

RYSS Middle School at East Aldine

Campus Improvement Plan

2026/2027

#RYSSAbove



Damon Jasso
101912 1/2 Bentley Dr.
7136403720
damon.jasso@tejanocenter.org

RYSS Middle School at East Aldine

Mission

At RYSS Middle School at East Aldine, we aim to develop individuals who not only excel academically but also demonstrate a strong sense of community, responsibility, and compassion.

Vision

At RYSS Middle School at East Aldine, we envision a school where academic excellence and human kindness unite—empowering students to serve, lead, and transform their communities.

Nondiscrimination Notice

RYSS Middle School at East Aldine 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.

Campus Needs Assessment Meeting #1

At the first meeting on March 30, 2026, Principal Auden Sarabia welcomed the committee and reviewed the purpose, expectations, and working norms for the Campus Needs Assessment process. Committee members agreed to remain student-centered, contribute actively and respectfully, honor the group's time, focus on solutions, and take ownership of the decisions and follow-through resulting from the process.

The committee reviewed the purpose of Title I and discussed how the Campus Needs Assessment supports equitable access to high-quality instruction, intervention, professional learning, and family and community engagement. The work was aligned with the Texas Education Agency's priorities of building strong reading and mathematics foundations, recruiting and retaining effective teachers and school leaders, preparing students for college and careers, and improving areas of low performance.

Principal Sarabia explained that the CNA would be completed through a two-meeting process. Meeting #1 was designed to establish a common understanding of the process, identify potential campus strengths and needs, determine the data sources that should be examined, and develop the key questions that would guide the formal data analysis. Participants were reminded that the purpose of the first meeting was not to immediately select solutions, but to identify the questions that needed to be answered before campus priorities were established.

During a structured brainstorming activity, stakeholders generated questions related to academic achievement, student subgroups, attendance, discipline, program effectiveness, teacher capacity, family engagement, student progress monitoring, and campus systems. Participants discussed whether current interventions were producing measurable student growth, which grade levels and student groups demonstrated the largest achievement gaps, how student progress could be monitored and communicated more consistently, and how the campus could strengthen instructional and organizational systems.

Family engagement was a significant area of discussion. Parents expressed a desire for more timely access to student grades, clearer explanations of STAAR and other assessment results, and training that would help them understand academic expectations and support their children at home. Stakeholders discussed parent workshops, academic information sessions, a Parent Teacher Organization, volunteer opportunities, student mentoring, transition support for incoming sixth-grade students, college and career exposure, extracurricular activities, and expanded student leadership opportunities.

The committee identified preliminary campus strengths, including the block schedule and double-blocking of core subjects, intervention opportunities built into the school day, a diverse student population, and a staff committed to reviewing data and improving instructional practices. The committee determined that the second meeting would include a review of PEIMS demographics, STAAR, TELPAS, local assessments, attendance, school culture and climate, staff recruitment and retention, family engagement, curriculum and instruction, the master schedule, campus organizational systems, and technology access and use.

Campus Needs Assessment Meeting #2

At the second meeting on June 3, 2026, Principal Sarabia welcomed the committee, reviewed the meeting norms, summarized the work completed during Meeting #1, and explained that the purpose of Meeting #2 was to analyze campus data, identify strengths and challenges, conduct a root-cause analysis, prioritize campus needs, and begin developing measurable Campus Improvement Plan goals. The meeting agenda included a strengths-and-challenges protocol, root-cause analysis, prioritization of needs, development of SMART goals, and identification of next steps.

The committee reviewed a data packet containing PEIMS demographic information, 2024–2026 STAAR comparison data, TELPAS composite and individual-domain data, and attendance information by reporting cycle. Participants were given time to independently review the information and identify strengths, concerns, trends, and unexpected findings before discussing their observations with the full committee.

The STAAR analysis identified growth in several areas, including sixth-, seventh-, and eighth-grade reading, sixth-grade mathematics, eighth-grade mathematics, Algebra I, and eighth-grade social studies. The campus's 2026 Approaches Grade Level results included 86% in sixth-grade reading, 78% in seventh-grade reading, 88% in eighth-grade reading, 84% in sixth-grade mathematics, 73% in eighth-grade mathematics, 100% in Algebra I, and 55% in eighth-grade social studies. Committee members also celebrated individual student successes, including students receiving special education services who passed state assessments for the first time.

The committee identified professional learning communities, content-knowledgeable teachers, small-group instruction, data tracking, intervention classes, cross-content collaboration, campus culture, teacher work ethic, team morale, and increased student ownership of academic goals as systems that contributed to student growth.

Despite these strengths, the committee determined that too few students were reaching the Meets and Masters Grade Level standards across tested subjects. Science was identified as an area requiring additional attention, and the team discussed the impact of teacher turnover on the continuity of science and social studies instruction. The loss of teachers after the school year began affected students' access to consistent instruction and contributed to gaps in foundational knowledge.

The committee also examined TELPAS data. The campus had 62% of Emergent Bilingual students at the Advanced composite level and only 3% at the Beginning level. Although these results represented a campus strength, the team identified a need to move more students from Advanced to Advanced High. Writing and speaking were identified as particular areas of concern because many students demonstrated stronger performance in reading and listening while remaining at the Intermediate or Advanced levels in productive language domains.

Stakeholders discussed the instructional needs of the campus's large Emergent Bilingual and immigrant population. Some students had recently transitioned from taking STAAR in Spanish to testing in English, and students entered the campus from numerous feeder schools with varying levels of academic preparation, language proficiency, and prior instructional experiences. The committee recognized the need for differentiated instruction, academic vocabulary development, writing across the curriculum, structured academic discourse, targeted intervention, and ongoing progress monitoring.

Following the data review, the committee completed a root-cause analysis using the "Five Whys" process. Participants were directed to identify systemic causes rather than surface-level symptoms and to focus on factors that were within the campus's ability to influence. Potential priorities were evaluated according to whether they were supported by multiple data sources, addressed documented achievement gaps, were connected to an identified root cause, could be monitored through measurable indicators, and were likely to produce meaningful improvements in student outcomes.

The information, stakeholder feedback, data analysis, and root-cause findings from both meetings were used to establish seven Campus Improvement Plan goals for the 2026–2027 school year:

- Targeted Intervention and Acceleration
- Academic Writing and English Language Development
- Academic Discourse and Oral Language Development
- Cross-Curricular Literacy and Numeracy for Science and Social Studies Achievement
- Family Engagement and Academic Partnerships
- Student Attendance and Engagement
- Positive School Culture and Consistent Behavioral Expectations

The goals include measurable baselines, student outcome targets, implementation strategies, timelines, and success measures. They address the academic, linguistic, family engagement, attendance, student engagement, and school-culture needs identified through the CNA process.

Throughout the 2026–2027 school year, campus leaders and the Campus Needs Assessment Committee will monitor progress toward the identified goals through PLC data reviews, formative and summative assessments, student work, TELPAS-aligned writing and speaking samples, attendance and discipline reports, classroom walkthroughs, intervention progress-monitoring data, family participation records, and school climate surveys. The CNA and Campus Improvement Plan will be reviewed and revised as needed to ensure that strategies remain responsive to student and campus needs.

RYSS Middle School at East Aldine Site Base

Name	Position
Cortez, John-Paul	Teacher
Vitela, Alexandra	Teacher
Van Den Bossche, Crisabella	Teacher
Donis, Jose	Teacher
Madrigal, Amanda	Teacher
Wright, Marley	Teacher
Sampson, Tonya	Teacher
Jasso, Damon	Principal
Burch, Dakota	Instructional Specialist
Ellis, Melissa	Special Education Chair
Coleman, Cierra	Paraprofessional
Rodriguez, Kayla	Parent
Williams, Demarcus	Community Member
Dee Bosque, Maria	Community Member

Resources

Resource	Source
Title I, A	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Local Funds	State
State Compensatory	State

RYSS Middle School at East Aldine

Goal 1. (Targeted Intervention and Acceleration) By May 2027, RYSS Middle School at East Aldine will increase the percentage of students achieving at least Meets Grade Level on STAAR assessments from 44% to 60% across all tested subjects.

Objective 1. (Tier 2 and Tier 3 instructional Supports) By May 2027, RYSS Middle School at East Aldine will strengthen Tier 2 and Tier 3 instructional supports in grades 6–8 through targeted small-group instruction, evidence-based intervention strategies, individualized student support plans, and ongoing progress monitoring. As a result, the percentage of students achieving at least Meets Grade Level on STAAR assessments will increase from 44% to 60% across tested subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement targeted Tier 2 and Tier 3 interventions based on student performance data. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: EB,SPED,AtRisk,504) (Strategic Priorities: 2) (ESF: 5,5.4)	Instructional Specialist/Coordinator, Principal(s), Special Ed Teachers	August 2026 - May 2027	(F)Title I, A, (S)State Compensatory	Criteria: -Meets Grade Level increases from 44% to 60%. -Reduction in students performing below Approaches Grade Level. -Increased growth among students receiving intervention services.
2. Conduct regular progress monitoring and student goal-setting conferences. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	Instructional Specialist/Coordinator, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: -Meets Grade Level increases from 44% to 60%. -Reduction in students performing below Approaches Grade Level. -Increased growth among students receiving intervention services.
3. Utilize PLCs to evaluate intervention effectiveness and adjust supports. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,5,5.2,5.3)	Instructional Specialist/Coordinator, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: -Meets Grade Level increases from 44% to 60%. -Reduction in students performing below Approaches Grade Level. -Increased growth among students receiving intervention services.

RYSS Middle School at East Aldine

Goal 2. (Academic Writing and English Language Development) By May 2027, RYSS Middle School at East Aldine will increase the percentage of Emergent Bilingual students achieving Advanced High on the TELPAS Writing domain from 5% to 25%, and the composite rating from 11% to 30%.

Objective 1. (TELPAS) By May 2027, RYSS Middle School at East Aldine will strengthen academic writing and English language development across all content areas through content-based writing opportunities aligned to the TELPAS Writing Proficiency Level Descriptors (PLDs). As a result, the percentage of Emergent Bilingual students achieving Advanced High on the TELPAS Writing domain will increase from 5% to 25%, and the percentage achieving Advanced High on the TELPAS Composite rating will increase from 11% to 30%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement campus-wide writing expectations aligned to the TELPAS Writing Proficiency Level Descriptors (PLDs), emphasizing elaboration, language complexity, and academic vocabulary development. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.4)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (F)Title III Bilingual / ESL	Criteria: • TELPAS Writing Advanced High increases from 5% to 25%. • TELPAS Composite Advanced High increases from 11% to 30%. • Increased percentage of Emergent Bilingual students demonstrating growth in language complexity, elaboration, and academic vocabulary usage as measured through TELPAS-aligned writing samples.
2. Provide frequent opportunities for students to produce authentic writing across all content areas, including explanations, reflections, summaries, justifications, and content-specific responses requiring extended written communication. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • TELPAS Writing Advanced High increases from 5% to 25%. • TELPAS Composite Advanced High increases from 11% to 30%. • Increased percentage of Emergent Bilingual students demonstrating growth in language complexity, elaboration, and academic vocabulary usage as measured through TELPAS-aligned writing samples.
3. Utilize PLCs to analyze student writing samples, calibrate scoring using TELPAS rubrics, and provide targeted feedback designed to move students from Advanced to Advanced High proficiency levels. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All,EB,AtRisk) (Strategic Priorities: 1,2) (ESF:	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: • TELPAS Writing Advanced High increases from 5% to 25%. • TELPAS Composite Advanced High increases from 11% to 30%. • Increased percentage of Emergent Bilingual students

RYSS Middle School at East Aldine

Goal 2. (Academic Writing and English Language Development) By May 2027, RYSS Middle School at East Aldine will increase the percentage of Emergent Bilingual students achieving Advanced High on the TELPAS Writing domain from 5% to 25%, and the composite rating from 11% to 30%.

Objective 1. (TELPAS) By May 2027, RYSS Middle School at East Aldine will strengthen academic writing and English language development across all content areas through content-based writing opportunities aligned to the TELPAS Writing Proficiency Level Descriptors (PLDs). As a result, the percentage of Emergent Bilingual students achieving Advanced High on the TELPAS Writing domain will increase from 5% to 25%, and the percentage achieving Advanced High on the TELPAS Composite rating will increase from 11% to 30%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5,5.2,5.3)				demonstrating growth in language complexity, elaboration, and academic vocabulary usage as measured through TELPAS-aligned writing samples.

RYSS Middle School at East Aldine

Goal 3. (Academic Discourse and Oral Language Development) By May 2027, RYSS Middle School at East Aldine will strengthen academic discourse and oral language development through intentional opportunities for students to speak, present, justify reasoning, read aloud, collaborate, and engage in structured academic conversations using grade-level academic language. As a result, the percentage of Emergent Bilingual students achieving Advanced High on the TELPAS Speaking domain will increase from 8% to 30%, and the percentage achieving Advanced High on the T

Objective 1. (Academic Discourse and TELPAS Growth) By May 2027, RYSS Middle School at East Aldine will strengthen academic discourse through structured speaking, reading, presenting, reasoning, and collaboration. EB students scoring Advanced High will increase from 8% to 30% in TELPAS Speaking and from 11% to 30% in TELPAS Composite.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement daily structured academic discourse opportunities across all classrooms. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 2) (ESF: 5,5.1)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(S)Local Funds	Criteria: • TELPAS Speaking Advanced High increases from 8% to 30%. • TELPAS Composite Advanced High increases from 11% to 30%. • Increased student participation and use of academic language during instruction.
2. Utilize academic vocabulary routines, sentence stems, and discussion protocols. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1,5.4)	Teacher(s)	August 2026 - May 2027	(S)Local Funds	Criteria: • TELPAS Speaking Advanced High increases from 8% to 30%. • TELPAS Composite Advanced High increases from 11% to 30%. • Increased student participation and use of academic language during instruction.
3. Provide regular opportunities for students to present, explain, and justify their thinking orally. (Title I SW Elements: 2.4,2.5) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 2) (ESF: 5,5.1)	Instructional Specialist/Coordinator, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • TELPAS Speaking Advanced High increases from 8% to 30%. • TELPAS Composite Advanced High increases from 11% to 30%. • Increased student participation and use of academic language during instruction.

RYSS Middle School at East Aldine

Goal 4. (Cross-Curricular Literacy and Numeracy for Science and Social Studies Achievement) By May 2027, RYSS Middle School at East Aldine will strengthen Science and Social Studies achievement through intentional integration of content literacy, academic vocabulary, evidence-based writing, numeracy skills, and cross-curricular instructional supports. As a result, the percentage of students achieving Meets Grade Level on STAAR Science and Social Studies assessments will increase by at least 15 percentage points from 2026 baseline performance.

Objective 1. (Cross-Curricular Science & Social Studies for STAAR Achievement) By May 2027, RYSS Middle School at East Aldine will integrate content literacy, academic vocabulary, evidence-based writing, and numeracy across Science and Social Studies to increase the percentage of students scoring Meets Grade Level on STAAR Science and Social Studies by at least 15 percentage points over 2026 baseline performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Science, Social Studies, ELAR, and Math teachers will collaborate each grading cycle to identify priority TEKS, academic vocabulary, and instructional concepts that can be reinforced across content areas. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.1)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Science Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Social Studies Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Evidence of cross-curricular planning is documented through PLC agendas, lesson plans, and student work samples. • Students demonstrate increased proficiency in content-area reading, writing, vocabulary, and data analysis.
2. ELAR teachers will intentionally incorporate Science and Social Studies informational texts during Literary Nonfiction, Expository, Argumentative, and STAAR review units to strengthen reading comprehension, analysis, synthesis, and evidence-based writing. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(S)Local Funds	Criteria: • Science Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Social Studies Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Evidence of cross-curricular planning is documented through PLC agendas, lesson plans, and student work samples. • Students demonstrate increased proficiency in content-area reading, writing, vocabulary, and data analysis.

RYSS Middle School at East Aldine

Goal 4. (Cross-Curricular Literacy and Numeracy for Science and Social Studies Achievement) By May 2027, RYSS Middle School at East Aldine will strengthen Science and Social Studies achievement through intentional integration of content literacy, academic vocabulary, evidence-based writing, numeracy skills, and cross-curricular instructional supports. As a result, the percentage of students achieving Meets Grade Level on STAAR Science and Social Studies assessments will increase by at least 15 percentage points from 2026 baseline performance.

Objective 1. (Cross-Curricular Science & Social Studies for STAAR Achievement) By May 2027, RYSS Middle School at East Aldine will integrate content literacy, academic vocabulary, evidence-based writing, and numeracy across Science and Social Studies to increase the percentage of students scoring Meets Grade Level on STAAR Science and Social Studies by at least 15 percentage points over 2026 baseline performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Math teachers will intentionally reinforce Science TEKS that require mathematical reasoning, including data analysis, graph interpretation, measurement, proportional reasoning, formulas, and problem-solving skills. (Title I SW Elements: 2.4,2.5) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Science Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Social Studies Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Evidence of cross-curricular planning is documented through PLC agendas, lesson plans, and student work samples. • Students demonstrate increased proficiency in content-area reading, writing, vocabulary, and data analysis.
4. Science and Social Studies teachers will consistently implement close reading, academic discourse, and evidence-based writing strategies, including Claim-Evidence-Reasoning (CER) and document-based responses. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Science Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Social Studies Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Evidence of cross-curricular planning is documented through PLC agendas, lesson plans, and student work samples. • Students demonstrate increased proficiency in content-area

RYSS Middle School at East Aldine

Goal 4. (Cross-Curricular Literacy and Numeracy for Science and Social Studies Achievement) By May 2027, RYSS Middle School at East Aldine will strengthen Science and Social Studies achievement through intentional integration of content literacy, academic vocabulary, evidence-based writing, numeracy skills, and cross-curricular instructional supports. As a result, the percentage of students achieving Meets Grade Level on STAAR Science and Social Studies assessments will increase by at least 15 percentage points from 2026 baseline performance.

Objective 1. (Cross-Curricular Science & Social Studies for STAAR Achievement) By May 2027, RYSS Middle School at East Aldine will integrate content literacy, academic vocabulary, evidence-based writing, and numeracy across Science and Social Studies to increase the percentage of students scoring Meets Grade Level on STAAR Science and Social Studies by at least 15 percentage points over 2026 baseline performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				reading, writing, vocabulary, and data analysis.
5. Campus PLCs will regularly analyze student work and assessment data to monitor progress and adjust instructional supports. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,EB,SPED,GT,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.2,5,5.3,5.4)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Science Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Social Studies Meets Grade Level performance increases by at least 15 percentage points from 2026 baseline. • Evidence of cross-curricular planning is documented through PLC agendas, lesson plans, and student work samples. • Students demonstrate increased proficiency in content-area reading, writing, vocabulary, and data analysis.
6. To improve Social Studies STAAR performance, the Social Studies teacher will collaborate with the Reading Consultant to integrate evidence-based reading comprehension, academic vocabulary, and text-analysis strategies into daily Social Studies instruction. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.4)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(S)Local Funds	Criteria: STAAR Scores

RYSS Middle School at East Aldine

Goal 5. (Family Engagement and Academic Partnerships) By May 2027, RYSS Middle School at East Aldine will strengthen family engagement by increasing parent participation in academic, leadership, and school-community events. As a result, parent participation in campus-sponsored engagement activities will increase by 50% over 2025-2026 participation levels, and at least 80% of families will participate in one or more academic engagement opportunities during the school year.

Objective 1. (Family & Community Engagement) By May 2027, RYSS Middle School at East Aldine will strengthen family engagement by increasing parent participation in academic, leadership, and school-community events. As a result, parent participation in campus-sponsored engagement activities will increase by 50% over 2025-2026 participation levels, and at least 80% of families will participate in one or more academic engagement opportunities during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host monthly "Coffee with the Principal" morning sessions to build community, share school performance updates, discuss campus initiatives, and gather parent feedback, monitored via monthly sign-in sheets and parent feedback logs. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Principal(s)	Monthly	(F)Title I, A, (S)Local Funds	Criteria: - Monthly attendance logs documenting family participation. - Feedback forms documenting family perceptions of campus communication and leadership accessibility. - Meeting notes documenting family questions, recommendations, and campus follow-up actions.
2. Host at least one academic engagement event each semester focused on student learning, including Data & Dinner Nights, and STAAR/TELPAS information sessions. (Title I SW Elements: 2.1,2.3,2.5,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4,5.1)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	Monthly	(F)Title I, A	Criteria: - Academic engagement event sign-in sheets documenting family participation via Cariina. - Post-session surveys or exit tickets documenting what families learned and one action they can take to support their student using Cariina.
3. Establish a Parent Teacher Organization (PTO) and increase volunteer opportunities for families. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Principal(s)	August 2026 - Nov 2027	(F)Title I, A	Criteria: -PTO established and active by Spring 2027. -PTO bylaws, officer roster, agendas, and meeting minutes. -Volunteer opportunities and family participation documented through sign-in sheets and volunteer logs using Cariina.
4. Provide parents with training and support to	Instructional	August 2026 -	(F)Title I, A, (S)Local Funds	Criteria: - Open House attendance

RYSS Middle School at East Aldine

Goal 5. (Family Engagement and Academic Partnerships) By May 2027, RYSS Middle School at East Aldine will strengthen family engagement by increasing parent participation in academic, leadership, and school-community events. As a result, parent participation in campus-sponsored engagement activities will increase by 50% over 2025-2026 participation levels, and at least 80% of families will participate in one or more academic engagement opportunities during the school year.

Objective 1. (Family & Community Engagement) By May 2027, RYSS Middle School at East Aldine will strengthen family engagement by increasing parent participation in academic, leadership, and school-community events. As a result, parent participation in campus-sponsored engagement activities will increase by 50% over 2025-2026 participation levels, and at least 80% of families will participate in one or more academic engagement opportunities during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
access student grades, assessment data, and instructional resources. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Specialist/Coordinator, Teacher(s)	May 2027		documented through the Cariina sign-in. - Parent sign-in sheets and event agendas from monthly parent nights documenting portal and resource reminders.

RYSS Middle School at East Aldine

Goal 6. (Goal 6: Student Attendance and Engagement) By May 2027, RYSS Middle School at East Aldine will improve student attendance through proactive monitoring, family partnerships, student incentives, and increased student engagement. As a result, the campus attendance rate will increase from 96% to 98%, and at least 95% of students will meet the state's 90% attendance requirement.

Objective 1. (Student Attendance and Engagement) By May 2027, RYSS Middle School at East Aldine will improve student attendance through proactive monitoring, family partnerships, student incentives, and increased student engagement. As a result, the campus attendance rate will increase from 96% to 98%, and at least 95% of students will meet the state's 90% attendance requirement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance and implement immediate intervention for students identified as at risk for chronic absenteeism. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,EB,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	Weekly	(F)Title I, A, (S)Local Funds	Criteria: • Campus attendance increases from 96% to 98%. • At least 95% of students meet the state's 90% attendance requirement. • Reduction in the number of students identified as chronically absent. • Increased participation in extracurricular and enrichment opportunities.
2. Conduct attendance conferences and develop attendance improvement plans for students approaching the 90% attendance threshold. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Campus attendance increases from 96% to 98%. • At least 95% of students meet the state's 90% attendance requirement. • Reduction in the number of students identified as chronically absent. • Increased participation in extracurricular and enrichment opportunities.
3. Recognize and celebrate students demonstrating exemplary and improved attendance through campus incentives and recognition programs. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.3)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title IV Safe and Drug Free	Criteria: • Campus attendance increases from 96% to 98%. • At least 95% of students meet the state's 90% attendance requirement. • Reduction in the number of students identified as chronically absent. • Increased participation in

RYSS Middle School at East Aldine

Goal 6. (Goal 6: Student Attendance and Engagement) By May 2027, RYSS Middle School at East Aldine will improve student attendance through proactive monitoring, family partnerships, student incentives, and increased student engagement. As a result, the campus attendance rate will increase from 96% to 98%, and at least 95% of students will meet the state's 90% attendance requirement.

Objective 1. (Student Attendance and Engagement) By May 2027, RYSS Middle School at East Aldine will improve student attendance through proactive monitoring, family partnerships, student incentives, and increased student engagement. As a result, the campus attendance rate will increase from 96% to 98%, and at least 95% of students will meet the state's 90% attendance requirement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				extracurricular and enrichment opportunities.
4. Provide students with equitable access to well-rounded opportunities through the campus ACE program, including fine arts, STEM, student council, extracurricular activities, and enrichment experiences. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.3)	ACE Campus Site Coordinator, Instructional Specialist/Coordinator, Principal(s)	August 2026 - May 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds, (S)Nita M. Lowey 21st Century (ACE)	Criteria: - ACE program flyers available outlining well-rounded opportunities. - Student enrollment, daily attendance records, and activity participation rosters. - Participation and access data reviewed by grade level and student group. - Family communications artifacts and applications documenting that ACE was offered to all students.

RYSS Middle School at East Aldine

Goal 7. (Positive School Culture and Consistent Behavioral Expectations) By May 2027, RYSS Middle School at East Aldine will establish a consistent, campus-wide behavior management system through implementation of the CHAMPS framework and restorative practices. As a result, student discipline referrals will decrease by 25%, and 90% of classrooms will demonstrate consistent implementation of CHAMPS expectations during instructional walkthroughs.

Objective 1. (CHAMPS and Restorative Behavior Systems) By May 2027, RYSS Middle School at East Aldine will establish a consistent, campus-wide behavior management system through implementation of the CHAMPS framework and restorative practices. As a result, student discipline referrals will decrease by 25%, and 90% of classrooms will demonstrate consistent implementation of CHAMPS expectations during instructional walkthroughs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement CHAMPS as the campus-wide framework for classroom management and behavioral expectations. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,5,5.1)	Instructional Specialist/Coordinator, Principal(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Discipline referrals decrease by 25%. • 90% of classrooms demonstrate effective CHAMPS implementation. • Increased positive student responses on school climate surveys. • Reduction in classroom disruptions and loss of instructional time.
2. Provide professional development and coaching to ensure consistent implementation across all classrooms. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 1,4) (ESF: 1,1.1,3,3.2,5,5.2)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Discipline referrals decrease by 25%. • 90% of classrooms demonstrate effective CHAMPS implementation. • Increased positive student responses on school climate surveys. • Reduction in classroom disruptions and loss of instructional time.
3. Utilize restorative practices to build relationships, address conflict, and teach replacement behaviors. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Discipline referrals decrease by 25%. • 90% of classrooms demonstrate effective CHAMPS implementation. • Increased positive student responses on school climate surveys.

RYSS Middle School at East Aldine

Goal 7. (Positive School Culture and Consistent Behavioral Expectations) By May 2027, RYSS Middle School at East Aldine will establish a consistent, campus-wide behavior management system through implementation of the CHAMPS framework and restorative practices. As a result, student discipline referrals will decrease by 25%, and 90% of classrooms will demonstrate consistent implementation of CHAMPS expectations during instructional walkthroughs.

Objective 1. (CHAMPS and Restorative Behavior Systems) By May 2027, RYSS Middle School at East Aldine will establish a consistent, campus-wide behavior management system through implementation of the CHAMPS framework and restorative practices. As a result, student discipline referrals will decrease by 25%, and 90% of classrooms will demonstrate consistent implementation of CHAMPS expectations during instructional walkthroughs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				• Reduction in classroom disruptions and loss of instructional time.
4. Monitor implementation through walkthroughs, feedback cycles, and discipline data reviews. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,4) (ESF: 1,1.2,3,3.2,5,5.2)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Teacher(s)	August 2026 - May 2027	(F)Title I, A, (S)Local Funds	Criteria: • Discipline referrals decrease by 25%. • 90% of classrooms demonstrate effective CHAMPS implementation. • Increased positive student responses on school climate surveys. • Reduction in classroom disruptions and loss of instructional time.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
District Benchmark Data
Formative Assessments
STAAR
TELPAS
Texas Teacher Evaluation & Support System (T-TESS)

Demographics Strengths

RYSS Middle School at East Aldine serves a predominantly Hispanic student population with a significant Emergent Bilingual population, providing opportunities to build culturally and linguistically responsive programming. The campus benefits from a strong cultural identity, balanced representation among male and female Emergent Bilingual students, and access to Title I and compensatory education resources that may be directed toward intervention, family engagement, technology, and enrichment.

Demographics Weaknesses

More than 95% of students are economically disadvantaged, and significant academic gaps remain among Emergent Bilingual, special education, at-risk, mobile, and homeless students. Students enter the campus from numerous feeder schools with different levels of preparation, language proficiency, and prior curricular experiences. Some students are also transitioning from Spanish-language assessments to English-language assessments, increasing the need for differentiated academic and linguistic support.

Demographics Needs

The campus needs consistent Tier 2 and Tier 3 intervention systems, sheltered and differentiated instruction, academic vocabulary development, writing and speaking supports, and regular monitoring of student performance by subgroup. Families also need flexible, bilingual opportunities to understand student grades, STAAR and TELPAS performance, intervention services, attendance expectations, and available instructional resources.

Comprehensive Needs Assessment

Demographics Summary

The root cause is not the demographic composition of the campus; it is the need for campus systems to respond more consistently to the academic, linguistic, economic, and social-emotional needs associated with a highly diverse and economically disadvantaged population. Targeted intervention, cross-curricular language development, family partnerships, enrichment opportunities, and equitable student-support systems are necessary to ensure that all student groups have access to grade-level learning and opportunities for advanced achievement.

Student Achievement

Student Achievement Data Sources

STAAR
TELPAS
Texas Teacher Evaluation & Support System (T-TESS)

Student Achievement Strengths

Algebra 1 Growth and High Performance: RYSS District achieved a notable 92% Approaches, 69% Meets, and 43% Masters in Algebra 1 for 2026, building on steady multi-year gains. RYSS MS at East Aldine reached a 100% Approaches standard, 61% Meets, and 36% Masters in Algebra 1 for 2026.

Reading Progress and Recovery: RYSS MS at East Aldine demonstrated strong upward momentum in 2026 Reading, jumping to 86% Approaches in Grade 6, 78% in Grade 7, and 88% in Grade 8. District Reading 08 maintained a high performance level at 80% Approaches for 2026.

Grade 6 Mathematics Acceleration: RYSS MS at East Aldine significantly accelerated Mathematics 06 performance, climbing from 38% Approaches in 2024 to an 84% Approaches standard in 2026, alongside gains in Masters performance up to 18%.

Student Achievement Weaknesses

Although Approaches performance improved, too few students reached the Meets and Masters Grade Level standards across tested subjects. Social Studies performance remained low at the advanced achievement levels, and Science was identified as an area needing additional attention. TELPAS data also showed that many Emergent Bilingual students remained at Advanced rather than progressing to Advanced High, particularly because of weaknesses in academic writing and speaking.

Comprehensive Needs Assessment

Student Achievement Needs

The campus needs a more systematic Tier 2 and Tier 3 intervention process supported by biweekly assessments, student goal-setting conferences, individualized support plans, and frequent progress monitoring. Students also need authentic writing across all content areas, daily academic discourse, structured speaking opportunities, cross-curricular literacy and numeracy, and targeted feedback designed to move students from Approaches to Meets and Masters and from Advanced to Advanced High on TELPAS.

Student Achievement Summary

The root causes of inconsistent advanced achievement include variations in incoming student readiness, interrupted instructional continuity, uneven implementation of rigorous writing and discourse expectations, and insufficiently systematic intervention and progress-monitoring practices. The campus will strengthen PLC-driven data analysis, targeted interventions, student goal setting, academic language development, and cross-curricular alignment to increase Meets and Masters performance and close achievement gaps.

School Culture and Climate

School Culture and Climate Strengths

Staff members identified campus culture, teacher work ethic, team morale, student goal setting, and growing student ownership of academic data as factors contributing to achievement. The campus also provides enrichment and engagement opportunities through programs such as robotics, art, chess, e-sports, Artist Boat, and the Alley Theatre Residency. These opportunities support relationships, belonging, leadership, and regular school attendance.

School Culture and Climate Weaknesses

Behavioral expectations and classroom-management practices have not been implemented with the same level of consistency across all settings. Classroom disruptions and repeated behavior incidents may result in lost instructional time. Attendance also fluctuates throughout the year, and interventions have sometimes intensified only as major assessments approach rather than being implemented consistently from the beginning of the year.

School Culture and Climate Needs

The campus needs a clearly defined and consistently implemented behavior-management system using CHAMPS, supported by staff training, coaching, walkthrough feedback, and monthly discipline-data reviews. Restorative circles, conflict-resolution conferences, and student behavior contracts should be used to teach replacement behaviors. Attendance should be reviewed weekly, with immediate family contact, attendance plans, incentives, and expanded extracurricular and leadership opportunities.

Comprehensive Needs Assessment

School Culture and Climate Summary

The root cause is the absence of one consistently monitored campus-wide system connecting behavior expectations, restorative support, attendance, and student engagement. CHAMPS implementation, restorative practices, proactive attendance interventions, recognition systems, and meaningful extracurricular opportunities will strengthen belonging, reduce disruptions, protect instructional time, and increase daily student engagement.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

The campus has content-knowledgeable teachers who collaborate through PLCs, examine student data, provide small-group instruction, and demonstrate a strong collective work ethic. Instructional specialists and campus leadership provide additional coaching and support, while PLC structures create opportunities to analyze student work, calibrate expectations, and adjust instruction.

Staff Quality, Recruitment and Retention Weaknesses

Teacher turnover has disrupted instructional continuity, particularly in Science and Texas History. Because the campus is small and often relies on one teacher within a particular subject or grade level, the loss of one teacher can affect an entire content area. Staff members also need consistent professional development and feedback to ensure common implementation of TELPAS writing expectations, academic discourse, CHAMPS, intervention practices, and cross-curricular instruction.

Staff Quality, Recruitment and Retention Needs

The campus needs intentional retention practices, stronger onboarding and transition plans, targeted professional development, recurring instructional coaching, and structured observation and feedback cycles. PLCs should be used to analyze student work, calibrate TELPAS writing, monitor intervention effectiveness, and ensure consistent implementation of academic and behavioral systems.

Staff Quality, Recruitment and Retention Summary

The root cause is that staff turnover and inconsistent access to job-embedded coaching have reduced instructional continuity and created variation in campus-wide implementation. Since individual staffing changes have an amplified impact on a small campus, the school must retain effective educators while building shared practices, leadership capacity, instructional redundancy, and consistent coaching systems across departments.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The block schedule, double-blocked core instruction, intervention classes, PLCs, small-group instruction, and student data tracking have contributed to improvement in reading, mathematics, and Algebra I. The campus has established regular assessment cycles and is positioned to use PLCs to review formative data, student work, and intervention outcomes.

Curriculum, Instruction and Assessment Weaknesses

Curriculum alignment and instructional rigor are not yet consistent across grade levels and content areas. Academic writing, vocabulary, discourse, text analysis, and evidence-based reasoning are not systematically reinforced in every classroom. Science and Social Studies performance indicates a need for stronger literacy and numeracy integration, while varying feeder-school experiences create gaps in prerequisite knowledge.

Curriculum, Instruction and Assessment Needs

Teachers need regular opportunities to align priority TEKS, vocabulary, assessments, and instructional practices across ELAR, Mathematics, Science, and Social Studies. ELAR should incorporate Science and Social Studies informational texts; Mathematics should reinforce graphing, measurement, data analysis, proportional reasoning, and formulas used in Science; and Science and Social Studies should consistently use close reading, academic discourse, CER, RACE, and document-based responses. PLCs must review data and student work weekly and document resulting instructional adjustments.

Curriculum, Instruction and Assessment Summary

The root cause is that strong individual practices have not yet become a consistently implemented, vertically and horizontally aligned instructional system. The campus needs common expectations for rigorous Tier 1 instruction, writing, academic discourse, cross-curricular literacy and numeracy, assessment analysis, intervention, and reteaching. Consistent implementation will reduce gaps caused by differing prior experiences and increase student performance at the Meets and Masters levels.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Parents and community members participated actively in the CNA process and expressed a clear desire to understand student learning and support the campus. Families identified tutorials and individualized assistance as helpful and offered ideas for mentoring, volunteering, academic workshops, student transitions, college and career exposure, and expanded leadership opportunities.

Family and Community Involvement Weaknesses

Families do not always have timely access to or a clear understanding of student grades, STAAR and TELPAS results, intervention data, attendance requirements, and digital instructional platforms. Parent participation has not been organized through a consistent PTO or volunteer structure, and engagement opportunities have not always been offered at varied times or directly connected to academic learning.

Family and Community Involvement Needs

The campus needs monthly Coffee with the Principal sessions, evening academic-engagement events, Data and Dinner Nights, STAAR and TELPAS workshops, family literacy and mathematics nights, a functioning PTO, a volunteer program, and parent training on grades, assessment data, the parent portal, and instructional resources. Attendance concerns should include immediate family contact and collaborative attendance-improvement plans.

Family and Community Involvement Summary

The root cause is not a lack of family interest; it is the absence of a consistent, accessible, academically focused family-engagement system. Families need information presented in understandable language, flexible scheduling, bilingual communication, practical strategies for supporting learning at home, and clearly defined opportunities to provide feedback, volunteer, and participate in campus decision-making.

School Context and Organization

School Context and Organization Strengths

The campus's small-school setting supports strong relationships, cross-content collaboration, familiarity with individual student needs, and rapid communication among staff members. The block schedule and double-blocking of core subjects provide extended instructional time, while intervention periods and enrichment opportunities allow the campus to respond flexibly to student needs.

Comprehensive Needs Assessment

School Context and Organization Weaknesses

The small-campus structure also makes instructional and organizational systems vulnerable when staffing changes occur. Behavior expectations, monitoring procedures, and feedback systems have not always been implemented consistently across every classroom. Students arriving from numerous feeder schools also enter with varying academic expectations, behavior systems, and previous school experiences.

School Context and Organization Needs

The campus needs a clearly communicated schoolwide organizational framework that establishes common classroom expectations, consistent CHAMPS implementation, routine administrative walkthroughs, structured feedback cycles, and monthly reviews of discipline and implementation data. Systems should be documented so that expectations remain consistent when staff assignments or student populations change.

School Context and Organization Summary

The root cause is that several effective practices depend too heavily on individual staff members rather than being fully embedded within documented campus-wide systems. Consistent CHAMPS expectations, monitoring tools, feedback cycles, and data reviews will strengthen organizational stability, improve equity across classrooms, and reduce the negative impact of staffing or enrollment changes.

Technology

Technology Data Sources

District Based Assessments
District Benchmark Data
Formative Assessments
iReady
IXL data
STAAR
Survey Data

Technology Strengths

Comprehensive Needs Assessment

The campus has access to digital systems that allow families to review student grades, assessment information, and instructional resources. Technology also allows parents and stakeholders to participate virtually when they cannot attend campus meetings in person.

Technology Weaknesses

The availability of a digital platform does not ensure that all families know how to access or use it. Parents reported concerns about not receiving student-grade information soon enough to intervene before report cards were issued. Differences in digital literacy, language, login access, and familiarity with assessment platforms may limit consistent family use.

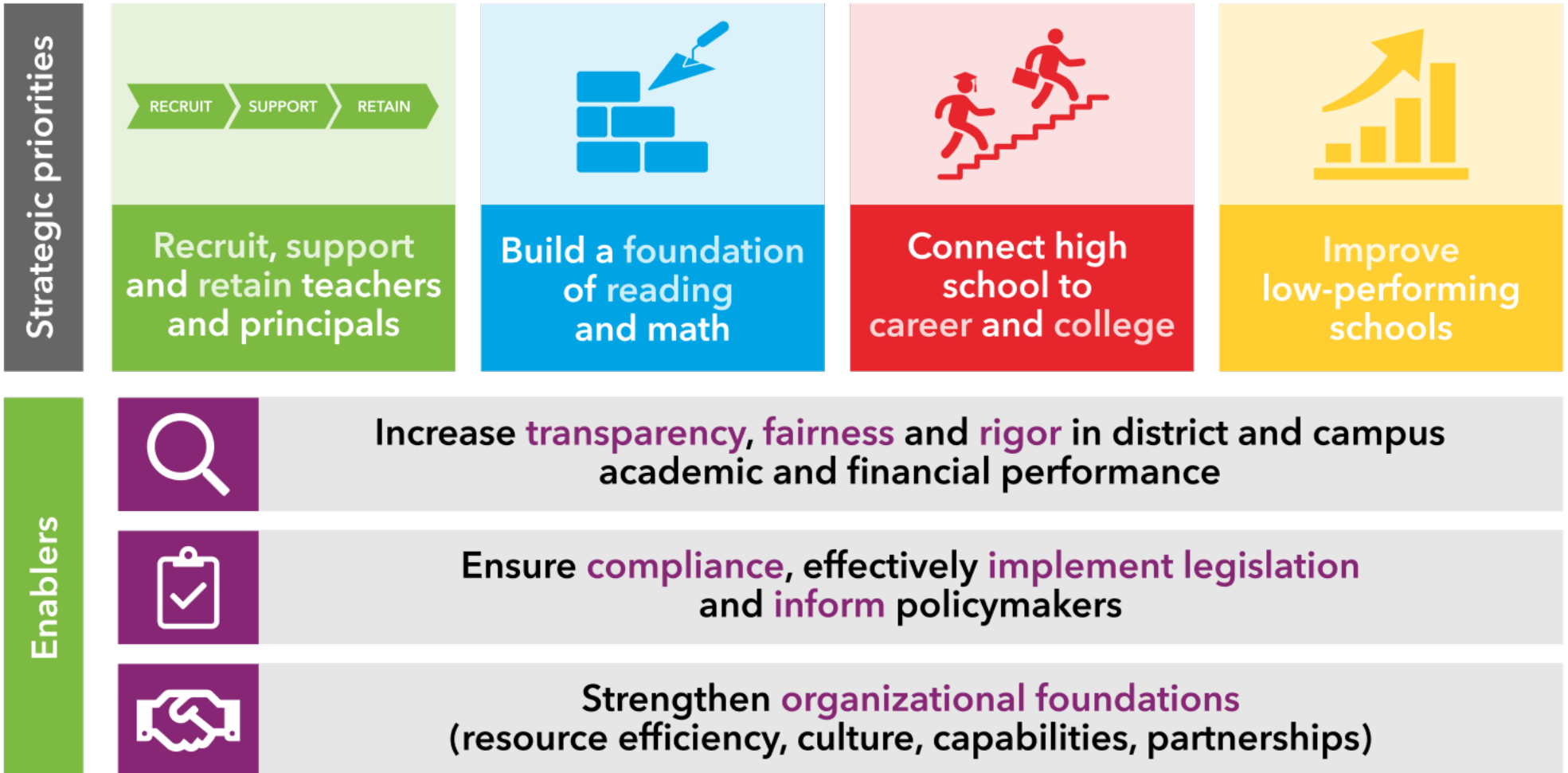
Technology Needs

The campus needs semester workshops and ongoing support sessions that train families to access student grades, STAAR and TELPAS data, the parent portal, and digital instructional resources. Training should include bilingual step-by-step guides, account assistance, opportunities for hands-on practice, and follow-up monitoring of parent-portal usage.

Technology Summary

The root cause is not the absence of technology but inconsistent family access, knowledge, and support for using existing systems effectively. Providing recurring, accessible training and monitoring portal usage will help families obtain information earlier, communicate with teachers, understand student performance, and intervene before academic concerns become more serious. Strategy 5.1.4 establishes a target of increasing parent-portal logins by 20% following training and obtaining at least 80% positive feedback on usability.

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



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