

RYSS Early Childhood Academy at OST

Campus Improvement Plan

2026/2027

Nurturing Curious Learners to Explore, Grow, and Lead the Future.



Axinia Zepeda
3215 Produce Row
713-913-3048
axinia.zepeda@tejanocenter.org

RYSS Early Childhood Academy at OST Site Base

Name	Position
Lores, Charlize	Teacher
Longoria, Janie	Parent
Hartsfield, Maire	Parent
Cockerham, Henderson	Community Member
Lomax, Kiera	Community Member
Carbajal, Lavinia	District Administrator
Ortega, Alejandra	District Administrator
Zepeda, Axinia	Principal

RYSS Early Childhood Academy at OST

Mission

RYSS Early Childhood Academy at OST, we dream of a world where every child discovers a joyful, lifelong love for learning! We're here to empower our little ones with the essential skills and a curious, innovative spirit, so they can confidently explore, happily grow, and bravely lead the way in our ever-changing world.

Vision

RYSS Early Childhood Academy at OST is dedicated to nurturing curious learners by providing an engaging curriculum that promotes exploration, critical thinking, and creativity. Through innovative teaching methods in a supportive environment, we help children grow, realize their potential, and become adaptable learners ready to lead the future.

Nondiscrimination Notice

RYSS Early Childhood Academy at OST 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.

Comprehensive Needs Assessment Narrative

School Profile

RYSS Early Childhood Academy at OST is a campus in Houston, TX. RYSS Early Childhood Academy at OST opened its doors in 2025. RYSS Early Childhood Academy at OST has 16 students and is projected to serve 55 students in grades PreK through Kindergarten.

Comprehensive Needs Assessment Process

The RYSS Early Childhood Academy needs assessment process is described below. The leadership team evaluated the 2025-2026 data. We reviewed the following data:

- Enrollment History Data
- Student Interest Form History Data
- Attendance Data
- Early/Late Pick-up Data
- CIRCLE Assessment Data
- i-Ready Data
- Classroom Walkthrough Data
- Teacher Certification Data
- Teacher-Student Ratios Data
- Parent Evaluations and Feedback
- Campus Events Post Survey Data
- Home to School Notebook
- Family Handbook
- Class Dojo Insights
- Curriculum Resources and Materials

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on March 26, 2026, and again on April 24, 2026, to develop the CNA. The meetings were held in classroom 2, starting at 9:00 AM on both dates. We plan to meet again on September 23rd, January 28th, and April 20th to review and revise the CNA as needed.

At the first meeting on March 26th, Principal Roshanda Cotton opened the meeting with introductions, followed by a review of the RYSS mission, vision, and meeting norms. She then presented the Texas Education Agency's strategic plan priorities and provided an overview of the Title I program for parents and stakeholders. The principal emphasized the importance of the CNA process, outlining its structure and highlighting the value of participant attendance, voice, and choice. Attendees were informed that their participation would be required for both Meeting One and Meeting Two, and the Campus Improvement Plan (CIP) meeting.

Next, Principal Cotton introduced the CNA focus areas in order to compile the list of data points. Participants were encouraged to develop questions for each focus area, which they then shared aloud. Committee members were also provided with a sample list of data options to guide future discussions regarding data review. The committee decided to use the 14 data sources to support the meeting. The meeting was adjourned by Principal Cotton, who thanked all attendees for their participation and reminded everyone of the second CNA meeting on April 24, 2026.

The second meeting of the Comprehensive Needs Assessment (CNA) Committee was held on April 24th, 2026, from 9:00 a.m. to 10:30 a.m. at the RYSS OST campus, 3215 Produce Rd, Houston, Texas 77023.

Principal Roshanda Cotton opened the meeting with introductions, followed by a review of the RYSS mission, vision, agenda, and meeting norms. The principal reviewed the OST Title 1 Timeline, the purpose of Title 1, and the purpose of today's meeting.

Principal Cotton reviewed the list of data sources with the committee. During the review, committee members were asked to help identify strengths and weaknesses for each area. After the analysis, the committee prioritized the problems and reached consensus on three main areas of focus: student achievement, professional development, and attendance. Next, a root cause analysis was completed on problems to focus on the “why” behind each. The team members shared their findings and questions aloud, and a discussion occurred. The meeting was adjourned by Principal Cotton, who thanked all attendees for their participation and reminded everyone of the Campus Improvement Plan (CIP) meeting on May 29, 2026, at 9:00 a.m.

Three Areas of Focus for 26-27 School Year:

- Attendance
- Student Achievement
- Professional Development

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS data

Demographics Strengths

OST is a new campus in the area, and the directions to the campus is available on Google Maps to assist with finding the location for new families in the area. OST attendance rate improved during the last six weeks due to reminders and parental support. OST has a diverse population of students and staff.

Demographics Weaknesses

The campus has several weaknesses: students enter with limited school experience, and being new, it lacks adequate signage and is hard to locate. Community awareness is low, with marketing efforts starting too late for PreK-K decisions. There's no plan for increasing Kindergarten enrollment, and the family handbook needs clearer attendance guidelines for PreK students. Parents also seek more information on PreK benefits. Additionally, pickup and drop-off rates exceed the 20% goal, indicating a need for better management.

Demographics Needs

Continued Professional Development to target all ELPS for our Emergent Bilingual students.
Professional Development to implement strong English oral language development for all Emergent Bilingual students.
Professional Development to effectively implement the PreK curriculum (Teaching Strategies)
Professional Development on how to effectively internalize lessons.

Demographics Summary

Leonel Castillo serves a diverse population of students that includes emergent bilinguals being served in bilingual (Spanish) classrooms. Leonel Castillo will continue to provide support and development in order for teachers to better serve this diverse population, specifically in the area of small group instruction.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
District Benchmark Data
Formative Assessments
iReady
TELPAS
TTESS

Student Achievement Strengths

Leonel Castillo ECC has demonstrated gradual and consistent student growth from beginning- to end-of-year benchmarks, particularly in PK students' vocabulary and numeracy skills as reflected in CIRCLE data. Teachers actively engaged parents through training sessions, providing families with resources and manipulatives to support learning at home. The implementation of curriculum-based assessments (CIRCLE, iReady, DIBELS) has enabled staff to track progress and adjust instruction to meet student needs.

Student Achievement Weaknesses

Despite progress, significant gaps remain in phonics skills, phonemic awareness, decoding, and word reading, especially for kindergarten students. Data reveal inconsistencies in student performance across platforms (e.g., iReady vs. TX-KEA). Additionally, science and social studies instruction lacks dedicated focus in daily schedules, and PK math instruction is not as robust as literacy. Student attendance, particularly in PK, remains a challenge, impacting instructional continuity and achievement outcomes.

Student Achievement Needs

Leonel Castillo ECC needs a targeted approach to phonics instruction across PK and KG, including supplemental resources and blended learning platforms (e.g., SplashLearn, Ready Rosie). Teachers require ongoing professional development across all content areas (Reading, Math, Science, Social Studies, SEL) to enhance instructional practices. Field experiences (field trips) aligned to curriculum standards are needed to provide authentic, real-world learning opportunities. Additionally, improved progress monitoring systems and intentional focus on attendance incentives will help sustain achievement growth.

Comprehensive Needs Assessment

Student Achievement Summary

Overall, student achievement at Leonel Castillo ECC is trending positively, with evidence of academic gains from BOY to EOY assessments. While strengths include parent engagement, use of curriculum-aligned assessments, and instructional commitment to core content, there are notable areas for improvement. To meet students' academic potential, the campus will address phonics deficits, ensure equitable instruction across all core subjects, enrich instruction through field experiences, and implement strategies to improve daily attendance.

School Culture and Climate

School Culture and Climate Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Survey Data

School Culture and Climate Strengths

Leonel Castillo ECC has established a nurturing, family-like atmosphere that is consistently reinforced by strong, stable leadership. Teachers and staff have embraced campus-wide expectations, resulting in improved systems and a positive environment. Parents value opportunities to participate in school activities, including programs, family nights, and volunteer roles. Staff appreciation efforts, such as the weekly newsletter recognitions and lounge amenities, have supported morale. The adoption of a school mascot and increased school spirit have helped foster a sense of belonging for students, families, and staff.

School Culture and Climate Weaknesses

While school culture has improved, there are lingering challenges related to staff turnover and onboarding new staff into the campus culture. Communication with families, particularly about school policies and procedures, has been inconsistent. Some families continue to misunderstand expectations, perceiving the school more as a daycare than an early childhood academic environment. Additionally, a comprehensive SEL program is still emerging, with varying degrees of classroom implementation and staff comfort levels.

School Culture and Climate Needs

Comprehensive Needs Assessment

Leonel Castillo ECC needs to establish clear, campus-wide systems for communicating expectations to families, including an updated School Family Handbook and parent orientation programs. Professional development for staff on SEL strategies is needed to ensure consistency across classrooms and improve student self-regulation skills. Enhanced safety protocols and signage are also required to promote a safe and secure environment. Building parent trust and reinforcing the school's identity as a learning institution will help cultivate a stronger school culture moving forward.

School Culture and Climate Summary

The school culture and climate at Leonel Castillo ECC reflect meaningful progress toward building a welcoming, inclusive, and positive environment for students, families, and staff. Key strengths include active parent involvement, strong leadership, and a commitment to fostering a caring community. However, the campus must continue to address gaps in communication, clarify schoolwide expectations, embed SEL practices into daily routines, and strengthen campus safety systems. With these improvements, the school can further cultivate a culture where all stakeholders feel valued, connected, and supported.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Survey Data

Staff Quality, Recruitment and Retention Strengths

Leonel Castillo ECC benefits from a dedicated and passionate staff who embrace the school's mission of nurturing young learners. Staff consistently go above and beyond to support both student academic and social-emotional growth. A positive staff culture is fostered through recognition in the weekly principal's newsletter, staff appreciation events, and opportunities for teacher voice in decision-making. Professional learning opportunities throughout the year help staff improve practice and foster collaboration.

Staff Quality, Recruitment and Retention Weaknesses

Recruitment and retention remain challenges due to a competitive early childhood job market and the unique demands of serving a Title I early learning environment. The school has experienced turnover, which impacts continuity of instruction and campus culture. New staff require more robust onboarding and mentorship to acclimate them quickly to expectations and campus systems. Professional development opportunities are currently stronger in literacy but less comprehensive in math, science, social studies, and SEL.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

The campus must prioritize proactive recruitment of high-quality, certified early childhood educators, particularly bilingual teachers, to meet the needs of its diverse learners. A formal mentorship program for new teachers is needed to ensure successful onboarding and retention. Consistent, comprehensive professional development in all content areas (literacy, numeracy, science, social studies, SEL) will help staff feel supported and prepared. Additional efforts to promote staff wellness and work-life balance could also contribute to higher retention rates.

Staff Quality, Recruitment and Retention Summary

Leonel Castillo ECC's staff are its greatest asset, providing dedicated service to students and families in a warm, supportive environment. While strengths include staff commitment, a positive school culture, and growing professional development opportunities, challenges remain in recruiting and retaining qualified educators, onboarding new staff effectively, and ensuring comprehensive PD across disciplines. The school will continue to invest in recruitment, onboarding, coaching, and professional learning to ensure all staff are prepared to meet student needs and feel valued as members of the Castillo community.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
District Benchmark Data
Formative Assessments
iReady
Survey Data
TELPAS
TTESS

Curriculum, Instruction and Assessment Strengths

Leonel Castillo ECC provides a developmentally appropriate, play-based instructional approach anchored in district-approved curricula such as Teaching Strategies for PK and Eureka Math and Amplify for Kindergarten. Teachers benefit from campus-wide structures for lesson planning, including weekly planning time, access to district pacing guides, and opportunities for data reflection. Instructional practices increasingly incorporate small group learning and individualized supports aligned to assessment data, and the

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

campus has prioritized early literacy and language acquisition strategies in PK classrooms.

Curriculum, Instruction and Assessment Weaknesses

Although instructional planning structures have improved, there are still gaps in the consistency and quality of curriculum implementation, particularly in phonics, math, science, social studies, and SEL content areas. Teachers do not feel that Teaching Strategies for PK is heavily weighted toward literacy, leaving a need for stronger literacy component as well as math and science components. Small group instruction is not always differentiated effectively, and assessments like CIRCLE, DIBELS, and iReady reveal variability in student outcomes. Lesson internalization practices vary across grade levels and among individual teachers, though teachers have become accustomed to a weekly team planning day.

Curriculum, Instruction and Assessment Needs

Leonel Castillo ECC must strengthen instructional delivery across all content areas, ensuring teachers have the resources and training needed to implement a balanced curriculum. Additional manipulatives, science materials, and SEL frameworks are needed to support more engaging, rigorous lessons. A more structured approach to lesson internalization and data-driven small group planning will ensure alignment with student needs. The campus would benefit from increased progress monitoring cycles and a review of curriculum resources to ensure they address Kindergarten readiness expectations comprehensively. Lastly, the campus must explore adopting a completely new curriculum for PK that targets all content areas or selecting an additional resource that offers a strong phonics and literacy foundation, and provides small group, skill-based instruction clearly aligned to the Texas Prekindergarten Guidelines and the CIRCLE Assessment.

Curriculum, Instruction and Assessment Summary

Curriculum, instruction, and assessment at Leonel Castillo ECC are supported by district-aligned programs, intentional planning structures, and a focus on literacy development. The school's strengths include a play-based approach to early learning and the use of multiple assessment tools to monitor growth. To build upon this foundation, the campus will address the need for a more comprehensive curriculum that balances all subject areas, deepen lesson internalization practices, strengthen small group differentiation, and enhance instructional rigor to support student success and Kindergarten readiness. As part of this effort, the campus will also evaluate options for a more comprehensive, developmentally appropriate PK curriculum that explicitly targets phonics, literacy, math, science, social studies, SEL, and differentiated small group instruction aligned with the Texas Prekindergarten Guidelines.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Data Sources

Survey Data

Family and Community Involvement Strengths

Leonel Castillo ECC has developed strong relationships with families through multiple channels of engagement. The school boasts 100% family connectivity on Class Dojo, ensuring frequent communication and transparency. Events such as Meet the Teacher, Open House, Parent Conferences, the Thanksgiving Feast, and Family Nights have drawn active parent participation. Community partnerships such as the Children's Museum and the Gonzalez family's gift giveaway, have further enriched family involvement and helped promote a sense of shared responsibility for student success.

Family and Community Involvement Weaknesses

Despite these strengths, challenges persist in establishing consistency in communication across all classrooms, particularly regarding newsletters and updates. Some families still lack clarity about school systems and expectations, which can contribute to misunderstandings about the school's academic mission versus a daycare perception. Certain family events are limited by space or timing constraints, preventing broader participation. Additionally, parent leadership structures like PTO remain in early stages of development and need further cultivation to become fully effective.

Family and Community Involvement Needs

Leonel Castillo ECC can improve communication consistency by standardizing newsletter templates and uploads to Dojo. The campus needs to provide clear orientation opportunities at the beginning of the year to ensure that families understand school systems (Meet the Teacher and Open House), procedures, and expectations. Expanding the variety and timing of family involvement opportunities, including more Family Nights and monthly Family Projects, would encourage deeper engagement. The school should also proactively cultivate parent leadership and ownership through a revitalized PTO structure and create new opportunities for families to partner with teachers in supporting academic learning at home. Strengthening community partnerships with local organizations will continue to expand enrichment opportunities for students and families.

Family and Community Involvement Summary

Family and community involvement at Leonel Castillo ECC is characterized by strong foundational engagement, highlighted by enthusiastic parent participation in school events and consistent use of communication platforms like Class Dojo. The school has built meaningful community partnerships that enhance the student and family experience. To further strengthen this area, the campus will focus on ensuring clear, consistent communication, clarifying expectations, expanding engagement opportunities, developing a

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

more formalized PTO, and deepening partnerships with local organizations to foster a thriving, collaborative school community.

School Context and Organization

School Context and Organization Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Survey Data

School Context and Organization Strengths

Leonel Castillo ECC benefits from a strong sense of identity and community despite being a small early childhood campus. Clear leadership and staff commitment to a nurturing, family oriented environment have helped establish a positive tone for the school. The school has adopted consistent arrival and dismissal procedures, communication systems (e.g., Class Dojo), and operational routines that contribute to a safe and organized environment for students and families. The administrative team fosters a collaborative atmosphere where staff feel their voices are heard in decision-making processes and supports staff social and emotional wellbeing through the Conscious Discipline mindset.

School Context and Organization Weaknesses

While many systems and structures were put in place by the new leadership/principal, they are not always clearly interpreted by families, leading to misunderstandings about expectations and procedures. The transition of some families from seeing the campus as a daycare to an academic environment is still a work in progress. Operational processes such as visitor sign-in/out procedures and space constraints during large events need improvement to maximize efficiency and ensure a safe, welcoming atmosphere. Additionally, onboarding processes for new staff could be more formalized to ensure alignment to campus systems and expectations.

School Context and Organization Needs

The campus must develop and disseminate a clear, updated School Family Handbook that outlines systems, procedures, expectations, and the school's instructional mission. Formal orientation sessions at the beginning of the year (either in the summer or during meet the teacher) for both families and staff will ensure that all stakeholders are familiar

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

with school routines and cultural expectations. Operational improvements, such as a digital kiosk for visitor and tardy sign-in/out and clearer safety signage around campus, are needed to support efficient and safe daily operations. Ongoing communication, training, and monitoring will ensure that systems and procedures are consistently followed by all stakeholders.

School Context and Organization Summary

Leonel Castillo ECC's school context and organization reflect a nurturing, structured environment with clear operational routines and a strong sense of community. The school has made significant progress in establishing consistent systems that promote safety, efficiency, and a family friendly atmosphere. Moving forward, the campus will prioritize improvements in communication and onboarding, ensure all stakeholders understand and embrace the school's instructional focus, and refine operational procedures and tools to support a high-quality early childhood learning environment where families, staff, and students thrive.

Technology

Technology Data Sources

Classroom Walkthrough Data
Survey Data

Technology Strengths

Leonel Castillo ECC has made strides in integrating technology to support teaching and learning. Every classroom is equipped with an i3B touch board, and teachers use these interactive tools to deliver engaging instruction. The campus maintains a small set of iPads and laptops to support classroom activities, and teachers are proficient in using Class Dojo for communication with families. Technology resources are integrated into intervention and blended learning efforts, laying a foundation for personalized instruction.

Technology Weaknesses

Despite these strengths, several technology-related challenges persist. Teacher laptops are outdated, inconsistent in brand and system, and many devices are no longer fully compatible with the interactive whiteboards. Kindergarten students lack developmentally appropriate devices for digital testing and blended learning, and PK students do not have sufficient iPads to support intervention activities. The limited number of apps and platforms available also constrains teachers' ability to fully integrate technology in

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

differentiated instruction. Additionally, the school lacks operational technology tools such as a document camera in every classroom, a digital sign-in kiosk, and consistent wireless connectivity to classroom boards.

Technology Needs

Leonel Castillo ECC needs to upgrade outdated teacher laptops and standardize device platforms to ensure seamless use of instructional technology tools like i3B boards. PK classrooms need additional iPads with educational apps, and Kindergarten classrooms require touch-screen devices to facilitate assessments and intervention programs. The school requires document cameras in every classroom to improve instructional modeling and student engagement. Operational technology tools, including a parent kiosk for check-in/check-out, and enhanced security measures such as a camera doorbell system, are needed to improve campus efficiency and safety. The purchase of a poster machine and laminating machine would further support instructional practices by enabling teachers to create high-quality, durable learning materials and anchor charts.

Technology Summary

Technology at Leonel Castillo ECC is a growing strength, with interactive tools like i3B boards and blended learning platforms beginning to support personalized instruction. While the foundation is in place, the campus must address outdated equipment, inconsistent device access, and insufficient instructional and operational technology resources. By investing in updated teacher devices, student-friendly tools, classroom technology enhancements, and operational equipment, the school will improve instructional delivery, support differentiated learning, and strengthen safety and efficiency campus-wide.

RYSS Early Childhood Academy at OST

Goal 1. (Student Achievement) Goal: In the 2026–2027 school year, RYSS Early Childhood Academy at OST will improve the quality of its instructional programs to enhance student performance and help students achieve their academic goals.

Objective 1. (Prek4 Students) By May 2027, increase from 50% to 70% of pre-kindergarten 4 students who meet or exceed grade-level scores in phonological awareness, measured by the CIRCLE Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK4 Foundational Literacy & Targeted Small-Group Instruction- Teacher will provide explicit foundational-literacy instruction targeting phonological awareness, phonemic awareness, alphabet knowledge, oral language, vocabulary, and beginning phonics. Teachers will provide teacher-led differentiated small-group literacy instruction at least 4 days per week in addition to daily whole-group literacy instruction. AT-RISK students will be identified through CIRCLE BOY/MOY results, curriculum-based assessments, teacher observations, classroom performance, and ongoing progress-monitoring data. Teachers will formally review CIRCLE and related literacy data every 4–6 weeks. Students will be regrouped following each data review, and students who are not demonstrating expected progress will receive additional targeted intervention at least 3 times per week. Supplemental resources may include Kickstart to Literacy, Reading A-Z, ReadyRosie, and other district-approved instructional resources. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Instructional Specialist/Coordinator, Literacy Coach, Principal(s), Special Ed Teachers, Special Education Director, Teacher(s)	August 2026–May 2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Blended Learning Grant, (S)GT Allotment	Criteria: CIRCLE BOY/MOY/EOY phonological-awareness data; 4–6 week progress-monitoring records; small-group rosters; intervention logs; lesson plans; student work; walkthrough evidence of differentiated small-group instruction. Expected Outcome: PK4 CIRCLE phonological-awareness performance will increase from 50% to at least 70% meeting or exceeding benchmark by May 2027.
2. Oral Language, Emergent Bilingual Supports & Student Discourse. Teachers will incorporate interactive read-alouds, purposeful questioning, explicit vocabulary instruction, structured student-to-student discourse, visuals, modeling, sentence stems, and sheltered-instruction strategies throughout literacy, mathematics, science, social studies, centers, and classroom routines.	Bilingual ESL Director, Literacy Coach, Principal(s), Teacher(s)	August 2026 - May 2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Walkthrough look-fors for student discourse and language supports; lesson plans; classroom observations; student oral-language samples; CIRCLE vocabulary/oral-language data; coaching records; TELPAS-related evidence where applicable.

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Objective 1. (Prek4 Students) By May 2027, increase from 50% to 70% of pre-kindergarten 4 students who meet or exceed grade-level scores in phonological awareness, measured by the CIRCLE Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Emergent Bilingual students will receive intentional ELPS-aligned language supports to increase opportunities to listen, speak, interact, and demonstrate understanding in English while accessing grade-level and developmentally appropriate content. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)				

RYSS Early Childhood Academy at OST

Goal 1. (Student Achievement) Goal: In the 2026–2027 school year, RYSS Early Childhood Academy at OST will improve the quality of its instructional programs to enhance student performance and help students achieve their academic goals.

Objective 2. (Expand Blended Learning) Expand personalized blended learning practices campus-wide: Increase use of blended learning platforms to personalize instruction and maximize instructional time campus-wide.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK students will participate in approved digital learning activities approximately 2–3 times per week for 15–20 minutes, as developmentally appropriate. Kindergarten students will participate approximately 3–5 times per week during designated blended-learning or intervention blocks. Teachers will select and assign digital activities based on current CIRCLE, DIBELS, i-Ready, formative-assessment, and classroom-performance data rather than providing identical activities to all students. Teachers and the Principal will review applicable platform reports at least monthly, including: Student usage/minutes; Activity or lesson completion; Skill mastery; Diagnostic performance; and Growth/progress reports. Digital assignments, student groups, intervention supports, and instructional priorities will be adjusted based on student performance data. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: i-Ready diagnostic and growth reports; platform usage/minutes; lesson-completion reports; skill-mastery reports; blended-learning schedule; walkthrough evidence; monthly data-review documentation; student academic growth.
2. Data-Driven Progress Monitoring, Flexible Grouping & Intervention- Teachers and campus leadership will review CIRCLE, DIBELS, i-Ready, curriculum-based assessments, student work, formative	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Bilingual Allotment, (S)Blended Learning Grant, (S)Local Funds, (S)SPED Funding, (S)State Compensatory	Criteria: CIRCLE, DIBELS, and i-Ready reports; data-meeting documentation; flexible-group rosters; intervention logs; IAT documentation; student work;

RYSS Early Childhood Academy at OST

Goal 1. (Student Achievement) Goal: In the 2026–2027 school year, RYSS Early Childhood Academy at OST will improve the quality of its instructional programs to enhance student performance and help students achieve their academic goals.

Objective 2. (Expand Blended Learning) Expand personalized blended learning practices campus-wide: Increase use of blended learning platforms to personalize instruction and maximize instructional time campus-wide.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assessments, and classroom-performance data to identify specific skill gaps and determine appropriate instructional responses. Formal data reviews will occur at least every 4–6 weeks. Following each review, teachers will: Adjust flexible instructional groups; Identify students requiring additional intervention or enrichment; Modify instructional strategies when students are not demonstrating sufficient progress; Adjust blended-learning assignments based on individual student needs; and Document intervention and progress monitoring for AT-RISK students and students participating in IAT or other intervention processes, as applicable. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5.3)				blended-learning reports; percentage of students demonstrating BOY-to-MOY-to-EOY growth.

RYSS Early Childhood Academy at OST

Goal 1. (Student Achievement) Goal: In the 2026–2027 school year, RYSS Early Childhood Academy at OST will improve the quality of its instructional programs to enhance student performance and help students achieve their academic goals.

Objective 3. (Improve Attendance) Improve daily attendance rates to support consistent instructional access and academic growth through campuswide incentives, family education, and targeted support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will launch and implement campus-wide attendance incentive programs. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.1,3.2,3.3,5.1)	Principal(s), Teacher(s)	August 2026-2027	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Monthly Attendance Reports, Incentive Logs
2. Host Parent Workshop/Coffee on Campus-Attendance Workshops (BOY and MOY) to educate families on the importance of consistent attendance and staying healthy. (Title I SW Elements: 2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,5.1)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Sign in Sheets, Parent Feedback
3. Collaborate with community partners to provide student incentives and parent recognition. (Title I SW Elements: 2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,5.1)	Principal(s), Teacher(s)	Quarterly with SDMC	(F)Title I, A, (S)Local Funds, (S)State Compensatory	Criteria: Recognition Logs, Photo Documentation

RYSS Early Childhood Academy at OST

Goal 1. (Student Achievement) Goal: In the 2026–2027 school year, RYSS Early Childhood Academy at OST will improve the quality of its instructional programs to enhance student performance and help students achieve their academic goals.

Objective 4. (Strengthen Professional Development) Provide high-quality professional development across all content areas to strengthen leadership, instructional planning and delivery of instruction: Provide robust, ongoing professional development in all content areas (Reading, Math, Science, Social Studies, SEL) to improve instructional planning and delivery.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule and provide PD for Reading, Math, Science, Social Studies, and SEL. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3.1,3.3,4.1,5.2,5.3)	Bilingual ESL Director, Chief School Officer, District Directors, Executive Director of Elementary Education, Instructional Specialist/Coordinator, Literacy Coach, Principal(s), Special Ed Teachers, Special Education Director, Teacher(s)	August 2026 - May 2027	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)HB3 Mentor Allotment	Criteria: PD Agendas, Sign-In Sheets, PD Certificates
2. Provide coaching cycles and job-embedded learning through PLCs and peer observations. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.1,2.1,4.1,5.2)	Bilingual ESL Director, Instructional Specialist/Coordinator, Literacy Coach, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - May 2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: Coaching Logs, TTESS Data
3. Schedule for teachers and leaders to attend Local and National Conferences for Early Childhood Educators (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,2,3.3,4,5.1,5.2)	Principal(s), Teacher(s)	August 2026 - May 2027	(S)Local Funds	Criteria: Certificates of attendance

RYSS Early Childhood Academy at OST

- Goal 1.** (Student Achievement) Goal: In the 2026–2027 school year, RYSS Early Childhood Academy at OST will improve the quality of its instructional programs to enhance student performance and help students achieve their academic goals.
- Objective 5.** (Enhance Field Experiences) Provide engaging field experiences to enhance real-world connections to academic content: Enrich instruction by providing students with field trips and off-campus experiences that connect learning to the real world and reinforce academic content.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School will provide access to curriculum-aligned field experiences as well-rounded educational opportunities designed to expand background knowledge and reinforce classroom learning. Experiences may include museums, nature centers, science/STEM facilities, cultural institutions, theater experiences, and other community-learning destinations. Before each field experience, teachers will identify the instructional purpose and provide developmentally appropriate pre-teaching of relevant vocabulary, concepts, texts, or academic skills. Following each experience, students will participate in a developmentally appropriate activity such as discussion, drawing, writing, creating, demonstrating, or applying newly acquired knowledge. Connections will be made to literacy, mathematics, science/STEM, social studies, oral language, SEL, and/or other applicable classroom learning. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4,4,5.1,5.2)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Field-experience participation rosters; percentage of students participating; lesson plans; pre/post learning activities; student work/products/reflections; teacher observation; photographs/documentation.

RYSS Early Childhood Academy at OST

Goal 2. (Professional Development/ School Culture, Systems & Safety) Staff will attend all workshops and complete both a pre- and post-assessment to evaluate their understanding and application of early childhood pedagogy and social-emotional strategies as well as general compliance courses and Safety courses.

Objective 1. (Conscious Discipline / SEL Implementation) Implement a consistent campuswide Conscious Discipline/SEL framework for ALL students, including AT-RISK students and students receiving specialized services, to strengthen self-regulation, emotional literacy, relationships, behavior, and readiness to learn.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will explicitly teach and model calming/breathing strategies, School Family routines, commitments, problem solving, connection activities, and appropriate use of calming/safe spaces. Staff will participate in training, coaching, consultant support, and book-study/application activities, and families will receive opportunities to learn strategies that can be reinforced at home. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4,5.1)	Principal(s), Teacher(s)	August 2026-2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: Conscious Discipline/SEL walkthrough look-fors; coaching records; classroom implementation checklists; behavior/discipline trends; student observations; teacher reflections; family training participation; evidence of classroom implementation, not PD attendance alone
2. Create visuals and calming areas in classrooms and shared spaces. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Environmental Look for's, Environmental checklist
3. Teachers will intentionally implement developmentally appropriate Conscious Discipline practices, including: School Family structures; Connection activities; Breathing and calming strategies; Visual supports; Commitments; Safe/calming spaces; Emotional-regulation strategies; and Problem-solving routines. Staff will participate in professional learning, coaching, consultant support, modeling, and book-study/application activities. Families will also receive opportunities to learn strategies that can be reinforced at home. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Conscious Discipline/SEL walkthrough look-fors; coaching records; classroom implementation checklists; behavior/discipline trends; student observations; teacher reflections; family training participation.

RYSS Early Childhood Academy at OST

Goal 2. (Professional Development/ School Culture, Systems & Safety) Staff will attend all workshops and complete both a pre- and post-assessment to evaluate their understanding and application of early childhood pedagogy and social-emotional strategies as well as general compliance courses and Safety courses.

Objective 1. (Conscious Discipline / SEL Implementation) Implement a consistent campuswide Conscious Discipline/SEL framework for ALL students, including AT-RISK students and students receiving specialized services, to strengthen self-regulation, emotional literacy, relationships, behavior, and readiness to learn.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,4) (ESF: 3,4,5)				

RYSS Early Childhood Academy at OST

Goal 2. (Professional Development/ School Culture, Systems & Safety) Staff will attend all workshops and complete both a pre- and post-assessment to evaluate their understanding and application of early childhood pedagogy and social-emotional strategies as well as general compliance courses and Safety courses.

Objective 2. (Improve School Communication) Strengthen schoolwide communication systems to support family engagement and clarity: Ensure clear, consistent communication to families through newsletters, Dojo updates, and regular principal messages.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will provide consistent classroom communication through ClassDojo and standardized classroom newsletters. Campus leadership will provide regular campus/Principal communication, and school calendars, reminders, academic resources, and important notices will be communicated through ClassDojo, Smore, School Messenger, and/or other approved platforms. Communication will be provided in family-accessible formats and languages when appropriate. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A	Criteria: ClassDojo analytics; newsletters/posts completed according to campus expectations; monthly Principal communication; family engagement data; parent survey/feedback; documentation of academic and attendance communications.
2. Smore and Dojo Platforms for communication with parents/families (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Usage of Smore and or Dojo
3. Adopt a uniform newsletter template for teachers and train staff on uploading to Class Dojo. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Consistent Weekly Newsletters posted on Dojo from School and or Classrooms
4. Principal monthly messages to families via Class Dojo. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s)	Monthly	(F)Title I, A, (S)Local Funds	Criteria: Parent Feedback, Engagement Data
5. Parent Liaison to schedule and post calendar events and reminders in Dojo. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Dojo Post Logs

RYSS Early Childhood Academy at OST

Goal 2. (Professional Development/ School Culture, Systems & Safety) Staff will attend all workshops and complete both a pre- and post-assessment to evaluate their understanding and application of early childhood pedagogy and social-emotional strategies as well as general compliance courses and Safety courses.

Objective 3. (Reinforce Systems & Procedures) Reinforce systems and procedures to ensure a positive, structured school environment: Clarify and implement schoolwide routines, expectations, and procedures to promote a structured, predictable learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal will make notes this school year to update the School Family Handbook. (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3,4,5)	Principal(s)	August 2026-May 2027	(S)Local Funds	Criteria: Published Handbook
2. Provide parent training for 1st parent conference data for PK and KG- on systems and procedures as well as how to help their child in areas of skill improvement. (Title I SW Elements: 2.1,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s), Special Ed Teachers, Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds, (S)State Compensatory	Criteria: Sign-In Sheets, Parent Survey

RYSS Early Childhood Academy at OST

- Goal 2.** (Professional Development/ School Culture, Systems & Safety) Staff will attend all workshops and complete both a pre- and post-assessment to evaluate their understanding and application of early childhood pedagogy and social-emotional strategies as well as general compliance courses and Safety courses.
- Objective 4.** (Enhance Campus Safety) Improve school safety infrastructure and awareness across campus: Strengthen campus safety by improving signage, conducting drills, and installing new security measures such as a camera doorbell system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct monthly safety drills. (Title I SW Elements: 1.1,2.3,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Principal(s), Teacher(s)	August 2026-May 2027	(S)Local Funds	Criteria: Safety Drill Log (Sentinal)
2. Install camera doorbell access at the gates or signage with school number to call in order to open the gate. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Chief Operating Officer, Principal(s)	August 2026-May 2027	(S)Local Funds	Criteria: Security Logs, Access Logs, Campus Sign in sheets
3. The campus will: Conduct required emergency and safety drills; Monitor arrival and dismissal procedures; Maintain visible traffic and safety signage; Reinforce visitor-management and sign-in/out procedures; Provide staff training on emergency and safety expectations; Monitor exterior access points; and Work with district/operations personnel to pursue or implement appropriate gate, door, camera, and/or access-control enhancements. Identified safety concerns will be documented and referred to the appropriate personnel for corrective action. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.1)	Chief Operating Officer, Principal(s), Teacher(s)	August 2026-May 2027	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Sentinel/safety drill documentation; safety inspection/checklists; visitor/access logs; arrival/dismissal observations; staff training records; documented corrective actions and completion.

RYSS Early Childhood Academy at OST

Goal 3. (Attendance) During the 2026-2027 school year, RYSS Early Childhood Academy at OST will enhance attendance rates to improve student performance and allow students to engage in consistent educational experiences.

Objective 1. (Attendance) By May 2027, we will increase student attendance from 86% to 92% through targeted engagement and support strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus staff will consistently include information concerning attendance, expectations, and campus reminders in the monthly parent newsletters. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3)	Principal(s)	Monthly	(F)Title I, A, (S)Local Funds	Criteria: Attendance Records PEIMS
2. Campus staff will monitor monthly attendance data and recognize students demonstrating improved attendance and engagement through positive reinforcement strategies designed to promote regular school attendance. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4,5.1)	Principal(s)	Monthly	(S)Local Funds	Criteria: Attendance Records PEIMS
3. Campus staff will strengthen communication with families through the use of the Parent-Student Compact, the Family Engagement Policy, and the Parent Handbook. (Title I SW Elements: 2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Revision Meeting Minutes, Parent-Student Compact
4. The Principal and Parent Liaison/PEIMS staff will review individual student and campus attendance data weekly to identify attendance patterns and students requiring intervention. Classroom teachers will reinforce attendance expectations and communicate with families as appropriate. Family outreach will be initiated when a student: Accumulates 3 absences within a four-week period; Demonstrates a recurring absence pattern; or Falls below 90% attendance (Title I SW Elements: 2.4,2.6,3.1) (Target Group:	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds, (S)State Compensatory	Criteria: Attendance Records, CIRCLE data

RYSS Early Childhood Academy at OST

Goal 3. (Attendance) During the 2026-2027 school year, RYSS Early Childhood Academy at OST will enhance attendance rates to improve student performance and allow students to engage in consistent educational experiences.

Objective 1. (Attendance) By May 2027, we will increase student attendance from 86% to 92% through targeted engagement and support strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,AtRisk) (Strategic Priorities: 2,4) (ESF: 3,3.2,3.4)				

RYSS Early Childhood Academy at OST

Goal 4. (Well Rounded Scholars) Provide ALL students access to well-rounded educational opportunities in fine arts, music, theater, STEM/STEAM, culture, community learning, and social-emotional development that complement the core academic program and expand student background knowledge, oral language, creativity, collaboration and engagement.

Objective 1. (Cultivate Whole Child Learning) Provide ALL students access to well-rounded educational opportunities in fine arts, music, theater, STEM/STEAM, culture, community learning, and social-emotional development that complement the core academic program and expand student background knowledge, oral language, creativity, collaboration and engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will implement the Alley Theatre Staging STEM/arts-integration partnership as a well-rounded educational opportunity for ALL participating students. Classroom teachers and Alley Theatre educators will connect theater-based experiences to grade-level literacy, oral-language, STEM/science, creativity, collaboration, and communication objectives. Teachers will provide pre/post learning connections and review student participation, student work/reflections, oral-language evidence, and classroom engagement. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title IV Safe and Drug Free, (S)GT Allotment, (S)Local Funds	Criteria: Event Logs, Student Reflections
2. The campus will implement the Prelude Music Foundation residency as a well-rounded educational opportunity that provides students regular music instruction integrated with language, literacy, movement, creativity, social-emotional development, and early academic concepts. Participating classrooms will receive instruction according to the established residency schedule, and teachers will reinforce identified music/language practices between residency sessions. Evidence will include residency logs, classroom observations, student participation/performance, teacher feedback, and family concert participation. 30-week residency, approximately one instructional session per participating classroom per week. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4,5.1)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Residency Reports, Classroom Observations, posts of activities on Dojo, Prelude Music Foundation Spring Family Concert

RYSS Early Childhood Academy at OST

Goal 4. (Well Rounded Scholars) Provide ALL students access to well-rounded educational opportunities in fine arts, music, theater, STEM/STEAM, culture, community learning, and social-emotional development that complement the core academic program and expand student background knowledge, oral language, creativity, collaboration and engagement.

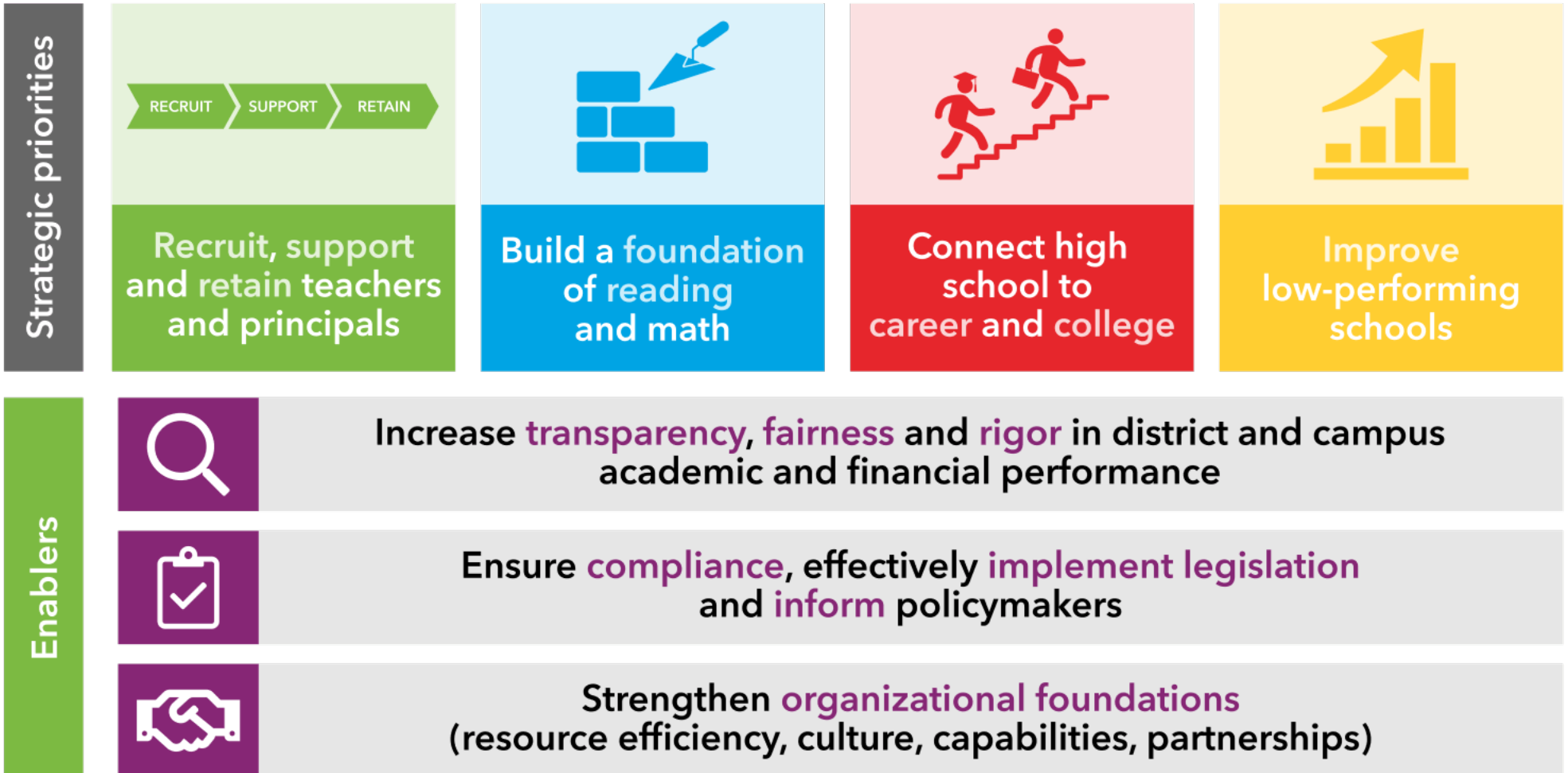
Objective 1. (Cultivate Whole Child Learning) Provide ALL students access to well-rounded educational opportunities in fine arts, music, theater, STEM/STEAM, culture, community learning, and social-emotional development that complement the core academic program and expand student background knowledge, oral language, creativity, collaboration and engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Continue to provide schoolwide Conscious Discipline training through Coaching, Consultants and Book studies for a social-emotional component of the campus well-rounded education program. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: SEL PD Logs, Behavior Data Reports
4. The campus will provide campuswide enrichment experiences during 2026–2027 as well-rounded educational opportunities for ALL students. Experiences may include Ballet Folklórico, Mariachi, science/STEM demonstrations, theater, cultural heritage programming, community presenters, and other arts/STEAM opportunities. Each experience will include a clearly identified instructional or developmental connection and an opportunity for students to discuss, create, respond, demonstrate, or apply new learning. (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Event Sign-In Sheets, Student Engagement Survey; Student participation roster, percentage of students participating, lesson/pre-post activity, student product/reflection, teacher observation, photographs/documentation.

Resources

Resource	Source
No rows defined.	

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



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