

RYSS Early College at Broadway

Campus Improvement Plan

2026/2027

"One Mission, One Vision, One team"



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RYSS Early College at Broadway

Mission

RYSS Early College 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 Early College 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 Early College 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

Comprehensive Needs Assessment

Demographics

Demographics Strengths

We have strong systems in place to address challenges associated with student attendance. Our approach includes consistent parent communication through phone calls and scheduled conferences to ensure families are aware of attendance concerns. An administrator reviews attendance data on a weekly basis to monitor patterns and identify students who may require additional support. Any student who has missed more than five days is required to attend a parent conference with an administrator present. During this meeting, both the parent and the student enter into a formal attendance contract outlining expectations, supports, and consequences. Administrators then review these cases weekly to monitor progress and ensure student attendance improves, providing interventions and follow-up as needed.

Demographics Weaknesses

RYSS Early College STEM Academy will increase the overall student attendance rate from 92.7% in 2025–2026 to 95% in the 2026–2027 school year. This goal will be achieved through specific, measurable strategies such as weekly monitoring of attendance data by administrators, timely parent phone calls, mandatory parent conferences for students who miss more than five days, and the implementation of attendance contracts to support students and families. Progress will be reviewed each weekly to ensure improvement is consistent and sustained throughout the year, with final outcomes measured by the end-of-year attendance report.

Demographics Needs

We need continuous parent awareness of the student attendance and the impact on student graduation.

Demographics Summary

We will continue to provide opportunities for parents to participate in monthly ongoing parent learning series.

Student Achievement

Student Achievement Data Sources

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

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

Student Achievement Strengths

Biology: Achieved a strong academic baseline with 97.8% Approaches, 76.1% Meets, and 39.1% Masters across 92 tested students, reflecting effective content delivery and consistent instructional alignment in science classrooms.

U.S. History: Demonstrated robust performance outcomes with 92.8% Approaches, 77.1% Meets, and 49.4% Masters across 83 tested students, supported by proactive departmental collaboration and structured social studies curriculum design.

Student Achievement Weaknesses

English I: Performance results of 66.4% Approaches, 51.4% Meets, and 12.1% Masters across 107 tested students highlight a pressing need to integrate targeted reading comprehension strategies, intensive writing support, and frequent formative monitoring into the Campus Improvement Plan.

English II: Performance results of 73.2% Approaches, 64.6% Meets, and a critically low 3.7% Masters across 82 tested students expose a major performance deficit in advanced academic rigor that requires immediate instructional intervention and systematic reassessment protocols.

Student Achievement Needs

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.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

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 Early College T-STEM Academy students each year will attain a higher level on the "meets" standard, on the STAAR end-of-course exams for Algebra 1, Biology, English 1, English 2, and U.S. History. 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

School Culture and Climate Strengths

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- 1.) RYSS Early College at Broadway ensures that our students, employees and our community are provided with a safe, secure, and vibrant learning environment.
- 2.) RYSS Early College at Broadway 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.) RYSS Early College at Broadway 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 such as Lovescape 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

RYSS Early College at Broadway 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 Early College at Broadway uses Lead4ward to ensure TEKS alignment in our curriculum, instruction, and assessment. Lead4ward will be used to support data analysis and ensure the creation of effective pacing calendars and assessments that are aligned to the TEKS.
- 2.) RYSS Early College at Broadway maintains small class sizes to ensure optimal student-teacher ratios and facilitate a more personalized and interactive learning experience for each student.
- 3.) RYSS Early College at Broadway partners with E3 Alliance to increase student engagement and achievement.

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

Comprehensive Needs Assessment

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

1. CNA Process / Meeting Documentation

The Committee met April 7 & May 19 (10:00 a.m.). Reviewed Title I guidelines, 8 best practice areas, and 10 core data points. Conducted Root Cause Analysis and finalized campus focus priorities.

2. Data Sources Reviewed

STAAR/EOC, TELPAS, Promotion/Retention, Attendance, Walkthroughs, Parent Feedback, Interviews, Pacing Guides, Special Populations, Lesson Plans.

3. Summary of Findings (Strengths & Problems)

Student Achievement:

Strengths: K12 Summit language software, remediation electives.

Problems: Reading/math STAAR/EOC gaps for Emergent Bilinguals.

School Culture & Climate:

Strengths: Positive T-TESS classroom feedback.

Problems: Attendance tracking, parent survey/feedback participation.

Curriculum, Instruction & Assessment:

Strengths: 1:1 student technology ratio.

Problems: Pacing guides, differentiated materials, targeted teacher PD.

4. Campus Goals & Objectives

Goal 1: Student Achievement

Statement: RYSS Early College at Broadway will develop, communicate, and implement effective systems and protocols to address the learning needs of diverse student populations.

Objectives: Growth Goals, TELPAS, Accountability, Special Populations, CTE/CCMR, RTI, 1:1 Technology.

Goal 2: School Culture & Climate

Statement: RYSS Early College 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.

Objectives: Positive Culture, Safety, SEL Framework, Attendance Monitoring, Student Recognition.

Goal 3: Family & Community Involvement

Statement: RYSS Early College 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.

Objectives: Weekly Social Media Engagement, Monthly Family/Community Involvement, Monthly Principal Meetings, East End Youth Leadership Partnership.

RYSS Early College at Broadway

Goal 1. (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College at Broadway English 1, English 2, Algebra 1, Biology, and U.S. History teachers 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, before-school tutorials, after-school tutorials, and Saturday sessions during support classes or advisory periods until mastery is achieved, with follow-up reassessment occurring within two weeks. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.2,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (S)Local Funds	Criteria: - Mini assessment data from DMAC - STAAR scores
2. Students who fail to demonstrate mastery on mini-assessments or benchmark data will participate weekly in targeted prescriptive instructional strategies, including small-group interventions (group size of 5–8 students), after-school tutorials, and Saturday sessions conducted twice weekly. Progress will be monitored weekly using DMAC trackers and online platform data. Students will exit the intervention cycle once they achieve mastery (70% or higher) on follow-up formative assessments. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (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), Teacher(s)	August 2026 - June 2027	(S)Local Funds, (S)State Compensatory	Criteria: - 3-week Mini assessments - 6-week Cumulative assessments - STAAR assessments -TELPAS assessments -SUMMIT K-12 MOY/EOY assessments -IXL BOY/MOY/EOY assessments
3. To achieve performance targets for English I (66% Approaches, 51% Meets, 12%	Assistant Principal/Dean of Instruction, Instructional	August 2026 - June 2027	(S)Local Funds	Criteria: 3-week DMAC mini-assessment data, STAAR EOC

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Goal 1. (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Masters), teachers will deliver rigorous, standards-aligned reading and writing instruction to all students. At-risk students will receive targeted small-group intervention, writing conferences, and before-school, after-school, or Saturday tutorials. Teachers will create and utilize assessment trackers, Short Constructed Response (SCR) response trackers, and essay trackers in Excel to monitor student progress, and review data during weekly PLCs to guide instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,EB,SPED,AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 3,3.3,4.1,5.1,5.3)	Specialist/Coordinator, Lead Teachers/Department Chairs, Literacy Coach, Principal(s), Teacher(s)			scores, student writing samples, and PLC agenda
4. To achieve performance targets for English II (73% Approaches, 65% Meets, 4% Masters), teachers will deliver rigorous, standards-aligned reading and writing instruction to all students. At-risk students will receive targeted small-group intervention, writing conferences, and before-school, after-school, or Saturday tutorials. Teachers will create and utilize assessment trackers, Short Constructed Response (SCR) response trackers, and essay trackers in Excel to monitor student progress, and review data during weekly PLCs to guide instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,EB,SPED,AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 3,3.3,4.1,5.1,5.3)	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	(S)Local Funds	Criteria: 3-week Mini assessments 6-week Cumulative assessments TELPAS assessments STAAR assessments Summit K-12 MOY/EOY assessments
5. 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 EOC	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: - Review the Master Schedule - Review student data from 3-week Mini assessments - Review student data from 6-week Cumulative assessments - TELPAS scores

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
STAAR Exam(s). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.2,3.3,4.1,5.1,5.3)				- STAAR scores - K-12 Summit MOY/EOY assessments

RYSS Early College at Broadway

Goal 1. (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 2. (TELPAS) 100% of RYSS Early College 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 Early College at Broadway emergent bilingual students will use the Summit K-12 online software platform three times a week, dedicating 20 minutes each session, during Reading, Social Studies, or Advocacy classes which will total at least 60 minutes per week. This usage aims to enhance their listening, speaking, reading, and writing skills, all aligned with STAAR objectives. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: ESL,Migrant,EB,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.2,3.3,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - June 2027	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Summit K 12 usage reports - TELPAS Scores
2. 100% of RYSS Early College 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: ESL,Migrant,EB,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.2,3.3,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - TELPAS - STAAR
3. 100% of RYSS Early College 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: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 1,1.2,2.2,1.3,3,3.5,5.1,5.2,5.3)	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		

RYSS Early College at Broadway

Goal 1. (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 3. (Accountability Rating) Our goal is to increase by three percent points at the Approaches, Meets, and Masters level in each EOC subject, Algebra 1, Biology, English 1, English 2, and US History, on the STAAR compared to the STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College 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. This usage aims to enhance their listening, speaking, reading, and writing skills, all aligned with STAAR objectives. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB,9th,10th,11th,12th) (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)	August 2026-June 2027	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Summit K-12 Usage Reports - STAAR Exams - TELPAS Scores - Lesson Plans
2. 100% of RYSS Early College 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,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 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)Title I, (S)Local Funds	Criteria: - STAAR Data - Mini Assessment Data - Lesson Plans
3. 100% of RYSS Early College at Broadway students taking English 1, English 2, Biology, Algebra 1, and U.S. History have double-blocked classes, providing an additional 90 minutes of classroom instructional time and an extra reading elective class, when appropriate, each week to ensure students are prepared to master their STAAR EOC exams. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (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, Chief Financial Officer, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (S)Local Funds	Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans
4. To sustain and build upon our strong Biology performance, teachers will maintain rigorous Tier 1 instructional delivery, utilize Summit K-12 weekly for EOC preparation, and conduct three-week DMAC data check-ins. Whenever students fall short of mastery, teachers will immediately implement targeted	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: STAAR EOC Biology scores, 3-week DMAC mini-assessments, Lesson plans

RYSS Early College at Broadway

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Objective 3. (Accountability Rating) Our goal is to increase by three percent points at the Approaches, Meets, and Masters level in each EOC subject, Algebra 1, Biology, English 1, English 2, and US History, on the STAAR compared to the STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
after-school tutorials and small-group interventions during advisory classes. This ensures that while intensive interventions are deployed for English courses, Biology maintains continuous progress monitoring and advanced rigor to preserve and elevate Masters-level achievement. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1.1,5.1,5.2,5.3,5.4)				
5. To sustain and build upon our exceptional U.S. History performance (including strong gains at Meets and Masters), teachers will maintain rigorous Tier 1 instructional delivery, utilize aligned pacing guides, and conduct three-week DMAC data check-ins. Whenever students fall short of mastery, teachers will immediately implement targeted after-school tutorials and small-group interventions during advisory classes. This ensures continuous progress monitoring, rigorous primary source analysis, and sustained high-level academic achievement while resources are balanced across tested areas. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A, (S)Local Funds	Criteria: STAAR EOC U.S. History scores, 3-week DMAC mini-assessments, Weekly PLC data analysis

RYSS Early College at Broadway

Goal 1. (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 4. (Student Achievement) RYSS Early College 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) (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, (S)Local Funds	Criteria: - Weekly PLC meeting agendas and signed attendance logs - Completed aligned lesson plans with scope and sequence - 3-week DMAC mini-assessment data reports - student work analysis samples - 6-week Cumulative assessments - TELPAS assessments - STAAR assessments (interim/MOC) Written reteach plans and organized intervention group rosters Follow-up progress monitoring data and mastery tracking evidence showing improved student performance on subsequent assessments
2. 100% of teachers will leverage online platforms during tiered small-group instruction to deliver prescriptive, targeted interventions: Summit K-12 will be used by Emergent Bilingual students and Biology students for EOC and language proficiency preparation for at least 60 minutes weekly; IXL will be used by students for foundational math and reading skill practice; and STEMScopes will be utilized for science curriculum support. Campus leaders will review weekly platform usage reports, progress-monitoring trackers, and STAAR data to ensure accountability and growth. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF:	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - IXL - Summit K-12 - STAAR scores

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Objective 4. (Student Achievement) RYSS Early College 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
1,1.2,3,3.3,4,4.1,5,5.1,5.3)				
3. Students who fail to demonstrate mastery on mini-assessments or benchmark data will participate in targeted prescriptive instructional strategies, including small-group interventions (group size of 5–8 students), after-school tutorials, and Saturday sessions conducted twice weekly. Progress will be monitored weekly using DMAC trackers and online platform data. Students will exit the intervention cycle once they achieve mastery (70% or higher) on follow-up formative assessments. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (S)Local Funds	Criteria: -STAAR -TELPAS -SUMMIT K12
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: 2.5,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 1,1.2,2,2.1,3,3.3,5.1,5.2,5.3)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	August 2026- June 2027	(S)Bilingual Allotment - \$300	Criteria: - 3-week Mini assessments - 6-week Cumulative assessments - TELPAS assessments - STAAR assessments (Interim/MOC) -Summit K-12 MOY/EOY assessments

RYSS Early College at Broadway

Goal 1. (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 5. (CTE and CCMR) 100% of RYSS Early College 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. RYSS Early College at Broadway will increase student enrollment and participation in Advanced Placement (AP) courses by 20%, providing additional opportunities to earn college credit through successful AP exam completion across current course offerings (AP Spanish, AP Art, AP English Language, AP Environmental Systems, AP English Literature, and AP United States History. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,4,4.1,5,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Evaluation will be measuring how many students successfully receive college credit from their AP exams.
2. 100% of students enrolled in the Texas Bridge online system will be monitored by campus administrators. They will oversee the weekly amount of learning modules completed in the Texas Bridge online system by student. They'll establish a weekly tracker for the completion of Texas Bridge modules to monitor student progress, intervene with teachers and students when necessary, to ensure that the learning modules are completed at the appropriate pace by students. (Title I SW Elements: 2.2,2.6) (Target Group: 12th) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026- June 2027	(S)Local Funds	Criteria: - Evaluation will be based on the number of students that successful complete the Texas Bridge Online Modules and earn TSI exemption. - CCMR Tracker
3. RYSS Early College at Broadway will expand its online college classes through the University of Texas OnRamps program which allows students to earn college credit at the end of the school year. 100% of RYSS Early College at Broadway sophomore students will take an online college Chemistry class and 100% of RYSS Early College at Broadway senior students will take an online College Algebra class and US Government class. We expect 30% of our students will pass the	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: -Number of students that receive College Credit at the end of the year from the University of Texas for Chemistry, College Algebra, and U.S. Government courses.

RYSS Early College at Broadway

Goal 1. (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 5. (CTE and CCMR) 100% of RYSS Early College 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
OnRamp classes and our students will receive four college credits by May 2027. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 10th,11th) (Strategic Priorities: 1,3,4) (ESF: 1,1.1,1.2,3,3.2,4,5,5.3,5.4)				
4. RYSS Early College at Broadway will expand its Dual Credit class offerings in collaboration with Houston Community College. This expansion will begin with a new cohort of 19 9th grade P-TECH students starting in the spring (2017) semester. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (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)	Spring 2027	(S)Local Funds	Criteria: - CCMR Tracker

RYSS Early College at Broadway

- Goal 1.** (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.
- Objective 6.** (Response to Intervention (RTI)) RYSS Early College 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) (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, (S)Local Funds	Criteria: -Walkthrough Data - PLC agendas/sign-in sheets - Lesson Plans - 3-week Mini assessments - 6-week Cumulative assessments - TELPAS assessments - STAAR assessments - IXL BOY/MOY/EOY assessments - Summit K-12 MOY/EOY assessments
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,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (S)Local Funds	Criteria: - Student Report Cards - 3-week Mini assessments - 6-week Cumulative assessments - STAAR Scores - TELPAS Scores - IXL BOY/MOY/EOY assessments
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) (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, 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, (S)Local Funds	Criteria: - Student Report Cards - 3-week Mini assessments - 6-week Cumulative assessments - STAAR Scores - TELPAS 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	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (S)Local Funds	Criteria: Student Report Cards - 3-week Mini assessments - 6-week Cumulative assessments - STAAR Scores

RYSS Early College at Broadway

- Goal 1.** (Student Achievement) (Excellent Instruction) RYSS Early College at Broadway will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.
- Objective 6.** (Response to Intervention (RTI)) RYSS Early College 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
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: 1,1.1,1.2,3,3.1,3.3,4,4.1,5,5.1)				-TELPAS Scores

RYSS Early College at Broadway

Goal 2. (School Culture and Climate) RYSS Early College at Broadway will provide an organized and safe school environment.

Objective 1. (School Safety) RYSS Early College 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 Early College at Broadway Safety Committee members are expected to attend 100% of the monthly Safety meetings. At these Safety meetings, the RYSS Early College 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) (ESF: 3,3.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s)	Monthly	(S)Local Funds	Criteria: - Safety Drill reports - Safety Meeting Sign in Sheets
2. RYSS Early College 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) (Strategic Priorities: 4) (ESF: 1.1,1.2)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds	Criteria: Input and Track in Sentinel Updated Safety Maps Safety Drill Reports
3. RYSS Early College 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: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.2)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(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

RYSS Early College at Broadway

Goal 2. (School Culture and Climate) RYSS Early College at Broadway will provide an organized and safe school environment.

Objective 2. (Well-Rounded Student Program) RYSS Early College at Broadway will provide a robust well-rounded student program offering a variety of extracurricular and co-curricular opportunities, including fine arts, athletics (soccer, basketball, volleyball, flag football), art club, National Honor Society, JROTC, and dance, to support 100% of students' passions, leadership skills, and college/career readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College at Broadway will provide a robust well-rounded student program offering a variety of extracurricular and co-curricular opportunities, including fine arts, athletics (soccer, basketball, volleyball, flag football), art club, National Honor Society, JROTC, and dance, to support 100% of students' passions, leadership skills, and college/career readiness. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.3)	ACE Campus Site Coordinator, Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds, (S)Nita M. Lowey 21st Century (ACE)	Criteria: Student participation rosters, club sign-in logs, event attendance records, and end-of-year activity participation reports.
2. RYSS Early College 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: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.2,3.3,3.4)	ACE Campus Site Coordinator, Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds, (S)Nita M. Lowey 21st Century (ACE)	Criteria: ACE attendance logs, tutorial sign-in sheets, DMAC progress-monitoring data, and program satisfaction surveys.

RYSS Early College at Broadway

Goal 3. (Family and Community Involvement) RYSS Early College at Broadway will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 1. (Positive School Culture) RYSS Early College at Broadway stakeholders are committed to creating an environment that is 100% safe, secure, and respectful for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College 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, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (S)Local Funds	Criteria: - Number of Discipline Referrals - Student Sign in Logs -Surveys -Focus Groups -Parent Conferences & Meeting Feedback
2. To foster a positive school culture, 100% of RYSS Early College 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: 1,4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	Six Weeks	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Student participation in Anti-Bullying week - Use the Parent sign in sheets to count attendance from the Anti-Bullying Parent night
3. 100% of RYSS Early College 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) (ESF: 1,1.1,1.2,3,3.1,3.3,4,4.1)	ACE Campus Site Coordinator, Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, (S)Local Funds	Criteria: - Sports Equipment - Strategies embedded in lesson plans - Report Cards - Student Survey
4. 100% of RYSS Early College 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	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Special Ed Teachers, Teacher(s)	August 2026- June 2027		Criteria: Weekly leadership meeting agendas, parent call logs, administrative intervention documentation, and six-week attendance reports demonstrating a reduction in chronic

RYSS Early College at Broadway

Goal 3. (Family and Community Involvement) RYSS Early College at Broadway will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 1. (Positive School Culture) RYSS Early College at Broadway stakeholders are committed to creating an environment that is 100% safe, secure, and respectful for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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: 1.1,2.2,2.6,3.1) (Strategic Priorities: 2,3) (ESF: 1,1.2,3,3.2,3.3)				absenteeism.

RYSS Early College at Broadway

Goal 3. (Family and Community Involvement) RYSS Early College at Broadway will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 2. (Safety) RYSS Early College 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 Early College at Broadway Safety Committee members are expected to attend 100% of the monthly Safety meetings. At these Safety meetings, the RYSS Early College 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: 2.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026-June 2027	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Safety Drill reports - Safety Meeting Sign in Sheets

RYSS Early College at Broadway

Goal 3. (Family and Community Involvement) RYSS Early College at Broadway will provide a safe, secure, respectful, and healthy learning environment for students and staff.

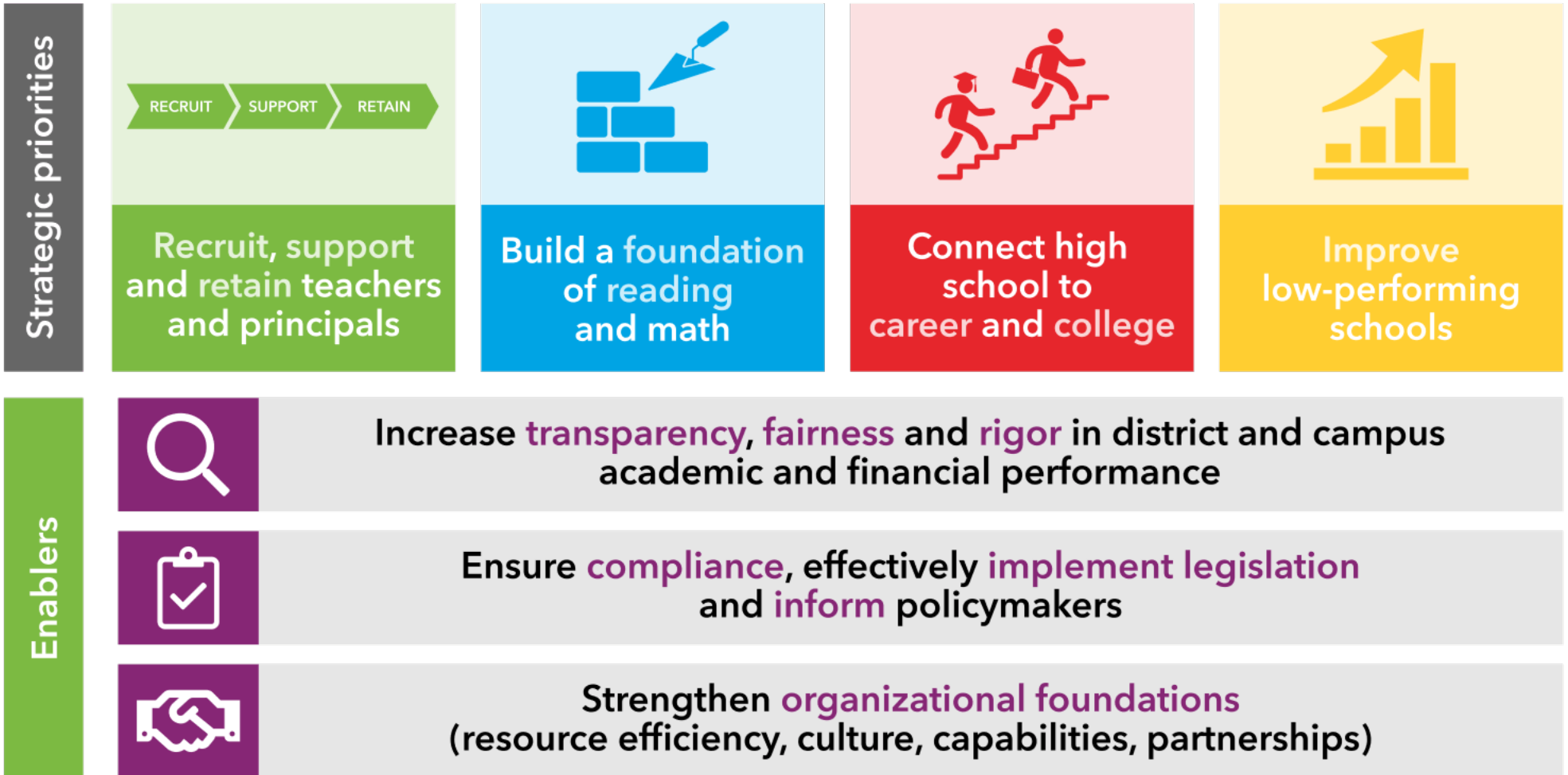
Objective 3. (Parent Engagement) RYSS Early College at Broadway will implement a monthly Parent Learning Series to provide collaborative educational experiences for students and families such as Meet the Teacher, Open House, Elective Night, Literacy Night, STEM Night, Cyber Bullying, and Student Anxiety workshops.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College 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: -Sign In -Attendance -Surveys -STAAR -TELPAS
2. RYSS Early College 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)	August 2026-June 2027	(F)Title I	Criteria: -Student Enrollment Increase -Community Involvement -Surveys -Questionnaires -Focus Groups

Resources

Resource	Source
Cal Perkins	Federal
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
AP Computer Science Principals	State
Blended Learning Grant	State
EMAT	State
Local Funds	State
Phone Free Schools Grant	State
State Compensatory	State

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



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