

RYSS Early Childhood Academy at Leonel Castillo CC

Campus Improvement Plan

2026/2027

Pride in what we do. Courage in how we do it. Determination to get it done.



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RYSS Early Childhood Academy at Leonel Castillo CC Site Base

Name	Position
Zepeda, Axinia	Campus Administrator
Suarez, Virginia	Campus Manager
Ordoñez, Monica	Parent Liaison
Acevedo, Vanessa	Teacher
Padilla, Asbeidy	Teacher
Lechuga, Arcenia	Paraprofessional
Chargois, Alexandria	Parent
Sotelo, Evelyn	Parent
Salinas, Mario	Community Member: Pct. 2
Torres, Stephanie	Community Member
Maldonado, Vishaka	RYSS- Academic Team
Martinez, Pablo	District Administrator

RYSS Early Childhood Academy at Leonel Castillo CC

Mission

RYSS Early Childhood Academy at Leonel Castillo Community Center, will provide a high-quality academic, social, and emotional environment, to help our children develop the necessary skills to become critical thinkers and lifelong learners.

Vision

At Castillo we instill pride in what we do, courage in how we do it, and determination to get it done! RYSS Early Childhood Academy at Leonel Castillo, is committed to offer our students' academic excellence in a nurturing environment where school, families, and community come together to share the responsibility for the success of the whole child. At Castillo, we will celebrate the uniqueness of each student, as we focus on the growth of each child. Our vision is built upon Leonel Castillo's legacy of pride, courage, and determination.

Nondiscrimination Notice

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

Comprehensive Needs Assessment Narrative

The campus leadership team at Leonel Castillo Early Childhood STEM Academy engaged in a collaborative and systematic Comprehensive Needs Assessment (CNA) process during the spring of 2026. This process was essential in identifying strengths, challenges, and focus areas to inform the development of the 2026–2027 Campus Improvement Plan (CIP).

The CNA began on March 30, 2026, with a leadership team meeting that included introductions, a review of the CNA timeline, and a discussion of expectations. The purpose of the CNA was emphasized to use multiple data sources to develop a shared understanding of campus needs and establish priorities for the upcoming school year.

To help identify these needs, the team used a variety of data sources:

- Student Achievement (Circle Assessment, Progress Monitoring, Report Cards)
- Demographics (Enrollment, Homeless Students, Economically Disadvantaged, ELs, Special Pops)
- School Culture and Climate (Surveys from Staff, Students, and Parents)
- Attendance and Discipline Reports
- Parent Participation Sign In sheets
- Staff Quality and Turnover Feedback
- Curriculum and Instruction (Teaching Strategies, Professional Development Plans)
- Technology (Inventory and Application Use)
- Teacher and Parent Interviews
- Classroom Walkthroughs
- Master Schedule and Bell Schedules

At the second CNA meeting held on April 23, 2026, the leadership team categorized data into strengths and problem areas. The discussion focused on identifying patterns in data across all domains. The principal facilitated a root cause analysis, helping the team arrive at consensus around critical campus needs. This information was then prioritized to determine the most pressing focus areas for the upcoming school year.

Key Findings and Prioritized Focus Areas

Strengths Identified:

- Strong staff culture and quality
- Attendance improvements (celebrations)
- Homeless student support systems
- Staff, student, and family survey feedback/engagement when requested
- Classroom walkthrough participation
- Parent engagement in events
- Variety of field experiences and enrichment opportunities

Weaknesses Identified:

- Limited professional development in core content and SEL
- Attendance improvements (Parent accountability)
- Gaps in curriculum, especially in phonics and small group instruction
- Lack of consistent communication systems and procedures
- Insufficient technology access and instructional integration (PK limited to 1-2 iPads)

Three Major Areas of Focus for 2026–2027

1. Student Achievement in Reading & Math:

Targeted support is needed in early literacy and numeracy development through aligned curriculum, field experiences, and progress monitoring.

2. Family Engagement:

While events are well attended, the school will deepen partnerships and increase family voice in school planning and learning opportunities.

3. Culture and Climate:

Improvements will focus on behavior expectations, systems and procedures, safety, and building a more connected school environment.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS data

Demographics Strengths

RYSS Early Childhood Academy at Leonel Castillo serves a diverse population of young learners, including students participating in the Early Exit Transitional Bilingual Program. The campus continues to provide high-quality early childhood programming that supports language acquisition, social-emotional development, and school readiness. The school maintains a strong commitment to serving Emergent Bilingual students through certified bilingual staff and intentional instructional practices. Universal screening processes are in place to identify student needs and provide appropriate interventions and support services. Additionally, the campus has established strong attendance monitoring systems, including attendance recognition programs, family communication, and intervention supports.

Demographics Weaknesses

Many students enter PK3, PK4, and Kindergarten with limited or no prior school experience, resulting in varying levels of readiness in academic, social-emotional, and self-regulation skills.

Student attendance, particularly in Pre-Kindergarten, continues to impact instructional continuity and student growth. Additionally, the campus continues to seek opportunities to diversify enrollment and increase community awareness of the educational programs available at RYSS Early Childhood Academy at Leonel Castillo. Sheltered instruction can be enhanced to continue to show growth for KG and 1st grade students.

Demographics Needs

- Continued professional development in Sheltered Instruction strategies to support Emergent Bilingual students.
- Ongoing professional development focused on Oral Language Development and academic vocabulary acquisition.
- Professional development focused on implementing curriculum with fidelity and utilizing data to drive instruction.
- Professional Development to effectively implement the PreK curriculum (Teaching Strategies)
- Professional Development on how to effectively internalize lessons.
- Training and coaching on lesson internalization and planning for differentiated instruction.
- Increased family education regarding the importance of daily attendance and school readiness.
- Expanded attendance incentive programs to encourage consistent student attendance.

Comprehensive Needs Assessment

Demographics Needs (Continued)

- Enhanced recruitment and marketing efforts to increase enrollment and diversify the student population.
- Additional opportunities to strengthen home-school partnerships that support student success.
- Continued implementation of bilingual instructional practices that support language development and biliteracy.

Demographics Summary

RYSS Early Childhood Academy at Leonel Castillo serves a diverse community of learners, including a significant population of Emergent Bilingual students. The campus remains committed to providing a high-quality educational experience that supports academic achievement, language development, and social-emotional growth.

To meet the evolving needs of students, the campus will continue investing in professional learning focused on language acquisition, differentiated instruction, and effective curriculum implementation. Additionally, efforts will be made to strengthen attendance, expand family engagement opportunities, and increase community awareness of the school's programs and services. Through intentional collaboration among staff, families, and community partners, RYSS Early Childhood Academy at Leonel Castillo will continue to create a nurturing environment where every child can thrive and develop a strong foundation for future success.

Student Achievement

Student Achievement Data Sources

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

Student Achievement Strengths

RYSS Early Childhood Academy at Leonel Castillo has demonstrated consistent student growth across grade levels through the use of high-quality instructional practices,

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

targeted interventions, and ongoing progress monitoring. Student performance data indicates growth from Beginning-of-Year (BOY) to End-of-Year (EOY) assessments, particularly in early literacy, oral language, vocabulary development, and foundational numeracy skills.

Teachers actively engage families in the learning process through parent conferences, take-home resources, and communication tools that support learning beyond the classroom. The implementation of assessment systems such as CLI Engage/CIRCLE, DIBELS, iReady, and TX-KEA has allowed staff to monitor student progress and make instructional adjustments based on student needs.

The campus has also strengthened instructional practices through curriculum implementation, small-group instruction, blended learning opportunities, and increased use of data-informed decision making.

Student Achievement Weaknesses

While student growth has been evident, gaps continue to exist in foundational literacy skills, particularly in phonological awareness, phonics, decoding, and early reading proficiency. Data analysis reveals the need for stronger alignment between assessment systems and instructional practices to ensure consistent student outcomes across all measures.

Student attendance, especially within the Pre-Kindergarten program, continues to impact instructional continuity and academic growth. Additionally, opportunities exist to strengthen science, social studies, and oral language development through more intentional instructional planning and hands-on learning experiences.

Behavioral interruptions and varying levels of social-emotional readiness can also affect instructional time and student engagement, highlighting the need for continued support in social-emotional learning.

Student Achievement Needs

- Continued implementation of research-based literacy practices with an emphasis on phonological awareness, phonics, vocabulary, and comprehension.
- Supplemental literacy resources and digital platforms to support differentiated instruction and intervention.
- Ongoing professional development in literacy, mathematics, science, social studies, and social-emotional learning.
- Increased opportunities for small-group instruction, intervention, and personalized learning experiences.
- Consistent progress monitoring practices and data analysis protocols to inform instructional decisions.
- Dedicated instructional time for science and social studies across grade levels.
- Expansion of hands-on learning opportunities, STEM experiences, and curriculum-aligned field experiences.
- Continued implementation of a campus-wide social-emotional learning framework to support student self-regulation and readiness for learning.
- Attendance improvement initiatives, including incentives, family education, and community partnerships.
- Enhanced family training opportunities focused on supporting literacy and learning at home.

Comprehensive Needs Assessment

Student Achievement Summary

Student achievement at RYSS Early Childhood Academy at Leonel Castillo continues to trend positively, reflecting the dedication of staff, students, and families to academic growth and student success. Assessment data demonstrates growth across multiple domains; however, foundational literacy skills, attendance, and social-emotional readiness remain priority areas for improvement.

To ensure all students are prepared for future academic success, the campus will continue strengthening instructional practices through targeted intervention, data-driven decision making, differentiated instruction, and meaningful family engagement. By focusing on early literacy, oral language development, STEM learning opportunities, attendance, and social-emotional development, RYSS Early Childhood Academy at Leonel Castillo will continue building a strong foundation for lifelong learning and achievement.

School Culture and Climate

School Culture and Climate Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Survey Data

School Culture and Climate Strengths

RYSS Early Childhood Academy at Leonel Castillo has cultivated a welcoming and family-centered environment where students, families, and staff feel valued and connected. Through consistent leadership, clearly defined expectations, and intentional relationship-building efforts, the campus has continued to strengthen its culture of belonging and support.

Families actively participate in school events, parent meetings, family engagement nights, volunteer opportunities, and campus celebrations. Communication platforms such as ClassDojo and a monthly Smore Newsletter, they have increased accessibility and strengthened partnerships between home and school. The campus has also embraced its school identity through the continued development of school traditions, mascots, spirit initiatives, and community partnerships.

Staff members demonstrate a commitment to creating nurturing learning environments that prioritize the social, emotional, and academic well-being of every child. Schoolwide systems and routines have contributed to increased consistency and a positive learning environment for students.

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

As the campus continues to grow and evolve, maintaining consistency in the implementation of schoolwide expectations and procedures remains an area of focus. New staff members require ongoing support to become fully integrated into the campus culture and instructional expectations.

Some families continue to need additional support in understanding the distinction between an early childhood educational setting and a childcare environment, particularly regarding attendance expectations, academic goals, student independence, and school procedures.

Additionally, while social-emotional learning practices have been introduced across the campus, implementation varies among classrooms and staff members. Opportunities remain to strengthen consistency in behavior supports, self-regulation strategies, and family understanding of social-emotional learning practices through the use of Conscious Discipline.

School Culture and Climate Needs

- Continued implementation of a schoolwide Social-Emotional Learning framework, including Conscious Discipline practices.
- Ongoing professional development and coaching focused on student self-regulation, relationship building, and positive behavior supports.
- Clear communication systems and resources to help families understand campus expectations, procedures, and academic goals.
- Updated School Family Handbook and parent orientation materials that reflect current campus practices.
- Consistent campuswide implementation of school culture routines, expectations, and visual supports.
- Opportunities to strengthen staff wellness, morale, collaboration, and retention.
- Enhanced school spirit initiatives that promote pride in the campus and strengthen the sense of belonging among students, families, and staff.
- Additional family education opportunities focused on social-emotional development, attendance, and school readiness.
- Continued focus on campus safety practices, student identification systems, and schoolwide safety awareness.
- Expanded opportunities for community partnerships and intergenerational engagement that support the school-family community connection.

School Culture and Climate Summary

The culture and climate at RYSS Early Childhood Academy at Leonel Castillo continue to reflect a strong commitment to creating a safe, welcoming, and nurturing environment for all stakeholders. Positive relationships among staff, students, families, and community partners have helped establish a strong foundation for student success and school pride.

As the campus moves forward, efforts will focus on strengthening consistency in schoolwide systems, expanding social-emotional learning practices, improving family understanding of campus expectations, and enhancing staff wellness and engagement. Through these efforts, RYSS Early Childhood Academy at Leonel Castillo will continue fostering a culture where every child, family member, and staff member feels connected, supported, and empowered to succeed.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources

Survey Data

Staff Quality, Recruitment and Retention Strengths

RYSS Early Childhood Academy at Leonel Castillo is supported by a dedicated team of educators and staff who are committed to providing high-quality early childhood experiences for students and families. Staff members consistently demonstrate a passion for student success and embrace the campus mission of developing the whole child through academic, social-emotional, and experiential learning opportunities.

The campus has established a collaborative work environment where teachers and support staff are encouraged to share ideas, participate in decision-making processes, and engage in professional growth opportunities. Ongoing coaching, instructional support, and recognition programs help foster a positive workplace culture. Staff members value the strong relationships that exist among colleagues, students, and families and contribute to the family-oriented atmosphere that defines the Castillo school community.

Staff Quality, Recruitment and Retention Weaknesses

Like many early childhood programs, the campus continues to face challenges related to recruiting and retaining highly qualified educators, particularly bilingual and early childhood-certified staff. Staffing transitions can impact continuity of instruction, campus culture, and the implementation of schoolwide initiatives.

New employees often require additional onboarding, coaching, and support to fully understand campus expectations, instructional frameworks, and school systems. Additionally, staff feedback indicates a desire for continued professional development opportunities across multiple content areas, including literacy, mathematics, science, social-emotional learning, and bilingual instructional practices not just at the campus level, but at the district level as a whole.

As the organization continues to grow, maintaining staff morale, preventing burnout, and supporting employee wellness remain important priorities.

Staff Quality, Recruitment and Retention Needs

- Recruit and retain highly qualified teachers, teacher assistants, and support staff, with an emphasis on bilingual and early childhood-certified candidates.
- Strengthen onboarding systems for new employees to ensure a successful transition into the campus culture and instructional expectations.
- Develop mentorship and coaching opportunities for new and returning staff members.
- Provide ongoing professional learning opportunities in literacy, mathematics, science, social studies, social-emotional learning, and bilingual education.
- Increase opportunities for collaborative planning, professional learning communities (PLCs), and peer observations.
- Continue staff recognition programs that celebrate employee contributions and accomplishments.
- Expand wellness initiatives that support employee mental health, physical well-being, and work-life balance.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

- Strengthen leadership development opportunities that build internal capacity and support future campus and district leaders.
- Foster a culture of continuous improvement through coaching, feedback, reflection, and shared accountability.

Staff Quality, Recruitment and Retention Summary

The staff at RYSS Early Childhood Academy at Leonel Castillo remain the campus's greatest asset and are instrumental in creating a positive learning environment for students and families. The dedication, professionalism, and commitment of staff members contribute significantly to the school's success and continued growth.

To sustain and build upon these strengths, the campus will prioritize recruitment, retention, onboarding, professional development, and employee wellness initiatives. By investing in staff growth and creating a supportive, collaborative work environment, RYSS Early Childhood Academy at Leonel Castillo will continue to attract and retain high-quality educators who are committed to excellence in early childhood education and student achievement.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

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

Curriculum, Instruction and Assessment Strengths

RYSS Early Childhood Academy at Leonel Castillo provides students with a strong foundation through the implementation of research-based, developmentally appropriate

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

curriculum and instructional practices. Teachers utilize district-adopted curriculum resources, including Teaching Strategies for Pre-Kindergarten and Bluebonnet Learning, Eureka Math, and STEMscopes for Kindergarten and First Grade, to support student learning and achievement. The campus has established systems for instructional planning, collaborative team meetings, data analysis, and classroom observations that support continuous improvement. Teachers have embraced small-group instruction, purposeful learning centers, and differentiated learning experiences to meet the diverse needs of students. Assessment systems, including CLI Engage/CIRCLE, DIBELS, iReady, and classroom-based assessments, are used to monitor student progress and inform instructional decisions. Additionally, the campus continues to prioritize oral language development, early literacy instruction, and hands-on learning experiences that support school readiness and academic success.

Curriculum, Instruction and Assessment Weaknesses

Although instructional systems have strengthened over time, opportunities remain to increase consistency in curriculum implementation across classrooms and grade levels. Data continues to indicate the need for stronger foundational literacy instruction, particularly in phonological awareness, phonics, vocabulary development, language acquisition, and reading comprehension.

Teachers would benefit from additional support in utilizing assessment data to drive instructional decisions and personalize learning experiences. Small-group instruction and intervention practices vary in implementation and effectiveness across classrooms. Additionally, there is a need to strengthen the integration of science, social studies, STEM experiences, and social-emotional learning throughout daily instruction.

As the campus expands to include additional grade levels, ensuring vertical alignment and continuity of instruction across PK3, PK4, Kindergarten, and First Grade remains a priority.

Curriculum, Instruction and Assessment Needs

- Continued professional development focused on literacy, mathematics, science, social studies, and social-emotional learning.
- Ongoing coaching and support in lesson internalization, instructional planning, and data-driven decision making.
Consistent implementation of small-group instruction, intervention, and enrichment opportunities based on student data.
- Increased opportunities for hands-on, inquiry-based, and project-based learning experiences.
- Additional instructional resources and manipulatives that support differentiated instruction and student engagement.
- Stronger integration of STEM, science, and social studies experiences across grade levels.
- Structured progress-monitoring systems that support timely interventions and student growth.
- Continued implementation of blended learning opportunities and educational technology tools that support personalized learning.
- Vertical alignment of curriculum and instructional practices from PK3 through First Grade.
- Expansion of enrichment opportunities, including literacy labs, music, theater, STEM, and community-based learning experiences.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, instruction, and assessment at RYSS Early Childhood Academy at Leonel Castillo are grounded in a commitment to providing high-quality, engaging, and developmentally appropriate learning experiences for all students. The campus has established strong instructional systems, collaborative planning structures, and assessment practices that support student growth and achievement.

Moving forward, the campus will focus on strengthening instructional consistency, deepening literacy and language development practices, expanding STEM and enrichment opportunities, and utilizing data more effectively to drive instruction. Through continued professional learning, collaboration, and strategic resource allocation, RYSS Early Childhood Academy at Leonel Castillo will ensure that every student receives the rigorous and supportive educational experiences needed to build a strong foundation for future academic success.

Family and Community Involvement

Family and Community Involvement Data Sources

Survey Data

Family and Community Involvement Strengths

RYSS Early Childhood Academy at Leonel Castillo values the vital role families and community partners play in supporting student success. The campus has established strong relationships with families through consistent communication, meaningful engagement opportunities, and a welcoming school environment.

The use of ClassDojo continues to serve as an effective communication platform, providing families with timely updates, classroom information, school announcements, and opportunities for involvement. Family participation remains strong during events such as Meet the Teacher, Open House, Parent Conferences, Family Engagement Nights, Coffee on Campus, student performances, and campus celebrations. The campus principal also generates a monthly Smore Newsletter "Parent Paw Print" to keep families informed of upcoming events and happenings.

The campus has also developed valuable partnerships with community organizations, local businesses, Precinct 2, Prelude Music Foundation, Alley Theatre, and other community stakeholders that enhance educational opportunities and support services for students and families. Families consistently demonstrate a willingness to volunteer, participate in school activities, and contribute to the overall success of the campus.

Family and Community Involvement Weaknesses

Although communication systems have improved, consistency in family communication across classrooms remains an area for continued growth. Families receive information through multiple channels, and ensuring that communication is timely, consistent, and aligned across grade levels remains a priority.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Some families continue to need additional support in understanding school procedures, attendance expectations, academic goals, and ways to support learning at home, which tends to be the norm with constant incoming new families every year. Parent leadership opportunities are still developing, and participation levels may vary depending on the type, timing, and location of engagement activities.

Additionally, facility limitations and scheduling constraints can sometimes impact participation in larger family events and campus programs.

Family and Community Involvement Needs

- Continue strengthening communication systems to ensure consistent messaging across all classrooms and grade levels.
- Provide ongoing family education opportunities focused on early childhood development, literacy, attendance, social-emotional learning, and school readiness.
- Expand District parent training offerings and Coffee on Campus sessions to address topics identified through family feedback and needs assessments.
- Increase opportunities for families to engage in academic learning experiences alongside their children.
- Strengthen partnerships with community organizations that provide wraparound services and resources for families.
- Continue developing parent leadership opportunities through campus committees, volunteer programs, and family advisory groups.
- Expand family engagement events that support literacy, math, STEM, fine arts, health, wellness, and social-emotional development.
- Increase opportunities for intergenerational and community-based learning experiences that connect students with local history, community leaders, and senior citizens.
- Improve visibility and awareness of campus programs, resources, and events through multiple communication platforms.
- Continue fostering a strong sense of school pride and belonging among students, families, staff, and community members.

Family and Community Involvement Summary

Family and community engagement remain foundational components of the educational experience at RYSS Early Childhood Academy at Leonel Castillo. Strong partnerships between home, school, and community organizations contribute to a positive learning environment and support student achievement, attendance, and overall well-being.

Moving forward, the campus will focus on strengthening communication systems, expanding family learning opportunities, increasing parent leadership involvement, and deepening community partnerships. By creating meaningful opportunities for collaboration and engagement, RYSS Early Childhood Academy at Leonel Castillo will continue building a strong school-family-community partnership that supports the success of every child.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Survey Data

School Context and Organization Strengths

RYSS Early Childhood Academy at Leonel Castillo benefits from a strong sense of community, shared purpose, and a commitment to excellence in early childhood education. The campus has established systems and structures that support a safe, welcoming, and organized learning environment for students, families, and staff.

Campus leadership and staff work collaboratively to ensure that daily operations, instructional programs, and family engagement efforts are aligned with the school's mission and vision. Established routines for arrival, dismissal, communication, attendance monitoring, and student support have helped create consistency and predictability for students and families.

The campus continues to foster a family-oriented atmosphere where relationships are valued and where students, families, staff, and community partners work together to support student success. Schoolwide implementation of social-emotional learning practices and positive behavior supports has further contributed to a nurturing and supportive environment.

School Context and Organization Weaknesses

As the campus continues to grow and evolve, maintaining consistency in the implementation and understanding of campus procedures among all stakeholders remains an area of focus. New families and staff members often require additional orientation and support to fully understand campus expectations, operational procedures, and the academic focus of the school.

Space limitations and facility constraints can present challenges when accommodating school events, community activities, intervention services, and expanding programs. Additionally, campus growth requires ongoing refinement of systems and procedures to ensure efficiency, safety, and alignment across grade levels and programs. There is also a need to strengthen onboarding systems for new employees and continue building shared ownership of campus goals, initiatives, and expectations.

School Context and Organization Needs

- Continue refining and communicating schoolwide systems, procedures, and expectations for students, families, and staff.
- Maintain and update the School Family Handbook to ensure alignment with current campus practices and expectations.

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

- Strengthen onboarding and orientation processes for new staff members and families.
- Increase opportunities for collaboration and shared decision-making among staff and stakeholders.
- Continue implementing systems that support student attendance, behavior, safety, and academic success.
- Enhance operational efficiency through the use of technology and streamlined procedures.
- Strengthen campus safety practices through ongoing training, drills, communication systems, and safety monitoring.
- Develop systems that support the growing needs of multiple grade levels while maintaining a strong early childhood focus.
- Expand community partnerships and wraparound supports that address student and family needs.
- Continue building a culture of accountability, collaboration, and continuous improvement across the campus.

School Context and Organization Summary

RYSS Early Childhood Academy at Leonel Castillo continues to build a strong organizational foundation that supports student achievement, family engagement, and staff success. The campus has established effective systems and structures that contribute to a safe, organized, and nurturing learning environment while maintaining a strong focus on the whole child.

As enrollment and programming continue to expand, the campus will focus on strengthening operational systems, improving communication, enhancing safety practices, and ensuring that all stakeholders have a clear understanding of campus expectations and procedures. Through intentional planning, collaboration, and continuous improvement, RYSS Early Childhood Academy at Leonel Castillo will continue providing a high-quality educational experience that reflects the school's commitment to Pride, Courage, and Determination.

Technology

Technology Data Sources

Classroom Walkthrough Data
Survey Data

Technology Strengths

RYSS Early Childhood Academy at Leonel Castillo continues to leverage technology as a tool to enhance teaching, learning, communication, and campus operations. Classrooms are equipped with interactive instructional technology that supports student engagement, whole-group instruction, and differentiated learning experiences.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Teachers regularly utilize digital platforms and instructional resources to support literacy, mathematics, intervention, enrichment, and family communication. ClassDojo remains a highly effective tool for maintaining strong communication and engagement between school and home. Technology has also been integrated into assessment administration, progress monitoring, instructional planning, and blended learning opportunities across grade levels.

The campus has established a foundation for technology integration that supports personalized learning experiences and increases access to instructional resources for both students and staff.

Technology Weaknesses

Despite progress in technology integration, challenges remain regarding the availability, consistency, and accessibility of instructional technology resources such as Educational Apps on the iPads for PK and KG. Some staff devices and classroom equipment require updating to ensure compatibility with current instructional platforms and programs.

Access to student devices remains limited in some instructional settings such as in PK, reducing opportunities for blended learning, intervention, and digital skill development. Additionally, there is a need for expanded access to educational software, digital literacy resources, and technology tools that support individualized instruction and student engagement.

Operational technology systems can also be enhanced to improve efficiency, safety, communication, and data collection across the campus.

Technology Needs

- Continue upgrading and standardizing staff technology devices to support instructional delivery and operational efficiency.
- Increase access to student devices, including tablets and touch-screen technology, to support blended learning and intervention programs.
- Expand access to educational software and digital resources that support literacy, mathematics, language development, and personalized learning.
- Provide instructional technology tools that support classroom modeling, student engagement, and interactive learning experiences.
- Strengthen technology infrastructure to ensure reliable connectivity and access to digital resources across the campus.
- Enhance operational systems through technology solutions that improve attendance tracking, visitor management, communication, and data collection.
- Continue utilizing technology to strengthen home-school communication and family engagement.
- Increase opportunities for staff professional development focused on effective technology integration and digital instructional practices.
- Explore technology resources that support student assessment, progress monitoring, intervention, and enrichment.
- Continue evaluating emerging technologies that enhance student learning, campus safety, and organizational effectiveness.
- Operational technology tools, including a parent kiosk for check-in/check-out, and enhanced security measures such as a camera doorbell system, are needed to improve campus efficiency and safety.
- Purchase of a poster machine would further support instructional practices by enabling teachers to create high-quality, durable learning materials and anchor charts.

Comprehensive Needs Assessment

Technology Summary

Technology plays an important role in supporting the instructional, operational, and communication goals of RYSS Early Childhood Academy at Leonel Castillo. The campus has made significant progress in integrating technology into teaching and learning while maintaining strong communication systems that connect families, students, and staff. As the campus continues to grow, efforts will focus on expanding access to technology resources, strengthening infrastructure, increasing instructional technology integration, and enhancing operational efficiency. Through strategic investments in technology, professional learning, and digital resources, RYSS Early Childhood Academy at Leonel Castillo will continue creating innovative learning environments that prepare students for future success while supporting the needs of families and staff.

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

Objective 1. (Close Learning Gaps) Close achievement gaps in foundational literacy and math for PK and KG students: Target student learning gaps in literacy and math by implementing small group instruction, phonics programs, and differentiated supports aligned to assessments. By May 2027, all students in PK3, PK4, Kindergarten, and First Grade will demonstrate measurable growth in foundational literacy and mathematics from BOY to EOY, using 2026–2027 BOY baselines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement small group phonics-based instruction using Kickstart Literacy, Reading A-Z, and Ready Rosie for PK and Blended learning for grade levels KG and up. Teachers will provide daily, explicit Tier 1 foundational-literacy instruction for ALL students in PK3–1st Grade using the campus/district curriculum and developmentally appropriate phonological-awareness, phonics, oral-language, vocabulary, and comprehension routines. Teachers will provide differentiated teacher-led small-group literacy instruction based on CIRCLE, DIBELS, i-Ready, curriculum assessments, and classroom performance. Students scoring below the applicable BOY/MOY benchmark or demonstrating persistent difficulty on classroom formative measures will be identified as at-risk and receive targeted intervention a minimum of 3 times per week for 15–20 minutes in addition to Tier 1 instruction. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Principal(s), Special Ed Teachers, Teacher(s)	August 2026–May 2027	(F)IDEA Special Education, (F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)GT Allotment, (S)Local Funds	Criteria: CIRCLE, iReady, Dibels, Lesson Plans, Walkthrough Feedback, Student Progress Reports
2. Teachers serving Emergent Bilingual students will implement daily sheltered-instruction and oral-language development practices during core instruction, including comprehensible input, visuals/realia, modeling, sentence stems/frames, structured partner talk, explicit academic-vocabulary instruction, checks for understanding, and opportunities for students to respond orally in complete thoughts appropriate to their language-proficiency level. These practices will occur daily across literacy, mathematics, science, and social studies.	Bilingual ESL Director, Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds, (S)State Compensatory	Criteria: Increase in TELPAS Scores PD/coaching opportunities for teachers on Sheltered Instruction

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

Objective 1. (Close Learning Gaps) Close achievement gaps in foundational literacy and math for PK and KG students: Target student learning gaps in literacy and math by implementing small group instruction, phonics programs, and differentiated supports aligned to assessments. By May 2027, all students in PK3, PK4, Kindergarten, and First Grade will demonstrate measurable growth in foundational literacy and mathematics from BOY to EOY, using 2026–2027 BOY baselines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.5,2.6) (Target Group: BI,ESL,Migrant,EB,AtRisk,PRE K,K,1st) (Strategic Priorities: 2,4) (ESF: 4,5)				
3. Teachers will facilitate structured student-to-student academic discourse a minimum of 2–3 times during each core instructional block using developmentally appropriate strategies such as turn-and-talk, think-pair-share, cooperative structures, retelling, partner response, sentence frames, and academic-vocabulary prompts. Teachers will intentionally pair/group students based on language and academic needs. Evidence will include walkthrough data, lesson plans, student oral-language samples, classroom observation notes, CIRCLE oral-language/vocabulary data, and TELPAS evidence when applicable. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Bilingual ESL Director, Executive Director of Elementary Education, Literacy Coach, Principal(s), Teacher(s)	August 2026-May 2027	(F)IDEA Special Education, (F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds, (S)State Compensatory	Criteria: Increase in TELPAS Scores PD/Coaching opportunities for teachers on Kagan Strategies
4. Principal will request that the district provide a Teacher Assistant for the Kindergarten/First Grade classroom to support students in the IAT and SPED/GT umbrella as well as the EB students. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: BI,ESL,EB,SPED,GT,AtRisk,Dys,504,PRE K,K,1st) (Strategic Priorities: 2,4) (ESF: 4,5)	Executive Director of Elementary Education, Instructional Specialist/Coordinator, Principal(s), Special Ed Teachers, Special Education Director, Teacher(s)	August 2026-May 2027	(F)IDEA Special Education, (F)Title I, A, (F)Title III Bilingual / ESL, (S)GT Allotment, (S)Local Funds, (S)State Compensatory	Criteria: Increased iReady Scores
5. Teachers will implement weekly read-alouds and comprehension routines to develop oral language and vocabulary across all grade levels. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Instructional Specialist/Coordinator, Literacy Coach, Principal(s), Teacher(s)	August 2026-May 2027	(F)IDEA Special Education, (F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds	Criteria: Read-alouds, Lesson Plans, Book Requests (outside of curriculum)
6. Teachers will administer and analyze	Principal(s), Teacher(s)	August 2026-	(F)IDEA Special Education,	Criteria: Data Reports, RtI

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

Objective 1. (Close Learning Gaps) Close achievement gaps in foundational literacy and math for PK and KG students: Target student learning gaps in literacy and math by implementing small group instruction, phonics programs, and differentiated supports aligned to assessments. By May 2027, all students in PK3, PK4, Kindergarten, and First Grade will demonstrate measurable growth in foundational literacy and mathematics from BOY to EOY, using 2026–2027 BOY baselines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
CIRCLE, DIBELS, i-Ready, curriculum-based assessments, and classroom formative measures according to the 2026–2027 assessment calendar. Students identified as at-risk will receive skill-specific progress monitoring at least every 2 weeks. Grade-level teams and the principal/instructional support team will review intervention data every 4–6 weeks to determine whether students should remain in the current intervention group, be regrouped, receive intensified support, or exit intervention after demonstrating benchmark/mastery on at least two consecutive measures. (Target Group: All) (Strategic Priorities: 2) (ESF: 5)		May 2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Blended Learning Grant, (S)GT Allotment, (S)Local Funds, (S)State Compensatory	Documentation; Progress Monitoring data, BOY/MOY/EOY Comparison Reports.
7. The campus will provide all students with school supplies and materials needed for school. (Title I SW Elements: 1.1,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4,4,5)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Supplies Fulfilled and Receipts.
8. Teachers will provide daily standards-aligned Tier 1 mathematics instruction for ALL PK3–1st Grade students using Teaching Strategies mathematics experiences in Pre-K and Bluebonnet Math/approved grade-level mathematics curriculum in Kindergarten and First Grade. Daily instruction will include explicit modeling, mathematical discourse, manipulatives, number sense, problem solving, and differentiated practice. Students performing below the applicable CIRCLE mathematics benchmark, i-Ready Mathematics benchmark, curriculum-based assessment expectation, or demonstrating repeated	Executive Director of Elementary Education, Instructional Specialist/Coordinator, Literacy Coach, Principal(s), Teacher(s)	August 2026–May 2027	(F)Title I, A, (S)EMAT, (S)Local Funds, (S)State Compensatory	Criteria: CIRCLE Math BOY/MOY/EOY reports; i-Ready Math diagnostic and progress data; curriculum-based assessments; lesson plans; walkthrough data; intervention rosters; student work.

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

Objective 1. (Close Learning Gaps) Close achievement gaps in foundational literacy and math for PK and KG students: Target student learning gaps in literacy and math by implementing small group instruction, phonics programs, and differentiated supports aligned to assessments. By May 2027, all students in PK3, PK4, Kindergarten, and First Grade will demonstrate measurable growth in foundational literacy and mathematics from BOY to EOY, using 2026–2027 BOY baselines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
difficulty on classroom formative assessments will be identified as at-risk. At-risk students will receive targeted mathematics intervention a minimum of 3 times per week for 15–20 minutes. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)				

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK4, Kindergarten, and First Grade teachers will implement developmentally appropriate blended-learning opportunities a minimum of 3 times per week during centers, intervention, enrichment, or designated blended-learning blocks. PK students may use approved early-learning applications such as ABCmouse/SplashLearn or district-approved applications, while Kindergarten and First Grade students will use i-Ready and other district-approved literacy/math platforms. Digital learning will reinforce identified literacy and mathematics skills, provide individualized practice, and allow teachers to conduct targeted small groups. Teachers will review platform usage, lesson completion, skill mastery, and diagnostic/progress data weekly and use the information with CIRCLE, DIBELS, i-Ready, and classroom data to adjust student assignments and grouping. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Blended Learning Grant, (S)EMAT, (S)Local Funds	Criteria: Usage Reports, TTESS Data
2. The master schedule will include recurring blended-learning/independent-learning blocks for applicable grade levels to provide individualized practice while teachers deliver targeted small-group instruction. Classroom teachers will monitor student participation weekly; the principal and instructional support staff will review implementation through walkthroughs, master schedules, platform reports, and student progress data at least monthly. Developmentally appropriate digital learning opportunities as determined by instructional purpose for all grades. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,ECD,BI,ESL,EB,SPED,GT,AtRisk,504,PRES,K,K,1st) (Strategic Priorities: 2,4) (ESF:	Principal(s), Teacher(s)	August 2026-May 2027	(S)Blended Learning Grant, (S)Local Funds	Criteria: Master Schedule and Walkthrough Data

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4,5,5.3,5.4)				

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

Objective 3. (Improve Attendance) Improve daily attendance rates to support consistent instructional access and academic growth: Boost daily student attendance through campus-wide incentives, community partnerships, and parent education about attendance importance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will implement monthly attendance recognition for students meeting campus attendance expectations and will use recognition as one component of the campus attendance-improvement system. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.1,3.2,3.3,5.1)	Principal(s), Teacher(s)	August 2026-2027	(F)Title I, A, (S)Local Funds	Criteria: Monthly Attendance Reports, Incentive Logs
2. Continue to promote district level parent workshops, host campus Parent Workshop/Coffee on Campus- Attendance Workshops (BOY and MOY) to educate families on the importance of consistent attendance and staying healthy. (Title I SW Elements: 2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,5.1)	Principal(s), Teacher(s)	August 2026-2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Sign in Sheets, Parent Feedback
3. Continue to collaborate with community partners to provide student incentives and parent recognition. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4,5.1)	Principal(s)	Monthly	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Recognition Logs, Photo Documentation
4. Continue to use the digital kiosk iPad for check-ins and check-outs. (Title I SW Elements: 2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.4)	Principal(s)	August 2026-2027	(F)Title I, A, (S)Local Funds	Criteria: Kiosk Logs, ADA Reports
5. Campus administration and designated attendance staff will review student attendance data weekly for ALL students. A family contact will be initiated when a student accumulates 3 absences, demonstrates a pattern of repeated tardies/early checkouts, or falls below 95% attendance. Students identified as at-risk for chronic absenteeism will receive an individualized attendance support plan developed with the family that identifies barriers, specific supports, attendance goals,	District PFE Coordinator, Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Weekly attendance reports provided to the campus Parent Liaison by the PEIMS Coordinator; Parent Attendance Contracts; parent contact logs; attendance support plans; follow-up logs; ADA data; percentage of students meeting 95% attendance goal.

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

Objective 3. (Improve Attendance) Improve daily attendance rates to support consistent instructional access and academic growth: Boost daily student attendance through campus-wide incentives, community partnerships, and parent education about attendance importance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
responsible staff, and a follow-up date. Attendance will be monitored weekly following intervention, and plans will be reviewed at least every 2 weeks until attendance improves. Additional district/community supports will be initiated when appropriate. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (ESF: 1.2,3.3)				

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide targeted 2026–2027 professional learning in foundational literacy, mathematics, science/STEM, social studies, oral-language development, sheltered instruction, lesson internalization, data-driven small-group instruction, and Conscious Discipline/SEL based on CNA and student-performance needs. Each professional-learning cycle will identify an instructional practice teachers are expected to implement in classroom instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3.1,3.3,4.1,5.2,5.3)	Bilingual ESL Director, Chief School Officer, District Directors, Executive Director of Elementary Education, Executive Director of Schools Office & Compliance, Literacy Coach, Principal(s), Special Education Director, Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: PD agendas/sign-ins; teacher lesson plans; classroom walkthrough data; coaching records; student work; small-group/intervention plans; implementation checklists; student performance data.
2. Campus and district instructional leaders will conduct monthly job-embedded coaching cycles focused on identified instructional practices. Coaching will include modeling, observation/walkthrough, actionable feedback, teacher implementation, and follow-up. Evidence of implementation will be reviewed through coaching logs, lesson plans, walkthrough data, student work, and student assessment data. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.1,2.1,4.1,5.2)	Bilingual ESL Director, Executive Director of Elementary Education, Literacy Coach, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)PREP Grow Your Own (GYO)	Criteria: TTESS Data
3. Teachers/leaders attending external professional learning will identify at least one campus-aligned instructional practice to implement and share through campus newsletters as Instructional Strategy spotlight, or during RYSS PD Training days. Implementation will be verified through lesson plans, coaching/walkthrough evidence, or student work. Campus educators will search and schedule to attend Local and National	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: Certificates of attendance

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Conferences for Early Childhood Educators (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,2,3,3,4,5.1,5.2)				

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 1. (Student Achievement) Student Achievement

Objective 5. (Enhance Field Experiences) Provide engaging field experiences to enhance real-world connections to academic content: Enrich instruction by providing students with field trips and off-campus experiences that connect learning to the real world and reinforce academic content.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide curriculum-aligned field experiences as well-rounded educational opportunities for ALL students. Experiences at museums, cultural institutions, nature/science centers, community locations, and STEM facilities will extend classroom learning in literacy, mathematics, science, social studies, fine arts, SEL, and community/cultural awareness. Each experience will include standards-aligned pre-learning and post-learning activities. (Title I SW Elements: 2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Field experience roster showing student participation; lesson plans; student work/reflections; teacher observation; pre/post learning evidence.
2. Create pre- and post-trip learning activities connected to Reading, Math, Science, and SEL standards. (Title I SW Elements: 2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4,4.1,5.2)	Teacher(s)	August 2026-2027	(F)Title I, A, (S)Local Funds	Criteria: Student Work Samples, Activities in Teacher Lesson Plans

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 2. (School Culture and Climate) School Culture and Climate

Objective 1. (Implement SEL Framework) Build a consistent, developmentally appropriate SEL framework: Establish a consistent SEL framework across classrooms using Conscious Discipline and Lovescaping to support emotional regulation and positive interactions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement Conscious Discipline practices daily as both a schoolwide SEL framework and a well-rounded educational opportunity for ALL students. Daily practices will include School Family routines, greetings/connections, commitments, breathing/self-regulation strategies, Feeling Buddies/identification of emotions as developmentally appropriate, conflict-resolution language, and classroom calming/Safe Place procedures. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4,5.1,5.2)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Classroom environment/instructional walkthroughs; behavior/referral trends; teacher implementation checklists; lesson plans/class schedules; student demonstration of self-regulation routines.
2. SEL PD for staff and or parents or SEL Tips to Parents and Staff (Title I SW Elements: 2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,3,5.1,5.2)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds, (S)State Compensatory	Criteria: PD Sign-In Sheets, Reflections, Parent and Staff Newsletters
3. Campus staff will create and use visuals and calming areas in classrooms and shared spaces. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,5.1,5.2)	Principal(s), Special Ed Teachers, Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Environment Walkthroughs, Poster size visuals around campus displayed

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 2. (School Culture and Climate) School Culture and Climate

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with the use of Smore and Dojo Platforms for communication with parents/families (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Usage of Smore and or Dojo
2. Continue with the use of a uniform newsletter template for teachers and train staff on uploading to Class Dojo. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Consistent Weekly Newsletters posted on Dojo from School and or Classrooms
3. Continue to send Principal monthly messages to families via Class Dojo through the use of the Smore Newsletter platform. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s)	Monthly	(F)Title I, A, (S)Local Funds	Criteria: Parent Feedback, Engagement Data
4. Continue to schedule and post calendar events and reminders in Dojo. Parent Liaison and campus admin. assistant can post. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Dojo Post Logs

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 2. (School Culture and Climate) School Culture and Climate

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update the School Family Handbook for changes needed due to increase of enrollment and to maintain campus systems and routines in place. (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3,4,5)	Principal(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds	Criteria: Published Handbook
2. During the first formal RYSS Parent Conference day, the teachers will host data conference and subsequent family-learning opportunities, teachers will explain individual student assessment results, identify priority skill(s), model at least one strategy families can use at home, and provide take-home practice resources. The campus will establish a participation goal of at least 75-80% of enrolled families and will document unique family participation rather than total event attendance. (Title I SW Elements: 2.1,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s), Special Ed Teachers, Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds, (S)State Compensatory	Criteria: Conference documentation/ Sign in sheets; parent exit ticket or brief learning survey identifying the skill/strategy learned; take-home materials distributed; follow-up family feedback.
3. Refresher PD for staff on school-wide routines and updates (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Principal(s), Special Ed Teachers, Teacher(s)	August 2026, January 2027	(F)Title I, A, (S)Local Funds	Criteria: PD Agenda and Sign in Sheet

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 2. (School Culture and Climate) School Culture and Climate

Objective 4. (Enhance Campus Safety) Improve school safety infrastructure and awareness across campus: Strengthen campus safety by improving signage, conducting drills, and installing new security measures such as a camera doorbell system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Display 'Slow Down for Kids' signage at the beginning of the day for classes to cross the street for recess. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Principal(s)	August 2026-May 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Daily Signage Checks by Safety Co-Captain and Custodian
2. Conduct monthly safety drills and AED machine checks, as required and enter into Sentinel Platform (Title I SW Elements: 1.1,2.3,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Principal(s)	Monthly	(S)Local Funds	Criteria: Safety Drill Log (Sentinal)
3. Install camera doorbell access at the gates so that the gates can lock and badge access is required to get into the gates. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Chief Operating Officer, Principal(s)	August 2026-May 2027	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Security Logs, Access Logs, Campus Sign in sheets

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 3. (Parent, Family and Community Engagement) Parent, Family and Community Engagement

Objective 1. (Expand Parent Participation) Expand family and community participation in school programming: Increase opportunities for families to engage in campus events, volunteerism, and shared learning experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will host monthly Coffee on Campus family-learning sessions addressing CNA-identified topics including attendance, early literacy, mathematics, SEL/Conscious Discipline, school readiness, and available community supports. The campus will target participation from families per session or 75% of enrolled families across the year. The campus will provide parents and families with snacks and refreshments. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s)	Monthly	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Attendance Logs, Feedback Surveys to the campus Parent Liaison; By May 2027, at least 75% of enrolled families will participate in at least one academic or family-learning engagement activity.
2. Host Fall and Spring Family Nights with the Children's Museum. The campus will host a minimum of two academic family-learning nights during 2026–2027 as well-rounded educational opportunities addressing literacy, mathematics, STEM/science, fine arts, or SEL. At least 75% of enrolled families will participate in one or more family-learning nights. Families will complete a brief exit activity identifying one strategy, skill, or resource learned that can be used with their child at home. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.4)	Principal(s), Teacher(s)	Fall (Nov)/Spring (April)	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Event Sign-In Sheets (Children's Museum or School Generated Family Night)
3. Host monthly Family Lunch Day with picnic seating- Monthly Family Lunch & Learn Days: RYSS Early Childhood Academy at Leonel Castillo will host monthly family-engagement lunch events that provide families of PK3–1st grade students with developmentally appropriate literacy, mathematics, science, and/or social-emotional learning activities. Families will participate in a structured academic activity with their child during the event and receive an extension activity or resource that can be used at home to reinforce	Principal(s), Teacher(s)	Monthly	(F)Title I, A, (S)Local Funds	Criteria: Family Feedback; Families completing the Academic themed activities during lunch.

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 3. (Parent, Family and Community Engagement) Parent, Family and Community Engagement

Objective 1. (Expand Parent Participation) Expand family and community participation in school programming: Increase opportunities for families to engage in campus events, volunteerism, and shared learning experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
classroom learning. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)				

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 3. (Parent, Family and Community Engagement) Parent, Family and Community Engagement

Objective 2. (Celebrate School Identity) Celebrate school and community identity: Promote pride and community connection through initiatives like spirit wear, school motto branding, and the development of the Leonel Castillo Museum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Finalize Leonel Castillo Museum with exhibits with the Strategy and External Affairs Department at TC/RYSS. Commitment made with TC/RYSS and Pct. 2. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Outreach and Strategy Chief, Principal(s)	August 2026-May 2027	(S)Local Funds	Criteria: Completion Photos, Event Logs
2. Launch spirit wear initiative with branding as part of the school uniform and to help with promoting the school for enrollment. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Outreach and Strategy Chief, Principal(s), Teacher(s)	Fall 2026-2027	(S)Local Funds	Criteria: Merchandise Orders as part of the Uniform
3. Student Recruitment and Family school choice appeal (District/School Swag) to help increase school awareness and Enrollment. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Outreach and Strategy Chief, Principal(s), Special Ed Teachers, Teacher(s)	August 2026-2027	(S)Local Funds	Criteria: Recruitment Merchandise Orders

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 4. (Technology) Technology

Objective 1. (Modernize and Enhance Classroom Tech) Equip classrooms with modern, consistent tech tools: Upgrade outdated teacher devices and student tools to ensure seamless technology integration and support blended learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide updated iPads for students in PK with instructional apps. To address the CNA-identified limited access to student devices in PK and limited opportunities for differentiated/blended instruction, the campus will increase access to developmentally appropriate student iPads and approved instructional applications for PK classrooms. Devices will be used during teacher-planned centers, intervention, assessment preparation, language-development practice, and differentiated literacy/mathematics learning rather than as passive screen time. Teachers will document instructional purpose in lesson plans and review application usage/student performance data where available. Campus administration will monitor implementation through monthly walkthroughs, device/application usage checks, and review of student progress data. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,4,5)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds, (S)State Compensatory	Criteria: Device inventory; application usage reports if available; walkthroughs; lesson plans; student CIRCLE data; Use for Blended Learning Block.
2. To address the CNA-identified need for more efficient attendance tracking and campus operational systems, the campus will implement the Cariina digital check-in/check-out kiosk to improve the accuracy and timeliness of late-arrival and early-dismissal documentation. Campus staff will review kiosk records and attendance data weekly as part of the attendance-monitoring process. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Principal(s), Teacher(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds, (S)State Compensatory	Criteria: Kiosk usage Logs, Attendance Data

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 4. (Technology) Technology

Objective 2. (Provide Instructional Tools) Enhance teacher access to instructional creation tools: Equip teachers with resources like poster and laminating machines to create high-quality instructional materials that support classroom learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase poster machine. To address the CNA-identified need for stronger instructional consistency, vocabulary development, visual supports, and student-accessible instructional resources, the campus will provide a poster-production resource that teachers may use to create curriculum-aligned anchor charts, phonics/phonological-awareness visuals, mathematics models, academic-vocabulary supports, bilingual language supports, SEL visuals, and family-learning materials. Use will be monitored through classroom environment walkthroughs, teacher usage records, and evidence that produced materials are connected to current instruction and identified student needs. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,4,5.1)	Principal(s)	August 2026-May 2027	(F)Title I, A, (S)Local Funds, (S)State Compensatory	Criteria: Equipment Inventory, Staff Usage, Feedback

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 5. (Well-Rounded Scholars) Well-Rounded Scholars

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

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

RYSS Early Childhood Academy at Leonel Castillo CC

Goal 5. (Well-Rounded Scholars) Well-Rounded Scholars

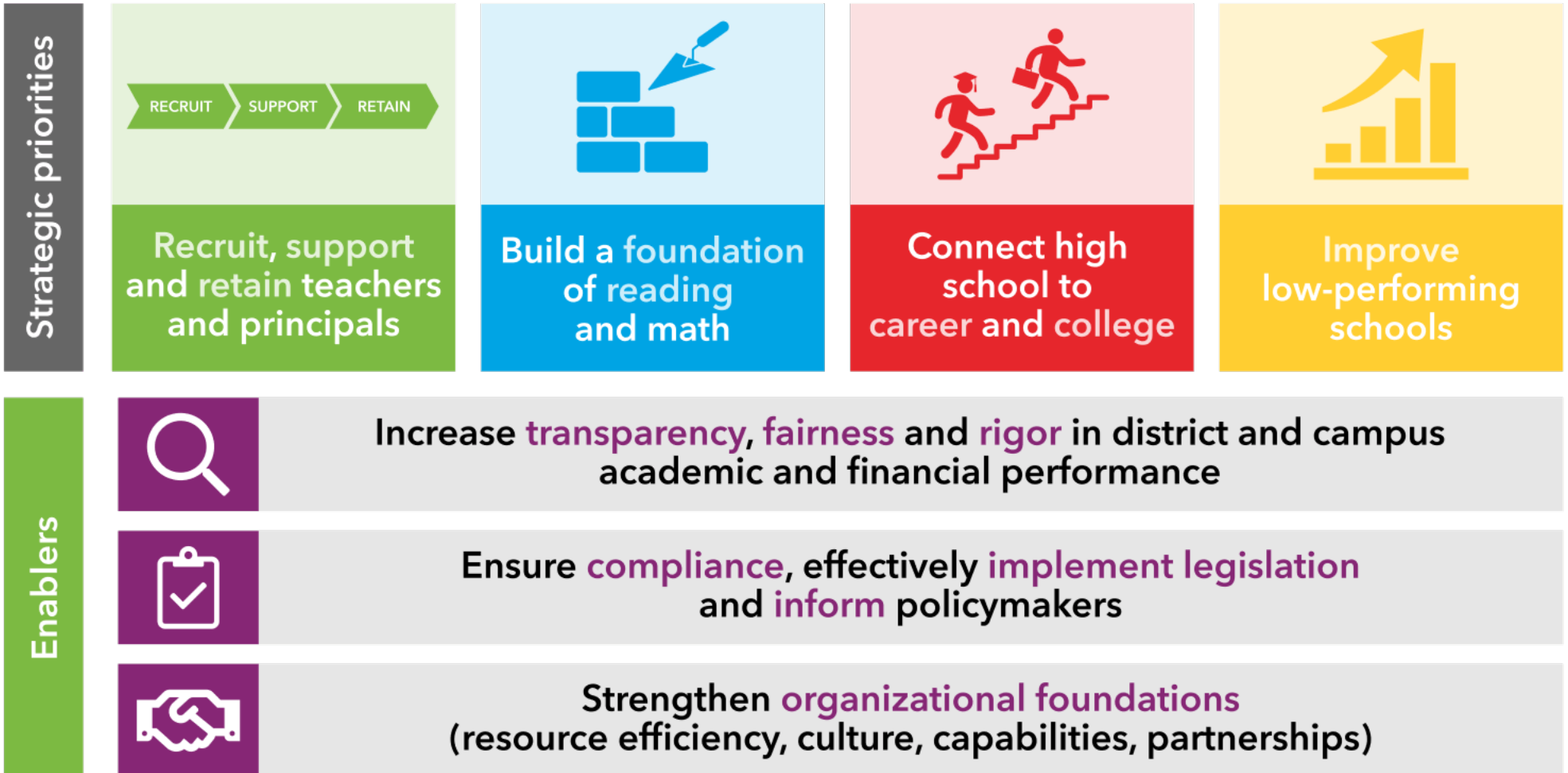
Objective 1. (Cultivate Whole Child Learning) Provide ALL students access to well-rounded educational opportunities in fine arts, music, theater, STEM/STEAM, culture, community learning, and social-emotional development that complement the core academic program and expand student background knowledge,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

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

Resources

Resource	Source
No rows defined.	

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



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