

26-27 Title I, Part A LEA Plan Addendum

The District Improvement Plan (DIP) serves as the LEA plan required for ESSA purposes. Raul Yzaguirre Schools for Success (RYSS) ensures all children receive a high-quality education and works to close any achievement gaps and provides assurances that the District will:

Description 1: Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]:

RYSS will monitor student progress toward meeting challenging State academic standards through the implementation of a comprehensive instructional program aligned to the Texas Essential Knowledge and Skills (TEKS). The district will support campuses using high-quality instructional materials, standards-aligned assessments, data analysis protocols, instructional coaching, and professional development.

Student progress will be monitored through:

- STAAR assessments
- TELPAS assessments
- Common Assessments
- Curriculum-based assessments
- iReady diagnostic and progress monitoring assessments
- Classroom formative assessments
- Attendance and intervention data

Students identified as at risk of academic failure will receive targeted supports including:

- Small-group instruction
- Tutorials and intervention programs
- Acceleration supports
- Progress monitoring cycles
- MTSS and RTI interventions
- Special population supports for Emergent Bilingual, Special Education, and Gifted/Talented students

The district will use assessment and program evaluation data to identify achievement gaps and implement instructional strategies designed to improve student outcomes and ensure all students have access to a high-quality education.

Description 2: Describe how the LEA will identify and address, as required under State plans as described in Section 111(g)(1)(B), and disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

RYSS will identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The district will monitor teacher certification status, years of experience, teacher assignment data, retention rates, and student performance outcomes. Strategies to address identified disparities include:

- Targeted recruitment efforts
- International teacher partnerships
- Teacher residency partnerships
- Student teacher pipeline development
- Mentor teacher programs
- Instructional coaching
- Professional learning communities
- Leadership development pathways
- Ongoing professional development aligned to campus needs

The district will annually review staffing patterns and make adjustments to promote access to effective educators across all campuses.

Description 3: Describe how the LEA will carry out its School Support and Improvement activities responsibilities under Section 111(d)(1) ad (2); [Section 1112(b)(3)].

As of the development of the 2026-2027 LEA Plan, RYSS does not have any campuses identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS).

Should a campus receive an accountability identification, the district will provide support through:

- Data analysis and root cause analysis
- Improvement planning
- Progress monitoring
- Professional development
- Instructional coaching
- Leadership support
- Resource allocation
- Technical assistance aligned to TEA requirements

The district will monitor accountability indicators annually and provide differentiated support to campuses as needed.

Description 4: Measure of Poverty: Describe the poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)]

RYSS Charter School utilizes the National School Lunch Program data to determine campus poverty levels and rank campuses for Title I, Part A eligibility and funding allocations.

Description 5: Describe the nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriated, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)]

All RYSS campuses operate schoolwide Title I programs.

Schoolwide programs are designed to improve academic achievement for all students through:

- High-quality instructional materials
- Supplemental instructional resources
- Professional development
- Family engagement activities
- Intervention and acceleration programs
- Academic supports for special populations
- Data-driven instructional planning

Where applicable, services will also be coordinated for students identified as homeless, migratory, foster care, or other at-risk populations.

Description 6: Describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)]

RYSS coordinates services for homeless children and youth in accordance with the McKinney-Vento Homeless Assistance Act. The district does not receive funding from TEHCY grants. Instead, the district has identified approximately 48 homeless students through its annual Comprehensive Needs Assessment process and has reserved approximately $6,800 in Title I, Part A funds to provide supplemental supports, representing approximately $141.67 per identified student.

Services may include:

- School supplies
- Uniforms and clothing assistance
- Transportation assistance
- Academic intervention services
- Counseling and social-emotional supports
- Technology access
- Family outreach and referral services

The district Homeless Liaison works collaboratively with campuses and community partners to ensure students experiencing homelessness have access to educational opportunities.

Description 7: Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116. Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.

RYSS will implement meaningful parent and family engagement opportunities that support student academic achievement and strengthen school-family partnerships.

Strategies include:

- Annual Title I meetings
- Parent advisory opportunities
- Campus family engagement events
- Parent-teacher conferences
- Family literacy and math nights
- Technology training workshops
- Parent surveys
- School-parent compacts
- Parent and Family Engagement Policies
- Communication through multiple languages and formats

The district will reserve at least 1% of its Title I allocation for parent and family engagement activities as required under ESSA.

Description 8: Describe how the LEA supports, coordinates and integrates services provided with Title 1 with early childhood education programs [Section 1112(b)(8)]

Although RYSS does not reserve a separate Title I, Part A allocation specifically for Prekindergarten programs, the district coordinates with district-facilitated early childhood programs to support student transitions into kindergarten. Strategies include:

- Curriculum alignment
- Family transition meetings
- Kindergarten readiness activities
- Summer bridge opportunities
- Collaboration among Pre-K and elementary staff
- Early literacy and numeracy initiatives

The district works to ensure students enter kindergarten prepared for academic success.

Description 9: Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115.

RYSS currently operates schoolwide Title I programs at eligible campuses. RYSS does not have a targeted assistance campus at this time.

Description 10: Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to post secondary.

RYSS supports effective student transitions through:

- Dual credit opportunities
- Career and Technical Education pathways
- College and career advising
- Postsecondary planning
- Industry-based certifications
- Partnerships with institutions of higher education
- Project GRAD
- LULAC educational initiatives
- Partnerships with Houston City College and South Texas College
- College, Career, and Military Readiness programming

The district also supports middle-to-high school transitions through academic planning, counseling services, and student orientation activities.

Description 11: The LEA Plan shall include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

RYSS monitors student discipline data by campus and student subgroup to identify potential disproportionality.

The district supports campuses through:

- Positive Behavior Intervention Supports (PBIS)
- Restorative practices
- Social-emotional learning initiatives
- Threat assessment procedures
- Student support teams
- Professional development related to behavior supports

Discipline data is reviewed regularly to reduce unnecessary removals from instructional settings and improve student outcomes.

Description 12: If applicable, the LEA Plan shall include how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] –

- **Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and**
- **Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.**

RYSS coordinates academic, career, and technical education programs to provide students with meaningful learning experiences connected to postsecondary and workforce opportunities.
Programs include:

- Career and Technical Education programs
- Industry partnerships
- Dual credit coursework
- Work-based learning opportunities
- Career exploration activities

These programs support both academic achievement and workforce readiness.

Description 13: Describe how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]

- **Assist schools in identifying and serving gifted and talented students;**
- **Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.**

RYSS utilizes Title I, Part A funds to provide supplemental academic supports and services identified through the Comprehensive Needs Assessment process. Funds are used to increase opportunities for students most at risk of not meeting state academic standards through intervention services, supplemental instructional resources, family engagement activities, professional learning, and other allowable activities that enhance the district's core instructional program.

Gifted and Talented students are served through local funds and district programming designed to provide advanced academic opportunities and enrichment experiences. While Title I funds are not specifically reserved for Gifted and Talented services, identified students benefit from improved instructional practices, teacher professional development, and enhanced academic programming supported through Title I initiatives.

RYSS supports effective school library and literacy programs using local funds and through the use of high-quality instructional materials, digital resources, literacy initiatives, and professional development designed to strengthen student access to information, reading engagement, and research skills. Title I funds may support literacy-related resources and instructional strategies when aligned to identified student needs and district priorities.

26-27 Title II, Part A Prioritization of Funds

Raul Yzaguirre Schools for Success (RYSS) operates a districtwide Title I Schoolwide program model serving all campuses. For the 2026–2027 school year, all nine campuses qualify as Schoolwide campuses, with an LEA low-income percentage of 94.68% and 2,142 students served. Due to the consistently high levels of economic disadvantage and similar instructional needs across campuses, RYSS administers Title II, Part A funds through a centralized model rather than allocating funds based on campus ranking. This supports districtwide efforts related to the recruitment, retention, support, and professional growth of teachers, principals, and other school leaders.

Funding decisions are informed by the District Comprehensive Needs Assessment (CNA), Campus Comprehensive Needs Assessments, stakeholder consultation, teacher certification data, teacher retention trends, student achievement data, educator effectiveness data, and staffing needs identified across the district.

Priority is given to activities that strengthen educator effectiveness and improve student outcomes. Potential uses of funds may include instructional coaching, professional development, mentoring, leadership development, and educator retention initiatives, as allowable under Title II, Part A requirements.

While Title II, Part A funds are budgeted and managed centrally, priority is given to campuses and initiatives demonstrating the greatest need, including campuses identified through district data analysis, campuses serving high percentages of economically disadvantaged students, and campuses requiring additional support to improve educator effectiveness and student outcomes.

Annual funding decisions are reviewed through the District Improvement Planning process and ongoing consultation with teachers, principals, instructional leaders, human resources personnel, and other stakeholders to ensure resources remain aligned to identified needs and program requirements.