

RYSS Middle School at Broadway

Campus Improvement Plan

2026/2027

"One Mission, One Vision, One Team."



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RYSS Middle School at Broadway

Mission

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

Vision

To cultivate a student-centered learning environment that fosters creativity, critical thinking, and collaboration among our diverse student body while being globally aware, socially responsible, and equipped with the skills to succeed in a rapidly changing world.

Nondiscrimination Notice

RYSS Middle School at Broadway does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RYSS Middle School at Broadway

Goal 1. (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 1. (Growth Goals) 100% of RYSS Middle School at Broadway students will achieve a personalized growth goal in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers in RLA (Grades 6–8), Math (Grades 6–8), Algebra I, 8th Grade Science, and 8th Grade History will provide students with personalized mini-assessment trackers after each assessment. Using DMAC reports, students will track their individual progress and monitor growth. Because the tracker is a monitoring tool rather than an intervention itself, whenever a student identifies an area of need or non-mastery, teachers will immediately route them into targeted small-group intervention and explicit reteaching cycles during support classes or advisory periods and tutorials until mastery is achieved. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.2,4.1,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I - \$0, (S)Local Funds - \$0	Criteria: -Mini-assessment data from DMAC -Student progress monitoring and intervention tracking using excel
2. 100% percent of identified EB students in grades 6th-8th at the beginning/intermediate level as measured by TELPAS and who have not passed the 2026 STARR test will be scheduled with reading and math teachers who have received ESL training to provide specialized instructional input to support the English language and literacy development of these students. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: EB,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3.3,3.4,4.1,5.1,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach, Principal(s), Teacher(s)	August 2026- June 2027	(S)Bilingual Allotment - \$1,000	Criteria: student work samples 3-week Mini assessments 6-week Cumulative assessments TELPAS assessments STARR assessments
3. 100% of identified Special Education students will participate in instructional settings that align to their Individual Education Plans (IEPs)-(Life Skills, Resource, and/or General Education classrooms). (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: SPED,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3.3,3.4,4.1,5.1,5.3)	Assistant Principal/Dean of Instruction, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Special Education Director, Teacher(s)	August 2026- June 2027		Criteria: - student work samples - 3-week Mini assessments - 6-week Cumulative assessments - TELPAS assessment - STAAR assessment

RYSS Middle School at Broadway

- Goal 1.** (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.
- Objective 2.** (TELPAS) 100% of RYSS Middle School at Broadway emergent bilingual students will grow one level on their TELPAS composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Middle School at Broadway Emergent Bilingual (EB) students will use the Summit K-12 online software platform three times a week, dedicating 20 minutes each session, during Reading, Language Arts, Social Studies, or Advocacy classes which will total at least 60 minutes per week. This usage enhances EB students' listening, speaking, reading, and writing skills, all aligned with STAAR objectives. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: EB,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach, Principal(s), Special Ed Teachers, Teacher(s)	August 2026-June 2027	(F)Title I, (F)Title III Bilingual / ESL - \$10,000, (S)Local Funds	Criteria: - student work samples -3-week Mini assessments - 6-week Cumulative assessments - Summit K 12 usage reports - Summit K-12 MOY/EOY assessments - TELPAS assessments
2. 100% of RYSS Middle School at Broadway emergent bilingual students that have not increased one TELPAS level in over 5 years will take an additional Reading Support class. This additional Reading Support class aims to increase their literacy skills, preparing them to progress one level on TELPAS and successfully pass their STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - TELPAS - STAAR
3. 100% of RYSS Middle School at Broadway teachers will attend monthly PLC professional development sessions focused on high yield ESL strategies that build teacher instructional capacity to serve RYSS EB students with instruction that fully supports English language and literacy development. (Title I SW Elements: 2.4,2.5) (Target Group: All,ESL,EB) (Strategic Priorities: 2) (ESF: 5,5.1,5.2)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s)	September 2026-June 2027	(F)Title III Bilingual / ESL - \$300	Criteria: Three-week assessments Six-week assessments EB student report cards TELPAS scores STAAR scores 08/24/26 - Pending
4. 100% of EB students at the Beginning and Intermediate level and who did not pass STAAR will participate in ESL Reading Language Arts/Math classes daily with specific	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment - \$2,100, (S)Local Funds	Criteria: 100% of EB students will grow one level as measured by TELPAS Composite scores.

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Goal 1. (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 2. (TELPAS) 100% of RYSS Middle School at Broadway emergent bilingual students will grow one level on their TELPAS composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instructional pathways accommodated to address their unique instructional needs and support their English language/literacy development. (Title I SW Elements: 2.5) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)				

RYSS Middle School at Broadway

Goal 1. (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 3. (Accountability Rating) RYSS Middle School at Broadway will focus on improving student performance on the STAAR exam by setting clear performance benchmarks. By the end of the 2026–2027 school year, at least 90% of students will score at the Approaches Grade Level, 60% at the Meets Grade Level, and 30% at the Masters Grade Level on all STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Middle School at Broadway Emergent Bilingual students will use the Summit K-12 online software platform three times a week, dedicating 20 minutes each session, totaling 60 minutes per week. Summit K-12 enhances the development of English listening, speaking, reading, and writing skills, aligned with STAAR objectives. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	Weekly	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Summit K-12 Usage Reports - STAAR Exams - TELPAS Scores - Lesson Plans
2. 80% of RYSS Middle School at Broadway Special Education students will receive their RLA and Math instruction in a small group setting where they will receive individualized, personalized instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.3,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - June 2027	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - STAAR Data - Mini Assessment Data - Lesson Plans
3. 100% of RYSS Middle School at Broadway students in RLA (Grades 6–8), Math (Grades 6–8), 8th Grade Science, and 8th Grade History have double-blocked classes, providing an additional 90 minutes of instructional time each week. When appropriate, students also receive an extra reading elective to ensure they are fully prepared to master their STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: - TELPAS assessments - STAAR test scores - Mini Assessment Data - Lesson Plans
4. To achieve Grade 6 mathematics performance targets of 68% Approaches, 22% Meets, and 2% Masters, teachers will deliver rigorous Tier 1 instruction to all students within double-blocked classes. At-risk students are	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Mini-assessment data from DMAC (administered every 3 weeks) STAAR math scores and local benchmarks

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Objective 3. (Accountability Rating) RYSS Middle School at Broadway will focus on improving student performance on the STAAR exam by setting clear performance benchmarks. By the end of the 2026–2027 school year, at least 90% of students will score at the Approaches Grade Level, 60% at the Meets Grade Level, and 30% at the Masters Grade Level on all STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assigned an additional math support class to receive targeted small-group intervention. Student selection and grouping are driven by DMAC mini-assessments administered every three weeks. Math teachers will utilize weekly Professional Learning Communities (PLCs) to analyze this assessment data, review student work, design reteach plans, and execute flexible regrouping. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1,5.3)				PLC meeting agendas and student work samples
5. To achieve Grade 8 mathematics performance targets of 63% Approaches, 27% Meets, and 5% Masters, teachers will utilize double-blocked periods for core instruction, while at-risk students receive an additional math support class for targeted interventions. Student selection is determined by 3-week DMAC assessment cycles and prior performance data. Math teachers will collaborate during weekly PLCs to review student progress monitoring data, analyze mastery levels, and adjust intervention groups and instructional plans accordingly. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	Ongoing	(S)Local Funds	Criteria: 3-week DMAC mini-assessment data and local benchmarks STAAR math performance scores Weekly PLC meeting agendas, student work analysis
6. To address Grade 8 social studies performance targets of 42% Approaches, 23% Meets, and 13% Masters, teachers will deliver rigorous Tier 1 instruction focused on priority TEKS using double-blocked instructional periods and supplemental digital resources. At-risk students will receive targeted support and frequent intervention cycles. Teachers will administer DMAC mini-assessments every	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	Ongoing	(S)Local Funds	Criteria: 3-week DMAC mini-assessment data and local benchmarks STAAR 8th Grade Social Studies performance scores Weekly PLC student-work analysis, standards alignment, and reteach/regrouping progress from mini-assessment data

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Objective 3. (Accountability Rating) RYSS Middle School at Broadway will focus on improving student performance on the STAAR exam by setting clear performance benchmarks. By the end of the 2026–2027 school year, at least 90% of students will score at the Approaches Grade Level, 60% at the Meets Grade Level, and 30% at the Masters Grade Level on all STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
three weeks to monitor progress. During weekly PLCs, teachers will analyze student assessment results, review student work, and execute a weekly structured reteach and regrouping protocol when students fail to demonstrate mastery. (Title I SW Elements: 1.1,2.1,2.4,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)				

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- Goal 1.** (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.
- Objective 4.** (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teachers will participate, with assistance from administrators and consultants in weekly PLC meetings focused on backwards planning to support instructional-assessment alignment, standards alignment, student-work analysis, and data-driven instruction. Teachers will collaboratively analyze 3-week DMAC mini-assessment data, 6-week DMAC cumulative assessment data, and review student work samples, to more effectively design reteach plans, organize targeted intervention groups, and track follow-up mastery data to ensure continuous instructional alignment. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026-June 2027	(F)Title I - \$99,000	Criteria: - Student work samples - Student Report Cards - 3-week Mini assessment data - 6-week Cumulative assessment data - TELPAS assessments - STAAR assessments
2. 100% of teachers at RYSS Middle School at Broadway will utilize online platforms such as IXL, Summit K-12, Vocabulary.com, Curipod, and STEMScopes weekly within tiered small groups to provide supplemental instruction for special population students (EB, SPED, retesters) to address specific academic needs and close student achievement gaps. These online platforms will support instruction in the following areas: *IXL-(Math/Science/Social Studies/Reading) *Summit K-12-(Science Tier I curriculum and English language/literacy development) *Vocabulary.com-(Vocabulary development/Reading Comprehension) *Curipod-(Writing development) *StemScopes-(Math Tier I curriculum) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026-June 2027	(F)Title I - \$60,500, (F)Title III Bilingual / ESL - \$10,000, (S)Local Funds - \$4,000	Criteria: - 3-week Mini assessments - 6-week Cumulative assessments - IXL BOY/MOY/EOY assessments - Summit K-12 MOY/EOY assessments - STAAR assessments
3. 100% of students will engage in double-	Assistant Principal/Dean of	August 2026-	(F)Title I - \$15,000, (F)Title I, A,	Criteria: - 3-week Mini

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- Objective 4.** (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
blocked reading and language arts classes, small group interventions, small group reading/language arts advocacy classes, after-school tutorials, and Saturday sessions, to address their learning gaps and improve their academic performance. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1)	Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	June 2027	(S)Local Funds	Assessments - 6-week Cumulative Assessments - STAAR Assessment - TELPAS Assessment - SUMMIT K12 MOY/EOY Assessments - IXL BOY/MOY/EOY Assessments
4. 100% of RYSS Middle School at Broadway teachers will attend monthly PLC professional development sessions focused on high yield ESL strategies that build teacher instructional capacity to provide RYSS EB students with instruction that supports English language and literacy development to close academic gaps. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: EB,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1.2,3,3.3,4,4.1,5,5.1,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Bilingual Allotment - \$300	Criteria: EB student report cards Three-week Mini assessments Six-week Cumulative assessments TELPAS assessments STAAR assessments
5. 100% of the Reading Language Arts teachers in grades 6-8 will implement an A-B instructional cycle, with A-Day providing Tier 1 grade-level instruction with B-day providing targeted learning stations that focus upon the previous A-Day's TEKS. B-day instruction will consist of instructional technology, vocabulary development, writing, revising/editing and teacher led small group learning stations. (Title I SW Elements: 2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), School Improvement Officer, Teacher(s)	August 2026- June 2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment - \$1,000, (S)Local Funds - \$1,000	Criteria: - 3-week mini assessments - 6-week cumulative assessments - Summit K-12 MOY/EOY assessments - I - TELPAS assessment - STAAR assessment
6. 100% of middle school RLA teachers will participate in a weekly dedicated Mentor cycle implemented by the RYSS ELA high school teachers with middle school participants both	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs,	September 2026- June 2027		Criteria: 3-week mini assessments 6-week cumulative assessments TELPAS assessments STAAR assessments

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- Goal 1.** (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.
- Objective 4.** (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
observing the high school teachers teaching in the middle school classrooms and being observed by the high school teachers as they teach their middle school classes. This mentor cycle will be conducted during the Advocacy periods. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.2)	Principal(s), Teacher(s)			
7. 100% of middle school teachers (RLA, Math, Science, Social Studies) will participate in 2 coaching cycles per month conducted by the EB/Literacy Specialist, and the consultants (literacy/math/science). These coaching cycles will consist of instructional goal setting, model lessons, instructional observations, and targeted debrief sessions. These coaching cycles will be ongoing through the school year. In addition, the Coaching Cycles will be supported by Sibme software to capture observations and feedback in real time. (Title I SW Elements: 2.2,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 2,2.1,3,3.3,5,5.1,5.2)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Teacher(s)	September 2026-June 2027	(F)Title I, A - \$200, (S)Local Funds	Criteria: - 3-week Mini assessments - 6-week Cumulative assessments TELPAS assessments STAAR assessments
8. 100% of RYSS at Broadway middle school students will participate in an educational system that supports their core learning in RLA and Math within the school's Master Schedule tailoring instructional time based on each student's assessment data with regard to content mastery and language/literacy development. All students are double blocked for RLA and Math with some EB students (Beginning/Intermediate) given a third advocacy class to focus and provide additional support. (Title I SW Elements: 2.6) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	August 2026-June 2027		Criteria: TELPAS assessment STAAR assessment

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Goal 1. (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 4. (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 5.1,5.3)				

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Goal 1. (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 5. (CTE and CCMR) 100% of RYSS Middle School at Broadway students will participate in the College Career Military Readiness expectation through the state metric provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 8th students, who express an interest, will have the opportunity for a JROTC elective in the 8th grade. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: 8th) (Strategic Priorities: 1,3,4) (ESF: 1,1.2,2.2,1.3,3.2,4,4.1,5,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: -Number of students complete the JROTC class and participate in High School JROTC
2. 100% of 8th-grade students will utilize the IXL online software program embedded into elective classes to build foundational college-readiness skills in reading and math. Students will complete targeted practice modules, and teachers will monitor student progress and performance data weekly to ensure readiness for success on the TSI exam. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s)	August 2026 - June 2027	(S)EMAT - \$5,000, (S)Local Funds	Criteria: - TSI Prep Books - TSI IXL Program - TSI tracker of Student performance
3. 70% of 8th grade students will take Algebra 1 for High School credit. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: 8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, District Directors, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds, (S)State Compensatory	Criteria: - 3-week Mini assessments - 6-week Cumulative assessments - IXL BOY/MOY/EOY assessments - STAAR assessments

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- Goal 1.** (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.
- Objective 6.** (Response to Intervention (RTI)) RYSS Middle School at Broadway will implement a Response to Intervention (RTI) process that is consistent and follows research-based practices to address unlearned curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Teachers will design lessons that include differentiated instruction for RTI support (Tier II & III interventions). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A, (S)Local Funds	Criteria: -Walkthrough Data - PLCs - Lesson Plans - Assessment Data: DMAC, iReady, Mock STAAR, RTI Progress Monitoring in DMAC
2. 100% of students receiving TIER I, II, and III RTI math interventions will participate in small group instruction, and they will be given support using the IXL online software. Their progress will be monitored on a weekly basis by tracking the students' completion rates in the IXL online software to gauge effectiveness. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.3,4,4.1,5,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	Weekly	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores
3. Administrative team and content lead teachers will monitor the RTI process in DMAC every six weeks. 100% of teachers will log their interventions in the student portfolio section in DMAC, and Administrators will intervene to ensure completion if necessary. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Teacher(s)	Six Weeks	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores
4. 100% of students receiving Response to Intervention (RTI) will receive support in Reading and Math programs. This includes effective implementation of RTI strategies like small group instruction, increased use of online applications for technology proficiency, and core teaching aligned with the TEKS and instructional resources. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores

RYSS Middle School at Broadway

Goal 1. (Student Achievement) RYSS Middle School at Broadway will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 6. (Response to Intervention (RTI)) RYSS Middle School at Broadway will implement a Response to Intervention (RTI) process that is consistent and follows research-based practices to address unlearned curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1,1.1,1.2,3,3.1,3.3,4,4.1,5,5.1)				

RYSS Middle School at Broadway

Goal 2. (School Culture & Climate) RYSS Middle School at Broadway will foster a safe, inclusive, and collaborative learning environment that promotes emotional safety, celebrates diverse student achievements, and actively engages families as true partners in the educational process.

Objective 1. (Positive School Culture & Attendance) RYSS Middle School at Broadway will cultivate a positive campus culture and improve student attendance through proactive monitoring, targeted administrative interventions, student recognition incentives, and ongoing family engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Middle School at Broadway students will have their school attendance monitored daily. Student attendance data for at-risk students will be monitored weekly during leadership team meetings. Administrators assigned by grade level will oversee targeted interventions and conduct mandatory parent conferences for extended absences, while support staff log parent outreach and establish individualized student support contracts. Student Absence Monitoring & Administrative Intervention: *100% of students after the third absence will receive a phone call home by the assigned administrator to discuss with parent(s) attendance problems. * 100% of students will be placed on an attendance contract after the 5th absence. * 100% of students will receive a home visit by the assigned administrator after the 8th absence. (Title I SW Elements: 2.2,2.6,3.1) (Target Group: AtRisk,6th,7th ,8th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.3,5,5.1)	Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Weekly leadership meeting agendas, parent call logs, administrative intervention documentation, and six-week attendance reports demonstrating a reduction in chronic absenteeism.
2. 100% of RYSS Middle School at Broadway students who have Perfect Attendance or meet the Honor Role standards will be recognized at an awards assembly every six weeks. (Title I SW Elements: 2.4,2.5) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2)	Assistant Principal/Dean of Instruction, Principal(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Six-week assembly rosters, award recipient logs, attendance records, and report card data showing a 10% increase in students qualifying for Honor Roll and Perfect Attendance over the school year.
3. RYSS Middle School at Broadway utilizes Facebook, Twitter, and Instagram for weekly updates, ensuring a minimum of three posts to boost parent and community engagement to showcase our extracurricular activities. (Title I	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	Weekly	(S)Local Funds	Criteria: - Assigned RYSS Middle School at Broadway administrators will measure the number of social media posts on a weekly basis

RYSS Middle School at Broadway

Goal 2. (School Culture & Climate) RYSS Middle School at Broadway will foster a safe, inclusive, and collaborative learning environment that promotes emotional safety, celebrates diverse student achievements, and actively engages families as true partners in the educational process.

Objective 1. (Positive School Culture & Attendance) RYSS Middle School at Broadway will cultivate a positive campus culture and improve student attendance through proactive monitoring, targeted administrative interventions, student recognition incentives, and ongoing family engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.4)				- Assigned RYSS Middle School at Broadway administrators will measure the social media outreach on a monthly basis
4. RYSS Middle School at Broadway will implement restorative justice principles for dealing with unmet student expectations. 100% of students falling short of behavioral expectations will have the chance to reflect and respond and are provided opportunities for behavior correction through teacher conferences, counseling sessions, and meetings with their administrators. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - June 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Number of Discipline Referrals, Student Sign-in Logs, Surveys, Focus Groups, Parent Conferences & Meeting Feedback
5. To foster a positive school culture, RYSS Middle School at Broadway counselors and stakeholders will execute an anti-bullying program and awareness campaigns to create a safe and inclusive environment for 100% of our students by placing posters around the campus, promoting anti-bullying parent night, and having anti-bullying spirit week where students will learn about bullying and how to report it. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A, (F)Title IV Safe and Drug Free - \$200, (S)Local Funds	Criteria: Student participation in Anti-Bullying week, Parent sign-in sheets from Anti-Bullying Parent night
6. 100% of RYSS Middle School at Broadway students will participate in a health awareness program focused on effective physical activity and self-care during physical education classes. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,4.1)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A, (S)Local Funds	Criteria: Sports Equipment, Health focused strategies embedded in lesson plans, student Report Cards, Student Survey

RYSS Middle School at Broadway

Goal 2. (School Culture & Climate) RYSS Middle School at Broadway will foster a safe, inclusive, and collaborative learning environment that promotes emotional safety, celebrates diverse student achievements, and actively engages families as true partners in the educational process.

Objective 1. (Positive School Culture & Attendance) RYSS Middle School at Broadway will cultivate a positive campus culture and improve student attendance through proactive monitoring, targeted administrative interventions, student recognition incentives, and ongoing family engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Publish weekly informational posts, announcements, and student highlights across official campus social media platforms to maintain regular communication with parents and increase school visibility. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Weekly social media log showing 100% compliance with weekly post schedules and parent communication updates.
8. Host monthly campus events (e.g., family literacy/STEM nights, seasonal showcases, community resource fairs) designed to encourage parental participation and strengthen school-community partnerships. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Event sign-in sheets demonstrating consistent attendance by at least 15-20% of RYSS Middle School at Broadway student families across monthly events.
9. Conduct monthly open-forum meetings with the Principal to discuss campus updates, gather parent feedback, address concerns, and build collaborative relationships between administration and families. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Monthly meeting agendas, sign-in sheets, and published meeting notes/action items from each principal session.
10. RYSS Middle School at Broadway will partner with the Texas ACE (After-School Centers on Education) program to provide targeted after-school academic enrichment, tutorials, and extended-day co-curricular activities (including fine arts, leadership, and physical fitness) to support 100% of participating students in improving academic performance, school attendance, and behavioral engagement. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.3,3.4,5.1)	ACE Campus Site Coordinator, Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	August 2026- June 2027		Criteria: ACE sign-in sheets Instructor payroll documentation

RYSS Middle School at Broadway

Goal 2. (School Culture & Climate) RYSS Middle School at Broadway will foster a safe, inclusive, and collaborative learning environment that promotes emotional safety, celebrates diverse student achievements, and actively engages families as true partners in the educational process.

Objective 2. (School Safety) RYSS Middle School at Broadway stakeholders will stay informed regarding all Texas Education Agency (TEA) safety updates and mandates 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Middle School at Broadway Safety Committee members are expected to attend 100% of the monthly Safety meetings. At these Safety meetings, the RYSS Middle School at Broadway Safety Committee members will address various topics focused on maintaining a safe and secure environment and plan monthly safety drills. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	Monthly	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Safety Drill reports - Safety Meeting Sign in Sheets

RYSS Middle School at Broadway

Goal 2. (School Culture & Climate) RYSS Middle School at Broadway will foster a safe, inclusive, and collaborative learning environment that promotes emotional safety, celebrates diverse student achievements, and actively engages families as true partners in the educational process.

Objective 3. (Campus Organization) By the end of the 2026-2027 academic year, RYSS Middle School at Broadway will establish and regularly facilitate high-quality Professional Learning Communities (PLCs), Leadership team collaborations, and relevant professional development opportunities, systematically integrated into staff schedules to enhance instructional practices and student outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Middle School at Broadway will have clearly defined emergency protocols (fire, lockdown, shelter-in-place) supported by updated safety maps with updated traffic flow plans for arrival, dismissal, and transitions between classes. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 1.1,1.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s)	August 2026 - June 2027	(F)Title IV Safe and Drug Free	Criteria: - Updated Safety Maps - Safety Drill Reports
2. RYSS Middle School at Broadway will require all teachers to participate in duty assignments to ensure adequate staffing of hall monitors, duty stations, and supervision schedules, which will be embedded into the master schedule. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.2)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Teacher(s)	Daily	(S)Local Funds	Criteria: - Weekly Report of Duty participation from Administrators - Review the number of Discipline referrals on a weekly basis - Review the number of tardy(s) on a weekly basis
3. Implementation of a master schedule that supports core content, electives, intervention, and enrichment (e.g., advisory periods, double-blocked math/ELA for struggling learners). Moreover, our students that did not pass the STAAR exam receive a third support class to ensure academic proficiency on the STAAR Exam. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Review the Master Schedule Review student data from Mini Assessments in STAAR Support Classes Mini Assessment Data Cumulative Assessment Data STAAR Scores

RYSS Middle School at Broadway

- Goal 3.** (Family & Community Involvement) RYSS Middle School at Broadway will build purposeful, multi-directional partnerships with families, local industries, and community organizations to expand student learning opportunities, support academic success, and strengthen the home-to-school connection.
- Objective 1.** (Parent Engagement) RYSS Middle School at Broadway will implement a monthly Parent Learning Series to provide collaborative educational experiences for students and families such as Meet the Teacher, Open House, Elective Night, Literacy Night, STEM Night, Cyber Bullying, and Student Anxiety workshops.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Middle School at Broadway will create multiple opportunities for parents to be involved with their children and the school by creating various events where our parents can have 100% attendance to one of the events. The planned events such as Meet the Teacher Night, Open House, Academic Parent Night, Elective Fair, Senior Parent Meetings, Hispanic Heritage Night, and End of the Year Awards Celebrations. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - June 2027	(F)Title I	Criteria: The evaluation criteria will be measuring the attendance of parents and students across after school parent events, insights gathered from parent surveys to measure parent satisfaction with the school, and the number of discipline referrals.
2. RYSS Middle School at Broadway utilizes Facebook, Twitter, and Instagram for weekly updates, ensuring a minimum of three posts to boost parent and community engagement. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Special Ed Teachers, Teacher(s)	Weekly	(F)Title I	Criteria: -Student Enrollment Increase -Community Involvement -Surveys -Questionnaires -Focus Groups

RYSS Middle School at Broadway Site Base

Name	Position
Longoria, Noelia	Campus Administrator
Mora, Yulissa	Teacher
Davila, David	Teacher
Botello, Daniella	Counselor
Castillo, Jose	Teaching Assistant Non-instructional
VanHorn, Anne	Business Representative
Armstrong, Terrie	Interventionist
Salinas, Maria	SPED Department Chair
Graves, Annette	Teacher

Part 1: Comprehensive Needs Assessment Process & Meeting Documentation

The Title I Committee for RYSS Middle School at Broadway conducted its formal meetings to review, evaluate, and revise the Comprehensive Needs Assessment (CNA) for the school year.

CNA Meeting 1: April 7 at 10:00 a.m.

CNA Meeting 2: May 19 at 10:00 a.m.

Meeting 1 Summary (April 7):

Principal Longoria welcomed the Title I Committee, reviewed the purpose and expectations of the committee, and aligned the campus mission/vision with prioritized goals. The SEL Counselor reviewed Title I, Part A guidelines, emphasizing that federal funds supplement (not supplant) core programs to support struggling students and enhance parent/family engagement. Major Shawn Morton presented the eight measurable areas for best practices under Title I guidelines. Committees were organized into groups to evaluate baseline performance using ten core data points.

Meeting 2 Summary (May 19):

Principal Longoria and campus leadership reconvened the committee to review interim assessments, special populations updates, and Emergent Bilingual (EB) performance data. The committee performed a Root Cause Analysis examining factors affecting student attendance (such as peer pressure and social media impact like Instagram). The committee finalized the top three operational problem areas and established the core focus priorities for the upcoming campus improvement plan.

Part 2: Data Sources Reviewed

Check or list the following ten data sources within the DMAC data profile section:

STAAR/EOC Data

TELPAS Student Data

Promotion/Retention Rates

Attendance / Chronic Absenteeism Data

Classroom and Walkthrough Data

Parent Conference and Meeting Feedback

Stakeholder Interviews

Pacing Guides with Scope and Sequence

Class, School, and Special Populations Data

Instruction Delivery and Lesson Plan Design

Part 3: Summary of Findings (Strengths & Identified Problems)

Performance Domain Identified Strengths Identified Problems / Weaknesses

Student Achievement

Students have access to digital software to increase language proficiency (e.g., K12 Summit).

Additional electives are available to help close academic gaps

Reading and math performance on STAAR exams need significant improvement, particularly given the high percentage of emergent bilingual learners.

School Culture & Climate

- Positive classroom environments and constructive feedback observed through T-TESS teacher evaluations.
- Feedback trends from parent conferences, surveys, and questionnaires indicate a need for stronger school-to-home connection and attendance tracking.

Curriculum, Instruction, & Assessment

- Robust 1:1 student-to-technology ratio supporting digital instructional delivery.
- Need for enhanced lesson delivery models, detailed pacing guides with explicit scope/sequence, differentiated materials, and targeted professional development.

Part 4: Bridge Analysis & Identified Priority Needs

Demographics Bridge: Ongoing student attendance tracking and addressing chronic absenteeism factors (peer influence and external distractions).

Curriculum, Instruction, & Assessment Bridge: Closing reading and math achievement gaps on STAAR for emergent bilingual populations through rigorous first instruction.

Parent & Family Engagement Bridge: Increasing parent activity evaluations, feedback mechanisms, and academic support tools for families navigating core curriculum platforms.

Part 5: Three Areas of Focus for the Upcoming School Year

Student Achievement: Develop, communicate, and implement effective systems and protocols to address the learning needs of diverse student populations (Focusing on Growth Goals, TELPAS, Accountability, Special Populations, CTE/CCMR, and RTI).

School Culture & Climate: Foster a safe, inclusive, and collaborative learning environment that promotes emotional safety, monitors student absences, implements a robust SEL framework, and celebrates diverse student achievements.

Family & Community Involvement: Upgrade instructional delivery, refine pacing guides with detailed scope and sequences, and provide targeted professional development to support rigorous first instruction and intervention courses.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
Formative Assessments
Renaissance Star 360
STAAR
TELPAS

Student Achievement Strengths

Algebra 1: Maintained exceptional baseline performance with a 100% Approaches passing rate in 2026 (up from 98% in 2025), sustaining high overall student participation and foundational success.

Reading 07: Demonstrated positive year-over-year gains in rigorous tiers, with Meets proficiency increasing from 36% in 2025 to 41% in 2026, and Masters performance rising from 13% to 22%.

Student Achievement Weaknesses

Social Studies 08: Experienced a severe campus-wide decline across all performance standards, with Approaches dropping sharply from 64% in 2025 down to 42% in 2026, Meets falling from 37% to 23%, and Masters decreasing from 22% to 13%.

Reading 08: Suffered a steep downward regression from its 2025 peak, with Approaches falling from 81% to 68%, Meets dropping significantly from 60% to 41%, and Masters halving from 32% down to 16%.

Reading 06: Exhibited a broad decline across all tiers between 2025 and 2026, with Approaches decreasing from 67% to 61%, Meets dropping from 48% to 37%, and Masters falling from 27% to 14%.

Math 08: Showed a sharp drop in mid-to-high proficiency levels, with Approaches falling from 71% to 63%, Meets dropping steeply from 45% down to 27%, and Masters decreasing from 9% to 5%.

Math 06: Continued to struggle with higher-level academic rigor, seeing Meets proficiency drop from 31% in 2025 down to 22% in 2026, while Masters performance fell to a critically low 2%.

Student Achievement Needs

Comprehensive Needs Assessment

1. We need to continually support emergent bilingual students through targeted training within our Professional Learning Communities and professional development, implementing specific emergent bilingual strategies to enhance student achievement with the following EB strategies: ELPS, Quality Teaching for English Learners (QTEL), Guided Language Acquisition Design (GLAD), and Sheltered Instruction Observation Protocol (SIOP).
2. Students need exposure, practice, and familiarity to the STAAR 2.0 questions by providing training opportunities for our teachers that specifically address the how to design, integrate, and create STAAR 2.0 questions within the framework of student assessments using our DMAC software.
3. Students require experience, practice, and familiarity with taking assessments in an online environment, utilizing web 2.0 applications like Renaissance, Summit K-12, STEMScopes, and other online platforms on a daily basis in the classroom.

Student Achievement Summary

RYSS Middle School at Braodway students each year will attain a higher level on the "meets" standard, on the STAAR exams for RLA grades 6-8, Math grades 6-8, 8th grade Science, and 8th grade Social Studies.. Achieving this goal necessitates providing Emergent Bilingual students with specific and targeted instruction by providing our teachers with proven instructional strategies to ensure student academic success. Additionally, all students should gain exposure, practice, and familiarity with STAAR 2.0 questions to be prepared to take the STAAR end-of-course exams. Lastly, all students must engage in practicing in online platforms to ensure they are adept at taking assessments in an online environment.

School Culture and Climate

School Culture and Climate Data Sources

Attendance Data
Discipline Data
Graduation Records
Program Evaluations
STAAR
Survey Data
TAPR
TELPAS
TTESS

Comprehensive Needs Assessment

School Culture and Climate Strengths

- 1.) Early College T-STEM Academy ensures that our students, employees and our community are provided with a safe, secure, and vibrant learning environment.
- 2.) Early College T-STEM Academy uses social media platforms such as Facebook, Twitter, Instagram with our students, parents, and community members to communicate upcoming school events and future opportunities for engagement.
- 3.) Early College T-STEM Academy provides opportunities to students and families to engage in a variety of programs after school such as academic tutorials, soccer, band, basketball, volleyball, flag football, art club, National Honors Society, JROTC, and dance.

School Culture and Climate Weaknesses

- 1.) Fostering a school culture that prioritizes safety, creating a secure environment where students, staff, and stakeholders feel protected.
- 2.) Providing opportunities for students to be empowered and have a say in supporting and shaping the school culture to enhances their sense of ownership, belonging, and engagement.

School Culture and Climate Needs

- 1.) Implement comprehensive anti-bullying and harassment policies, promoting respectful and inclusive behavior, and addressing issues of discrimination, bias, and intolerance promptly and effectively.
- 2.) Invest in comprehensive Social-Emotional Learning (SEL) programs that provide opportunities for students to develop self-awareness, emotional regulation, empathy, and healthy relationship skills that foster a positive and caring climate.

School Culture and Climate Summary

Early College T-STEM Academy will continue to support and protect students, employees, community and stakeholders with a safe & secure and positive learning environment.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
District Benchmark Data
Formative Assessments
Graduation Records
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TAPR
TELPAS

Curriculum, Instruction and Assessment Strengths

- 1.) RYSS Middle school at Broadway uses Lead4ward to ensure TEKS alignment in curriculum, instruction, and assessment. Lead4ward will also be used to support data analysis and guide the creation of effective pacing calendars and assessments aligned to the TEKS.
- 2.) RYSS Middle school at Broadway maintains small class sizes to ensure optimal student-teacher ratios and to provide a more personalized and interactive learning experience for each student.

Curriculum, Instruction and Assessment Weaknesses

- 1.) Integrate critical thinking, problem-solving, and analytical skills across the curriculum to prepare students for real-world challenges.
- 2.) Consistent use of instructional strategies to bridge language and academic gaps.

Curriculum, Instruction and Assessment Needs

- 1.) Provide ongoing professional development for teachers to enhance their knowledge of the curriculum and instructional strategies aligned with the standards.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

- 2.) Provide teachers with training and resources to design and deliver instruction that accommodates different learning styles and supports students at various achievement levels.
- 3.) Use assessment data to inform curriculum improvements, instructional adjustments, and individualized interventions to support student growth.

Curriculum, Instruction and Assessment Summary

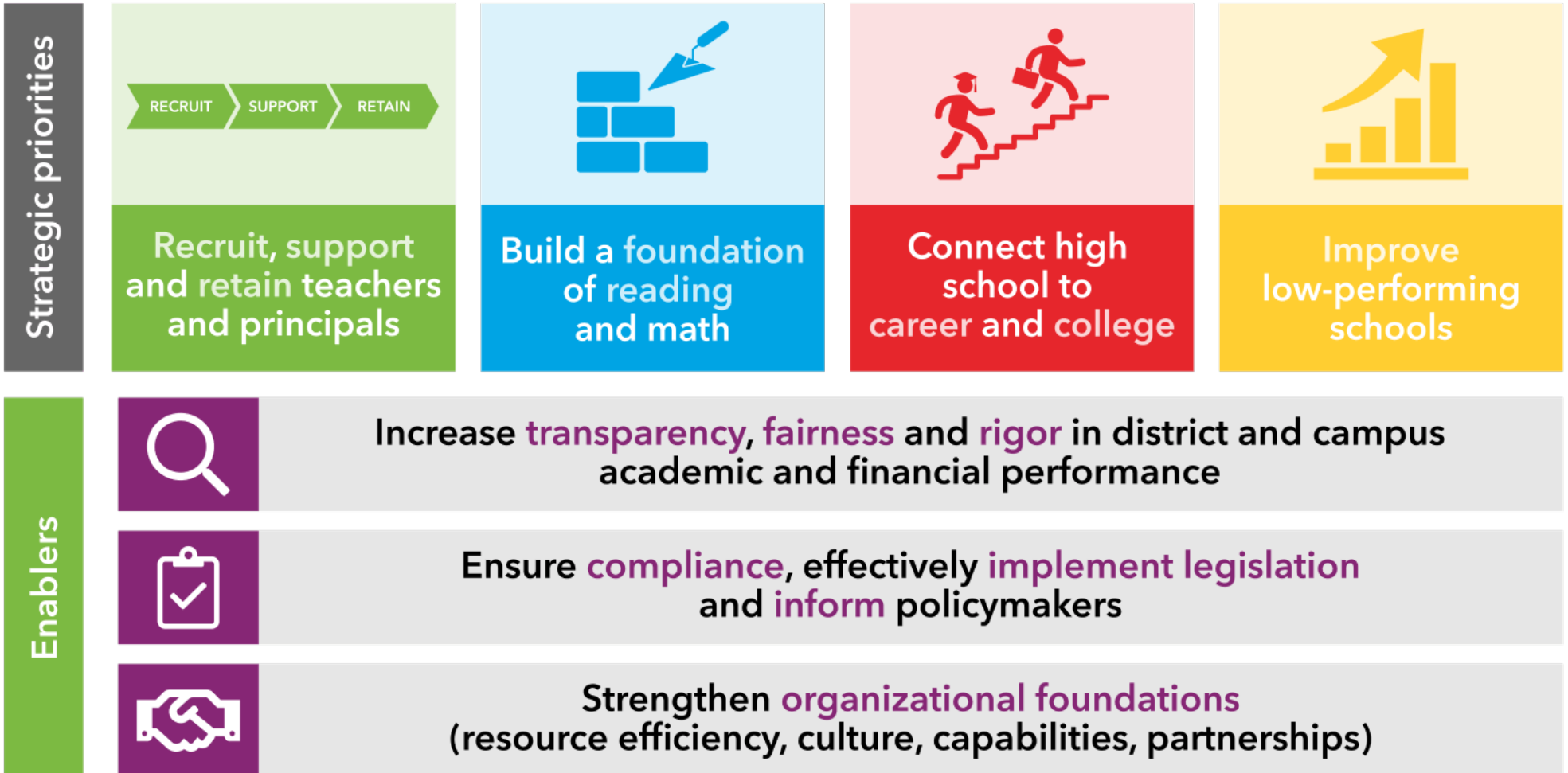
RYSS Middle school at Broadway provides a well-aligned curriculum, differentiated classes built into the Master Schedule to support the delivery of engaging, effective instruction that meet individual student needs, assessment practices, and critical thinking skills.

During Professional Learning Committees, teachers will collaborate, adjust, plan, their pacing calendar, design and contribute jointly of best practices that support engaging lessons, disaggregate data to guide instruction, and backwards plan.

Comprehensive Needs Assessment Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
District Benchmark Data
Formative Assessments
Graduation Records
iReady
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TELPAS

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



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

Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Title I, A	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Blended Learning Grant	State
EMAT	State
Local Funds	State
Phone Free Schools Grant	State
State Compensatory	State