

RYSS Primary School at Broadway

Campus Improvement Plan

2026/2027

Learn together. Improve together. #RYSSTogether.



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RYSS Primary School at Broadway

Mission

At RYSS Early Childhood Academy and Primary School, we believe every student is unique and capable. our mission is to equip all students with essential lifelong learning skills in a supportive environment that fosters intellectual growth and social responsibility. We commit to high expectations, quality instruction, and active parent and community involvement to achieve this goal.

Nondiscrimination Notice

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

RYSS Primary School at Broadway

Vision

At RYSS Early Childhood Academy and Primary School, we cultivate curious minds and compassionate hearts to lay the foundation for future college-bound, civic-minded leaders. through a nurturing and inclusive environment, we inspire students to strive for academic excellence, develop strong character, and actively engage in their community-embodiment the gold standard of community-based education.

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The Campus Leadership Team (CLT) at RYSS Primary School at Broadway conducted its Comprehensive Needs Assessment (CNA) process through two collaborative meetings designed to engage stakeholders in reviewing campus data, identifying needs, and prioritizing improvement efforts. The process was grounded in the campus mission to provide high expectations, quality instruction, and active parent and community involvement in a supportive learning environment. The first CNA meeting, held on April 30, 2026, introduced the CNA process, allowed stakeholders to begin identifying potential priority areas, and established key data sources for review. During this meeting, the team developed guiding questions connected to family engagement, teacher capacity, program effectiveness, academic achievement, student subgroups, attendance, and discipline.

The second meeting, held on May 22, 2026, focused on deeper data analysis using sources such as Ascender, iReady, and other campus data to determine strengths, challenges, and root causes impacting student success. Stakeholders participated in a structured agenda that included reviewing Title I CNA requirements, completing a strengths and challenges protocol, conducting root cause analysis, prioritizing needs, and beginning the development of SMART goals. The CLT included a diverse group of stakeholders, including campus and district administrators, teachers, paraprofessionals, parents, community members, and LPAC representation. Through this process, the team identified priority needs related to school context and organization, parent and community involvement, student mobility, attendance patterns, instructional support, social-emotional needs, and academic achievement. The finalized CNA priorities will guide the campus improvement plan and support targeted actions to strengthen student outcomes, improve instructional systems, and increase meaningful family and community engagement.

RYSS Primary School at Broadway Site Base

Name	Position
Moreno, Karla	ELAR Teacher
Enriquez Garza, Myrna	Early Childhood Teacher
Martinez, Anali	3rd Teacher
Quiroga, Maria	2nd Grade Teacher
Valle, Yannelly	Special Pops
Cerda, Guadalupe	ParaEducator
Santos, Lorena	Community Partner
Ortega, Alejandra	District Compliance
Carbajal, Lavinia	District PFE Coordinator
Cuevas, Carla	Kinder Teacher
Echegoyen, Jasmine	4th Grade Teacher
Mairena, Henry	Parent/PTA
Valle, Marcelina	Parent/PTA
Villarreal, Diana	Title I Coordinator/Counselor

Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Title I, A	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
EMAT	State
Local Funds	State
State Compensatory	State
Strong Foundations Planning Grant (LASO III)	State

RYSS Primary School at Broadway

Goal 1. (Student Achievement) RYSS Primary School at Broadway will increase student achievement and academic growth in Reading/Language Arts, Mathematics, and Science through rigorous Tier I instruction, aligned curriculum, targeted intervention, and systematic progress monitoring, with particular emphasis on increasing the percentage of students performing at the Meets and Masters Grade Level standards.

Objective 1. (Mathematics Achievement) By STAAR 2027, RYSS Primary School at Broadway will increase the percentage of students achieving Meets Grade Level or Above in Mathematics to meet or exceed the RYSS district goal of 60%, as follows:• Grade 3: increase from 29% to at least 60%• Grade 4: increase from 38% to at least 60%• Grade 5: increase from 57% to at least 65%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Aligned Mathematics Curriculum - Implement a coherent PK–5 mathematics program aligned to grade-level TEKS, including STEMScopes Mathematics in Grades 3–5, with embedded differentiation, scaffolding, intervention, and progress monitoring. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 4.1,5.1,5.3,5.4)	Core Subject Teachers, Instructional Specialist/Coordinator, Principal(s)	August 2026-May 2027	(S)Local Funds - \$10,125	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/outcomes; STAAR Math 2027 results; iReady assessments/progress monitoring
2. CRA & Conceptual Understanding - Implement purposeful use of manipulatives and Concrete-Representational-Abstract (CRA) instruction to strengthen conceptual understanding and students' ability to independently apply grade-level mathematical concepts. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 1.2,2.1,3.1,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Special Ed Teachers, Teacher(s)	August 2026-May 2027	(F)Title I, A - \$0	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/achievement; STAAR Math 2027 results; iReady assessments
3. Mathematics Coaching & Data Response - Provide ongoing mathematics coaching, collaborative planning, classroom support, lesson feedback, and analysis of i-Ready, common assessment, and STAAR data, with particular attention to moving students from Approaches to Meets Grade Level. These strategies align directly with the mathematics actions in the Turnaround Improvement Plan. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.1,3.2,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s)	August 2026 - August 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/outcomes; STAAR Math 2027 results; iReady assessments/progress monitoring

RYSS Primary School at Broadway

- Goal 1.** (Student Achievement) RYSS Primary School at Broadway will increase student achievement and academic growth in Reading/Language Arts, Mathematics, and Science through rigorous Tier I instruction, aligned curriculum, targeted intervention, and systematic progress monitoring, with particular emphasis on increasing the percentage of students performing at the Meets and Masters Grade Level standards.
- Objective 2.** (Reading Achievement) By STAAR 2027, RYSS Primary School at Broadway will increase the percentage of students achieving Meets Grade Level or Above in RLA to at least 60% in Grades 3–5, meeting the RYSS district standard:• Grade 3: increase from 37% to at least 60%• Grade 4: increase from 35% to at least 60%• Grade 5: increase from 45% to at least 60%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Protected & Aligned ELAR Instruction - Implement clearly defined and protected PK–5 ELAR instructional blocks with consistent expectations for grade-level TEKS alignment, pacing, small-group instruction, differentiation, and progress monitoring. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.1,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	Aug. 2026 - May 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/outcomes; STAAR Reading 2027 results; iReady assessments/progress monitoring
2. Data-Driven Reading Instruction - Use i-Ready, common assessments, STAAR data, and student work during PLCs to identify priority TEKS, prerequisite skill gaps, and misconceptions, with particular attention to students performing at Approaches who can be accelerated to Meets. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.1,4.1,5.1,5.2,5.3,5.4)	Core Subject Teachers, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/outcomes; STAAR Reading 2027 results; iReady assessments/progress monitoring
3. ELAR Coaching & Instructional Response - Provide sustained, content-specific ELAR coaching and instructional support through consultant Cecilia Borg, including collaborative planning, lesson refinement, classroom modeling, data analysis, instructional feedback, and follow-up to strengthen Tier I ELAR instruction and improve student achievement. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.1,4.1,5.1,5.2,5.3,5.4)	Instructional Specialist/Coordinator, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - March 2027	(S)Local Funds - \$54,000	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/outcomes; STAAR Reading 2027 results; iReady assessments/progress monitoring

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Goal 1. (Student Achievement) RYSS Primary School at Broadway will increase student achievement and academic growth in Reading/Language Arts, Mathematics, and Science through rigorous Tier I instruction, aligned curriculum, targeted intervention, and systematic progress monitoring, with particular emphasis on increasing the percentage of students performing at the Meets and Masters Grade Level standards.

Objective 3. (Science Achievement) By STAAR 2027, RYSS Primary School at Broadway will increase the percentage of Grade 5 students achieving Meets Grade Level or Above in Science from 42% to at least 60%, meeting the RYSS district standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Protected Science Instruction - Provide protected science instructional time through the Master Schedule and ensure consistent implementation of the grade-level science curriculum. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,3.1,3.2,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Instructional Specialist/Coordinator, Teacher(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/outcomes; STAAR Science 2027 results; iReady assessments/progress monitoring
2. Hands-On, TEKS-Aligned Science - Provide consistent hands-on, inquiry-based science instruction using accessible materials, investigations, and instructional resources aligned to grade-level TEKS. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,3.1,3.2,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/outcomes; STAAR Science 2027 results; iReady assessments/progress monitoring
3. Science Data Response - Use common assessments, student work, walkthroughs, and STAAR data to identify priority TEKS and misconceptions and provide targeted reteach, intervention, and enrichment. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,2.1,3.1,3.2,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Instructional Specialist/Coordinator, Principal(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom observations; formative/summative assessments; student progress/outcomes; STAAR Science 2027 results; iReady assessments/progress monitoring

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- Goal 1.** (Student Achievement) RYSS Primary School at Broadway will increase student achievement and academic growth in Reading/Language Arts, Mathematics, and Science through rigorous Tier I instruction, aligned curriculum, targeted intervention, and systematic progress monitoring, with particular emphasis on increasing the percentage of students performing at the Meets and Masters Grade Level standards.
- Objective 4.** (Writing Achievement) By May 2027, at least 60% of students in STAAR-tested grades will demonstrate proficiency on campus-aligned SCR/ECR writing measures, while the percentage of students earning zero points on constructed responses will decrease by at least 50% from the BOY baseline.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Explicit Writing Instruction - Implement systematic, explicit writing instruction emphasizing organization, development of ideas, text evidence, conventions, and written response to text. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.2,3.3,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal(s), Teacher(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: Student work samples; classroom observations; lesson plans; writing rubrics; scored responses on STAAR Reading 2027
2. SCR/ECR Integration - Provide routine opportunities for students to complete Short Constructed Response and Extended Constructed Response tasks aligned to grade-level TEKS and STAAR expectations. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,3.1,3.2,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Instructional Specialist/Coordinator, Principal(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: Student work samples; classroom observations; lesson plans; writing rubrics; scored responses on STAAR Reading 2027.
3. Writing Analysis & Feedback - Regularly analyze student writing through PLCs using common expectations/rubrics to identify trends, calibrate scoring, provide targeted feedback, and adjust instruction. The TIP explicitly calls for increased SCR/ECR opportunities and monitoring of student writing samples. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,3.1,3.2,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Special Ed Teachers, Teacher(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: Student work samples; classroom observations; lesson plans; writing rubrics; scored responses on STAAR Reading 2027

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Goal 1. (Student Achievement) RYSS Primary School at Broadway will increase student achievement and academic growth in Reading/Language Arts, Mathematics, and Science through rigorous Tier I instruction, aligned curriculum, targeted intervention, and systematic progress monitoring, with particular emphasis on increasing the percentage of students performing at the Meets and Masters Grade Level standards.

Objective 5. (English Language Proficiency / TELPAS) By Spring 2027 TELPAS, RYSS Primary School at Broadway will increase the percentage of matched Emergent Bilingual students demonstrating at least one proficiency-level increase in their TELPAS Composite Rating to at least 60%, with particular emphasis on accelerating English language development in reading, writing, listening, and speaking through Tier I ELAR instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELPS-Integrated ELAR Instruction - Integrate the English Language Proficiency Standards (ELPS) into daily ELAR instruction, with teachers intentionally providing language objectives, academic vocabulary development, structured opportunities for listening and speaking, reading supports, and frequent opportunities for students to communicate their understanding in writing. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.1,3.2,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Lead Teachers/Department Chairs, Teacher(s)	August 2026 - June 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom walkthroughs; formative/summative assessment data; teacher feedback; proficiency scores on 2027 TELPAS
2. ELAR Consultant Support for Emergent Bilingual Instruction - Utilize ELAR consultant Cecilia Borg to provide sustained coaching and instructional support focused on strengthening Tier I literacy instruction for Emergent Bilingual students through collaborative planning, classroom modeling, lesson refinement, student-work analysis, differentiation, and implementation of research-based language-development strategies. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1.1,1.2,3.1,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal(s)	September 2026 - 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom walkthroughs; formative/summative assessment data; teacher feedback; proficiency scores on 2027 TELPAS
3. TELPAS Data Analysis & Progress Monitoring - Analyze TELPAS proficiency levels by student, grade level, and language domain (Listening, Speaking, Reading, and Writing) and use ELAR PLCs and collaborative planning to identify students who are not progressing, establish targeted language-development needs, monitor progress throughout the year, and adjust Tier I instruction and intervention accordingly. (Title I	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	August 2026 - June 2027	(S)Local Funds - \$0	Criteria: Lesson plans; classroom walkthroughs; formative/summative assessment data; teacher feedback; proficiency scores on 2027 TELPAS

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.1,4.1,5.1,5.2,5.3,5.4)				

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Goal 2. (School Context and Organization) To optimize the structure, environment, and operational practices within RYSS Primary School at Broadway to effectively support and enhance teaching and learning outcomes.

Objective 1. (Vertical Instructional Alignment and Collective Responsibility) Strengthen PK–5 instructional coherence and collective teacher efficacy by implementing structured Vertical Reading and Mathematics PLCs that align curriculum and instructional expectations across grade levels, identify and address prerequisite skill gaps, analyze student learning, and establish shared responsibility for preparing students to meet grade-level and future-grade expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Vertical RLA PLC - Implement a weekly PK–5 Vertical RLA PLC each Tuesday after school, facilitated with RLA consultant Cecilia Borg, to align curriculum and instructional expectations, identify prerequisite skill gaps, analyze student work and data, and strengthen the progression of literacy skills across grade levels. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,3.1,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Special Ed Teachers, Teacher(s)	September 2026 - May 2027	(S)Local Funds - \$54,000	Criteria: PLC agendas/minutes, vertical alignment artifacts, student-work analysis, walkthrough data, progress-monitoring data, TELPAS 2027 results, and STAAR RLA results.
2. Vertical Mathematics PLC - Implement a weekly PK–5 Vertical Mathematics PLC each Wednesday after school, facilitated by Assistant Principal Blocker, to align curriculum and instructional expectations, identify prerequisite skill gaps and misconceptions, analyze student data, and strengthen the progression of mathematical understanding across grade levels. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,3.1,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: PLC agendas/minutes, vertical alignment artifacts, student-work analysis, walkthrough data, i-Ready/progress-monitoring data, and STAAR Mathematics results.
3. Instructional Response & Monitoring - Use findings from Vertical PLCs to make campus-wide instructional adjustments in planning, Tier I instruction, intervention, pacing, coaching, and professional development based on identified cross-grade gaps. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,2.1,3.1,3.2,3.3,3.4,4.1,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Counselors, Executive Director of Elementary Education, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	August 2026 - May 2027	(S)Local Funds - \$0	Criteria: PLC action steps, walkthrough and coaching evidence, progress-monitoring data, and evidence of improvement on CIRCLE, Dibels, i-Ready and STAAR.

RYSS Primary School at Broadway

Goal 2. (School Context and Organization) To optimize the structure, environment, and operational practices within RYSS Primary School at Broadway to effectively support and enhance teaching and learning outcomes.

Objective 2. (Expanded Learning Opportunities) Expand student access to academic support, enrichment, and extended learning opportunities through implementation of the ACE After-School Program, providing structured programming that supports academic achievement, student engagement, and overall student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. High-Quality ACE Programming - Implement a structured Texas ACE after-school program that provides students with targeted academic support and interest-based enrichment in a safe, supportive, and engaging extended-learning environment. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,2.1,3.1,3.2,3.4,4.1,5.3,5.4)	ACE Campus Site Coordinator, Assistant Principal/Dean of Instruction, District Directors, Principal(s), Teacher(s)	Sept. 2026 - July 2027	(S)Local Funds - \$0, (S)Nita M. Lowey 21st Century (ACE)	Criteria: ACE enrollment and attendance data, program participation records, program observations, student engagement data, and Texas ACE program evaluation measures.
2. Alignment with the School Day - Align ACE academic programming with campus RLA and Mathematics priorities, student performance data, and identified learning gaps through collaboration between the ACE Site Coordinator, campus administration, teachers, and instructional teams. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,2.1,3.1,3.2,3.3,3.4,4.1,5.1,5.3,5.4)	ACE Campus Site Coordinator, Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	Sept. 2026 - June 2027	(S)Local Funds - \$0, (S)Nita M. Lowey 21st Century (ACE)	Criteria: Evidence of school-day/ACE collaboration, student data review, aligned academic activities, progress-monitoring data, i-Ready results, and STAAR performance.
3. Family Engagement & Program Participation - Increase student and family participation in ACE through consistent recruitment, attendance monitoring, family engagement opportunities, and communication regarding program expectations and opportunities. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,2.1,3.1,3.2,3.3,3.4,4.1,5.1,5.2,5.3,5.4)	ACE Campus Site Coordinator, Assistant Principal/Dean of Instruction, District Directors, Principal(s), Teacher(s)	Sept. 2026 - May 2027	(S)Local Funds - \$0, (S)Nita M. Lowey 21st Century (ACE)	Criteria: Student attendance and participation, family participation data, family engagement records, and progress toward Texas ACE participation requirements.

RYSS Primary School at Broadway

- Goal 2.** (School Context and Organization) To optimize the structure, environment, and operational practices within RYSS Primary School at Broadway to effectively support and enhance teaching and learning outcomes.
- Objective 3.** (School Climate and Culture) Improve the general atmosphere of the school, including relationships among students, teachers, administrators, and parents. This includes the level of safety, support, and respect within the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a well-rounded education through expanding STEAM, music, theatre, and accelerated learning opportunities. Students will receive art instruction with a focus on STEAM curriculum. Fifth grade students will receive music education. All students will have opportunity for additional fine arts activities with partnerships with Alley Theatre etc. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	Aug 2026-May 2027	(F)Title IV Safe and Drug Free - \$3,000	Criteria: MOUs, agendas, student surveys
2. Implement a consistent campus behavior response system that clearly defines teacher and administrator responsibilities, progressive interventions, restorative practices, parent communication, and expectations for student behavior. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3)	Administrative Assistant, Assistant Principal/Dean of Instruction, Counselors, Principal(s), Special Ed Teachers, Teacher(s)	July 2026 - Sept. 2027	(S)Local Funds - \$0	Criteria: Reduce total discipline referrals by at least 20% from Semester 1 to Semester 2, with a particular reduction in referrals for behaviors identified as classroom-managed within the RYSS Behavior Response Flowchart.

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Goal 3. (Family and Community Engagement) RYSS Primary School at Broadway will strengthen and broaden family and community engagement initiatives to actively support and improve student achievement outcomes.

Objective 1. (Family Communication & Engagement) Family Communication & Engagement - Provide consistent, timely communication to parents and families through ClassDojo as the primary communication platform, a weekly Smore campus newsletter, and Facebook to share campus information, upcoming events, student learning, and available RYSS/Tejano Center programs, services, and resources for families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Effective & Timely Communication - Provide consistent, timely communication to parents and families through multiple platforms, including ClassDojo as the primary communication tool, a weekly campus newsletter, and Facebook to share important information, upcoming events, student learning, and a view inside the daily life of the campus. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Administrative Assistant, Assistant Principal/Dean of Instruction, Principal(s), Teacher(s)	August 2026 - June 2027	(F)Title I, A - \$1,000	Criteria: Monitor weekly newsletter distribution, ClassDojo communication and engagement, Facebook activity, and parent participation/feedback to determine whether families are consistently receiving and engaging with campus information.
2. Utilize Cariina Boards throughout the 2026–2027 school year to track parent and family participation in campus events and engagement activities. Review participation data regularly to identify trends in attendance and engagement and use findings to strengthen outreach, improve future events, and increase family participation across the school year. (Title I SW Elements: 1.1,2.1,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Administrative Assistant, Principal(s)	August 2026 - July 2027	(O)Local Districts - \$0	Criteria: Cariina admin dashboard

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- Goal 3.** (Family and Community Engagement) RYSS Primary School at Broadway will strengthen and broaden family and community engagement initiatives to actively support and improve student achievement outcomes.
- Objective 2.** (Family Engagement) Implement, in conjunction with FACE, a series of Parent University sessions to provide collaborative educational experiences for RYSS families, so that a comprehensive student support program can be developed and enhanced at each RYSS campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Lovescaping curriculum during Enrichment for all students to intentionally develop essential skills of self-regulation, care, respect, honesty, trust, gratitude, and positive relationships. Extend this learning to families through two Love & Literacy Family Workshops that engage parents/caregivers and children in literacy activities while reinforcing Lovescaping skills and strategies for use at home. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3)	Counselors, Parent and Family Engagement Director, Principal(s), PTA, Teacher(s)	Sept. 2026 - June 2027	(F)Title IV Safe and Drug Free - \$10,000	Criteria: Effectiveness will be evaluated through documentation of Lovescaping curriculum implementation during Enrichment, student participation, classroom and campus behavior data, and discipline referral trends. Family impact will be monitored through attendance and participation in the two Love & Literacy Family Workshops and family feedback.
2. Family Learning & Engagement Nights – Provide ongoing family engagement opportunities throughout the school year, including Math, Literacy, and Science Family Nights, Data & Dinner Nights, and other campus events designed to actively engage families in student learning. Events will provide families with practical strategies, resources, and information to support learning at home, understand student academic progress, and strengthen the partnership between home and school. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.6,3.1,3.2) (Target Group: All)	Principal(s)	Nov. 2025	(F)Title I - \$5,000	Criteria: Use direct observation, attendance trends, and family feedback to evaluate levels of engagement and adjust future events, outreach, and supports to increase participation.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Data

Demographics Strengths

RYSS Early Childhood Academy & Primary Schools develops individualized support plans for students needing additional assistance with attendance or behavioral expectations. These plans are developed collaboratively with students, teachers, parents/guardians, and administrators to promote student success.

The campus's large Emergent Bilingual population contributes to a culturally and linguistically diverse school community. Educators build upon this diversity to foster an inclusive, welcoming, and empathetic school culture in which all students and families are valued.

Demographics Weaknesses

High student mobility creates challenges in maintaining instructional continuity and ensuring consistent academic progress.

Students entering the campus after the beginning of their educational experience often demonstrate greater academic gaps than continuously enrolled students, creating a need for timely assessment and targeted support.

Many students have limited access to academic enrichment, extracurricular experiences, and other learning opportunities outside of the school setting.

Demographics Needs

Some students have limited access to academic materials, technology, and learning resources outside of the school day.

Student attendance remains an area for improvement, requiring continued family outreach, education, and engagement to strengthen understanding of the connection between consistent attendance and academic success.

Comprehensive Needs Assessment

Demographics Summary

RYSS Early Childhood Academy & Primary Schools is committed to providing targeted support for students experiencing challenges with attendance and behavioral expectations through collaborative plans involving students, teachers, families, and administrators. The school's large population of Emergent Bilingual students contributes rich cultural and linguistic diversity that strengthens the campus community and supports an inclusive learning environment.

The campus continues to address challenges associated with student mobility, varying levels of academic readiness among newly enrolled students, and inconsistent attendance. Additionally, some students and families have limited access to academic resources, enrichment opportunities, and extended learning experiences outside of the school day.

To address these needs, RYSS Early Childhood Academy & Primary Schools will strengthen systems for early identification and targeted academic support, attendance intervention, family engagement, and access to resources and expanded learning opportunities. Through consistent family communication, workshops, conferences, parent meetings, and programs such as Texas ACE, the campus will work collaboratively with families to strengthen attendance, engagement, and student academic success.

School Culture and Climate

School Culture and Climate Data Sources

District Based Assessments
Program Evaluations

School Culture and Climate Strengths

1. Administration secures that all teachers are supported inside and outside the classroom, teacher instructional needs are met, and that teachers are valued as members of the PSTEM Academy learning community.
2. Teachers are implementing systems, routines and procedures that will norm their classrooms with best practices in order to support students. Campus wide writing boards, Bluebonnet for phonics/ intervention in ELAR classrooms, SLANT and 4S lines are standard curriculum and behavioral expectations.
3. Teachers receive constructive feedback following informal/formal walk-throughs and observations which supports them in adjusting their instructional practices to better support students.
- 4/ Teachers engage in monthly activities to support them in building relationships with their grade level teams, their colleagues and their administration.
5. Campus leaders take initiative with implementing various school events including: student of the month, Fall Festival, Holiday Program, Monthly PTA Programs.
6. PTA instrumental in providing volunteers and funds.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

7. Campus wide use of Class Dojo.

School Culture and Climate Weaknesses

1. New school security protocols limit parental involvement due to immigration status.
2. High mobility of students.

School Culture and Climate Needs

1. Under the direction of new administration, increasing effective communication with all stakeholders is needed to establish new procedures and policies that contribute to effective school management.
2. Teachers indicated that there is a need to build on positive growth and address areas of concern or stagnation during PLCs.
3. Parents/guardians, students, and teachers, need proactive information to understand the importance of daily attendance.

School Culture and Climate Summary

PSTEM Academy provides strong support for teachers through instructional resources, feedback, and collaboration, fostering a positive learning environment. Campus-wide systems like Bluebonnet and SLANT ensure consistency instructional and behavioral expectations. However, challenges include reduced parental involvement due to new security protocols, high student mobility, and the need for better communication under new administration. The school will focus on improving stakeholder communication, enhancing PLCs, and promoting daily attendance awareness.

Technology

Technology Data Sources

Comprehensive Needs Assessment

Technology Data Sources (Continued)

iReady
STAAR
TELPAS

Technology Strengths

All teachers have access to reliable laptop technology to support instructional planning, delivery, assessment, and professional collaboration. The campus also provides teachers with access to a variety of digital instructional and assessment platforms, including DMAC, i-Ready, Summit K12, CIRCLE CLI, My Math Academy, My Reading Academy, and SIBME. The campus has established consistent implementation of i-Ready as a key component of its instructional and assessment system, providing teachers with data to identify student needs, monitor academic growth, and inform differentiated instruction and intervention.

Technology Weaknesses

The campus has several technology infrastructure and equipment needs that affect the consistent integration of technology into instruction and daily operations. Campus infrastructure requires upgrades to support the increased demand for reliable Wi-Fi connectivity, while student laptops need replacement, upgrades, and/or additional memory to effectively support current instructional programs and digital resources. Headphones are also a recurring need due to frequent student use and the ongoing replacement required for damaged or worn equipment.

Technology access for staff is inconsistent across the campus. Telephones are not available in all classrooms, creating communication and safety concerns, and teacher assistants do not currently have consistent access to computers needed to perform their instructional and administrative responsibilities. Additionally, existing classroom technology, including iPads, document cameras/ELMOs, and digital projectors, includes equipment that is outdated, damaged, or in need of replacement. Addressing these infrastructure, communication, and equipment needs will be necessary to ensure reliable and equitable access to technology for both students and staff.

Technology Needs

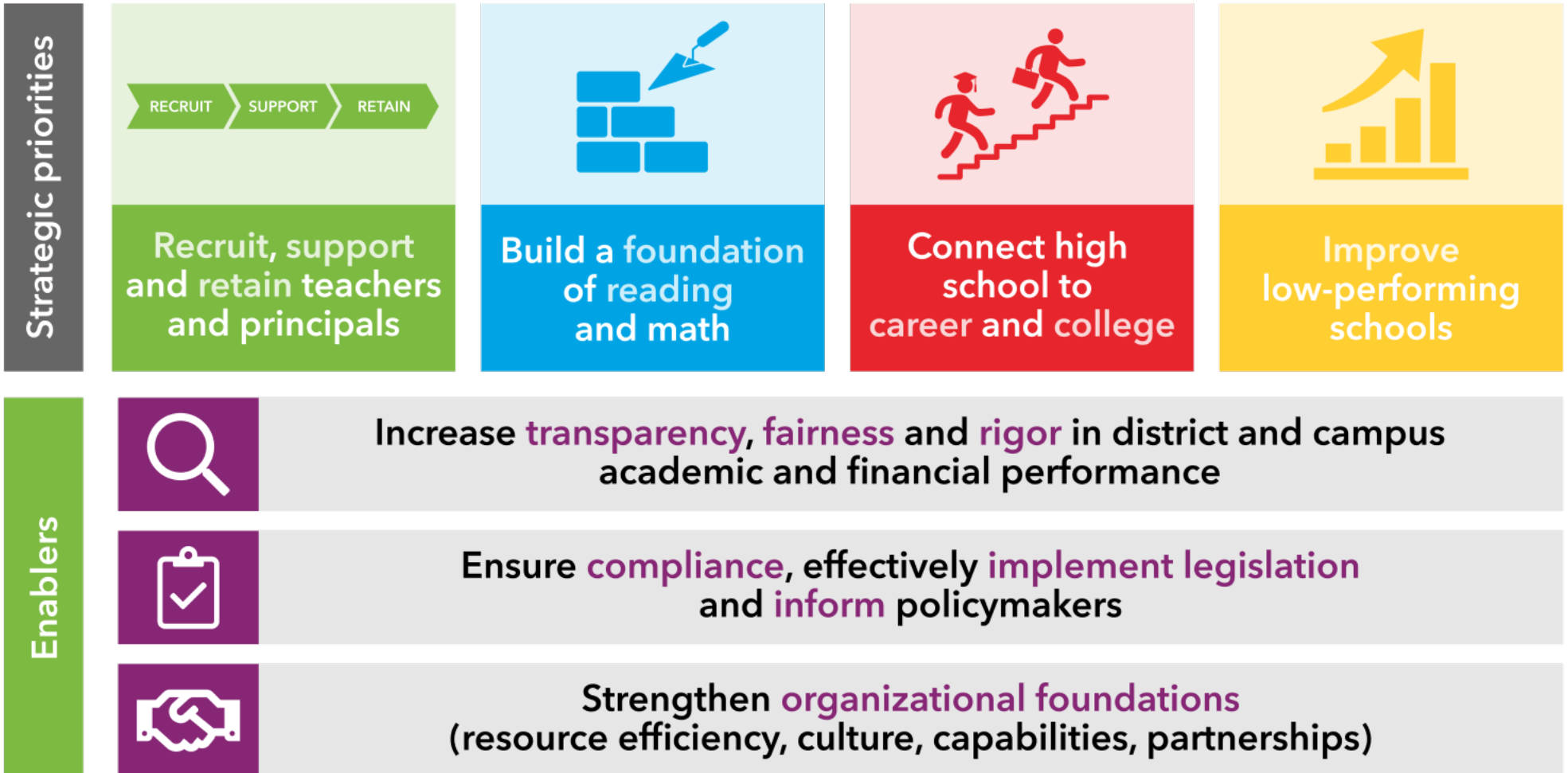
The campus needs additional laptops, iPads, and peripheral equipment, including headphones, chargers, and other accessories, to replace aging or damaged equipment and expand reliable technology access for both students and staff. Continued investment in 1:1 student devices is needed to ensure students have consistent access to digital instructional resources, including consideration of Wi-Fi capabilities that can support students who have limited connectivity at home. Additionally, upgrades to the campus Wi-Fi infrastructure are needed to accommodate increased device usage and ensure reliable connectivity throughout the instructional day.

Comprehensive Needs Assessment

Technology Summary

The campus is in need of significant technology and infrastructure upgrades to support teaching and learning. Increased Wi-Fi demand requires improved connectivity, while student laptops need upgrades or replacement to ensure adequate memory and performance. Essential classroom tools such as iPads, Elmos, and digital projectors are outdated or in need of repair, and consumable devices like headphones must be replenished regularly. Additionally, the absence of telephones in all classrooms presents a safety and communication concern, and teacher assistants lack access to computers needed to effectively support instruction.

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



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