

RYSS Academy at Pasadena

Campus Improvement Plan

2026/2027

Learn, Grow, SUCCEED



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RYSS Academy at Pasadena

Mission

RYSS Academy at Pasadena encourage a passion for lifelong learning to our diverse student population by providing a quality education in a nurturing environment with innovative and authentic learning opportunities.

Vision

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

Nondiscrimination Notice

RYSS Academy at Pasadena 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 Academy at Pasadena Site Base

Name	Position
Cervantes, Yesenia	Campus Administrator
Osuna, Ruth	SPED Teacher
Muniz, Deborah	Teacher
Manrique, San	Teacher
Vasquez, Priscilla	Teacher
Palacios, Diana	PEIMS Clerk
Rojas, Nimsi	Parent
Perez, Jessica	Instructional Support Staff
Ortega, Alejandra	District Administrator
Carbajal, Lavinia	District Manager
Palacios, Samuel	Community Member

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Comprehensive Needs Assessment Team met on April 30, 2026, and again on May 26, 2026, to review and to revise the CNA as needed. Both of the meeting took place at 1062 Fairmont Parkway Pasadena, Texas, 77504 at RYSS Academy at Pasadena cafeteria at 4:45 p.m.

At the first meeting on April 30, 2026, Principal Cervantes began the meeting by welcoming all stakeholders. Principal Cervantes shared with the group the team's expectations and reviewed the comprehensive folder that was provided filled with relevant handouts that served as a valuable resource throughout the discussions. The importance of the Campus Leadership Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Next, Principal Cervantes identified the eight key areas that make up a school, and examples of each of the eight focus areas. She equipped the teams with a sample list of the eight-focus area and its definition along with bulleted focus areas within each section. After Principal Cervantes explained the eight focus areas, the Leadership Team was directed to collaborate efforts to identify data points. The information discussed would serve as the foundation for crafting a comprehensive improvement plan for the upcoming 2026-2027 school year. Principal Cervantes encouraged the committee to share out about problem areas. She gave the committee the opportunity to all stakeholders to share out loud their table group discussions. The committee decided to look at 10 specific data points to identify strengths and problems from the 2025-2026 school year. Principal Cervantes thanked everyone for the participation and reminded everyone of the second CNA meeting on May 26, 2026.

At the second meeting on May 26, 2026, the school support team reviewed the listed data information into strengths and problems. The team acknowledged the strengths from 2025-2026, but focused most of the meeting on the problems that were identified from the data. The table groups began discussing some areas of concern based on their experience with the campus and the data provided. The groups were given a sheet 5-10-10 strategy to document their problem areas. After the table groups discussed and separated problems and strengths based on data, Ms. Osuna, SPED Chair & Admin, was asked to stand at the front while stakeholders were then tasked to identify their problems and strengths that they wrote down on their chart paper. This step began shaping our primary focus areas for RYSS Academy at Pasadena's improvement plan for 2026-2027 school year. A Root Cause Analysis was completed on the top three problems.

The data that was provided to all CNA members were:

Attendance by Demographics Report by Grade Level
iReady Reading Report K - 5th
iReady Reading Diagnostic Report K - 5th
iReady Math Report K - 5th
iReady Math Diagnostic Report K - 5th
Dibles K - 2nd Grade
STAAR 3rd - 6th Grade RLA
STAAR 3rd - 6th Math
STAAR 5 Science
TELPAS 2nd - 6th Grade
Survey (Parents, Students & Teachers)
Student Council's PowerPoint with their ideas, wants, needs

Bridge of Identified Problems:

School Context & Organization - Lack of extracurricular activities for students
Curriculum, Instruction, and Assessment - Low Math Skills
Parent & Family Engagement - Parent Activity Evaluations and Feedback, Academic Support for Parents of the Different Curriculum Platforms

The Three Areas of Focus for 2026-2027 School Year:

There is an identified problem in the areas School Context and Organization
Another identified problem is in Curriculum, Instruction, and Assessment.
Our third identified problem is in Parent and Family Engagement.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
iReady
PEIMS data
Survey Data
TELPAS

Demographics Strengths

RYSS Academy at Pasadena has a diverse student population from white, African american, Hispanic, and Asian.

Demographics Weaknesses

Based on monthly attendance reports, families are struggling to consistently bring their student ot school regulary. The demographics this impacts are our EBs and SPED.

Demographics Needs

Based on stakeholders at RYSS Academy at Pasadena, we will:

- 1.) provide opportunities to exhchange of culture perspective, traditions, and experiences.
- 2.) provide classroom lessons that support diversity to educate students about stereotypes, biases, and promote tolerance.
- 3.) create opportunities for all students and families that encourage student attendance.

Demographics Summary

Comprehensive Needs Assessment

RYSS Academy at Pasadena bridges cultures and fosters engagement through exciting programs and events such as cultural night, Raptor Hideout, Winter Hideout, End of Year Field Experience, End of Year Award Ceremony that incentivize or showcase or incentivize 95% or better on attendance.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
Formative Assessments
iReady
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TAPR
TELPAS
Texas Success Initiative (TSI) Data
Texas Teacher Evaluation & Support System (T-TESS)

Curriculum, Instruction and Assessment Strengths

RYSS Academy at Pasadena uses Teaching Strategies for PK curriculum that is aligned to PK Guidelines,

RYSS Academy at Pasadena provides K - 7th grade HQIM that aligns to the same standards.

RYSS Academy at Pasadena uses STEMscopes as the science curriculum for K - 7th Grade.

RYSS Academy at Pasadena provides additional science support with Summit Science for K-5th.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

RYSS Academy at Pasadena will address low reading skills to support students reading fluency and comprehension using Dibles to support with reading skills in K-2 and iReady for reading and math skills.

Curriculum that is avaialbe for 3rd - 6th grade in Reading and Math is not fully aligned to TEA Summative Assessments.

Curriculum, Instruction and Assessment Needs

The needs at RYSS Academy at Pasadena are to:

- 1.) support teachers with purposeful training to build capacity and provide instructional resources to address individual literacy needs.
- 2.) provide teachers with the purposeful training to build capacity and provide instructioanl resouces to close achievement gaps in math.
- 3.) engage teachers training on Emergent Bilinguals to build background on how to support students develop their 2nd language.
- 4.) provide teachers with additional math support through training, resources, and materials.
- 5.) support teachers with Bluebonnet Math and reading curriculum.

Curriculum, Instruction and Assessment Summary

RYSS Academy at Pasadena builds teacher capacity to ensure teachers deliver Tier I instruction effectively using HQIM and RBIS that support and are aligned to our state standards.

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance Data
Classroom Walkthrough Data
Enrollment and Recruitment Data
Promotion/Retention Data
Staff Retention Data
Survey Data

Comprehensive Needs Assessment

Family and Community Involvement Strengths

RYSS Academy at Pasadena is committed to creating a school-home connection by providing monthly parent events designed to engage and involve families directly with their child's academic journey. Events such as STEM Night and Literacy Night that offer hands-on opportunities for parents to explore educational concepts alongside their children to gain insights into the curriculum and be guided with practical ways to support learning at home.

Family and Community Involvement Weaknesses

A weakness at RYSS Academy at Pasadena is encouraging more families / parents to be a part of the volunteering committee for academic needs for students.

Family and Community Involvement Needs

The needs at RYSS Academy at Pasadena are:

- 1.) conduct family orientation sessions and workshops to familiarize families with school resources in a language they can understand.
- 2.) provide opportunities for parents to actively participate/volunteer their time to support needs on campus such as (cutting classroom instructional material and volunteering for campus needs throughout the school year).
- 3.) provide clear communication channels for parents by admin at the campus level.
- 4.) encourage advisory roles within PTO.
- 5.) Create Classroom Parent for each class in PK 3 - 4th grade.

Family and Community Involvement Summary

At RYSS Academy at Pasadena, we're dedicated to creating additional opportunities for parents to become an integral part of our school community.

School Context and Organization

School Context and Organization Data Sources

Attendance Data
Classroom Walkthrough Data
Demographic Data

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

Discipline Data
Enrollment and Recruitment Data
iReady
PEIMS data
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
Teacher Turnover Rates
Texas Teacher Evaluation & Support System (T-TESS)

School Context and Organization Strengths

RYSS Academy at Pasadena, began with Student Council and encourage student voice on campus to strengthen the overall campus culture.

School Context and Organization Weaknesses

RYSS Academy at Pasadena, does not offer sufficient extra curricular activities for students to engage in after school activities.

School Context and Organization Needs

RYSS Academy at Pasadena needs:

- 1.) additional extra curricular activities such as a dance club, art club, robotics/STEM opportunities for all students.
- 2.) create an athletic program for middle school age students.
- 3.) provide enriching opportunities such as STEM / Robotics afterschool club.
- 4.) develop a strong fine arts (art) department and establish an Art Club.
- 5.) establish student life in a school that creates a sense of belonging.

School Context and Organization Summary

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

RYSS Academy at Pasadena will establish afterschool opportunities for students to engage in to strengthen a sense of belonging and encourage a positive school community that focuses on respect, innovation, excellence, and positive behavior.

RYSS Academy at Pasadena

Goal 1. (Student Achievement) RYSS Academy at Pasadena will achieve a 75% achievement rate (on or above grade level) in all core subject areas for all students by May 2027.

Objective 1. (Curriculum, Instruction & Assessment) Students at RYSS Academy at Pasadena will have consistent access to additional instructional software to support academic achievement in core content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At RYSS Academy at Pasadena, all students will use the iReady reading online software platform twice a week dedicating 20 minutes each session, totaling to 80 minutes a week. the IXL and iReady software platform provides students with personalized individual skill level and students' progress is measured. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Bi-Weekly	(F)Title I, A	Criteria: STAAR TELPAS iReady BOY, MOY, EOY DMAC Assessments Walkthroughs / TTESS
2. At RYSS Academy at Pasadena, all students will use the Math online software platform twice a week dedicating 20 minutes each session, totaling to 80 minutes a week. iReady software platform provides students with personaized individual skill level and students' progress is measured. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Bi-Weekly	(F)Title I, A	Criteria: STAAR TELPAS iReady EOY - EOY Walkthroughs / TTESS DMAC Assessments
3. All At-Risk students will recevie additional instructional time during and after school as determined by assessment data. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Bi-Weekly	(F)Title I, A	Criteria: Tutorial Attendance iReady BOY - EOY IXL BOY - EOY Walkthroughs/TTESS DMAC Assessments Summit K12 Assessments Tutorial Data
4. All students in K-5 will be provided with have access to IXL Reading to support with supplemental instruction for struggling and/or students who require additional supports during the instructional day. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Bi-Weekly	(F)Title I, A	Criteria: IXL Diagnostician STAAR TELPAS DMAC Assessments Tutorial Attendance Walkthroughs / TTESS
5. All students in K-5 will be provided with	Instructional	Bi-Weekly	(F)Title I, A	Criteria: STAAR

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Objective 1. (Curriculum, Instruction & Assessment) Students at RYSS Academy at Pasadena will have consistent access to additional instructional software to support academic achievement in core content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
have access to IXL Math to support with supplemental instruction for struggling and/or students who require additional supports during the instructional day. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)			TELPAS IXL Diagnostic Assessment DMAC Assessments Tutorial Attendance Walkthroughs / TTESS
6. All students in 5th grade science will be provided with access to Summit Science to support with supplemental materials for science during the instructional day. (Title I SW Elements: 2.6) (Target Group: 5th) (Strategic Priorities: 4) (ESF: 4,4.1)	Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A	Criteria: TELPAS STAAR Walkthroughs / TTESS Usage Reports Professional Development DMAC Assessments TIDE Assessments

RYSS Academy at Pasadena

Goal 1. (Student Achievement) RYSS Academy at Pasadena will achieve a 75% achievement rate (on or above grade level) in all core subject areas for all students by May 2027.

Objective 2. (Student Achievement) By the end of 2026-2027 school year, RYSS Academy at Pasadena will ensure equitable access to high-quality instruction for all students, so that stuents will score at least 60% at the Meets level in STAAR Math and 60% at Meets in STAAR Reading by May 2027.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will be provided lessons with effective instructional materials, pacing guides, and assessments aligned with all TEKS, utilizing HQIM resources and instructional coaches in math & science throughout the 2026-2027 school year. (Title I SW Elements: 2.6) (Target Group: K,1st,2nd,3rd,4th,5th,6th,7th) (Strategic Priorities: 1,2,4) (ESF: 4,5)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction	Criteria: STAAR TELPAS T-TESS / Walkthroughs DMAC Assessments Professional Development w/Consultants Professional Development Sessions Interim Assessments
2. RYSS Academy at Pasadena will implement intensive, math targeted tier 2/ 3 small-group interventions for upper elementary using iReady, District assessments, and campus tests on a weekly basis to increase students mastery. (Title I SW Elements: 2.2) (Target Group: 3rd,4th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	Monthly	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL	Criteria: STAAR TELPAS District Assessments Campus Assessments Interim iReady
3. RYSS Academy at Pasadena will implement intensive reading targeted tier 2/ 3 small-group interventions for upper elementary using iReady, District assessments, and campus tests on a weekly basis to increase students mastery. (Title I SW Elements: 2.2) (Target Group: 3rd,4th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL	Criteria: STAAR TELPAS Intermin District Assessments Campus Assessments iReady Data

RYSS Academy at Pasadena

Goal 1. (Student Achievement) RYSS Academy at Pasadena will achieve a 75% achievement rate (on or above grade level) in all core subject areas for all students by May 2027.

Objective 3. (Student Achievement.) By the end of 2026-2027 school year, RYSS Academy at Pasadena will provide additional supports to all sub-population groups, resulting in an academic growth increase of at least 10% as measured by STAAR in Reading & Math for 3rd - 7th Grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By Spring 2027, student academic achievement at RYSS Academy at Pasadena will increase by 10% compared to the Fall 2026 baseline. This growth will be supported through well-rounded enrichment programs (STEM, Robotics, Student Council). (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3)	Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A	Criteria: TELPAS STAAR Attendance Discipline DMAC Assessments MOY - EOY Assessments
2. RYSS Academy at Pasadena will cultivate the development of the whole child by engaging 100% of students in creative, cultural, and social-emotional learning experiences through partnerships with organizations such as Alley Theatre and the Conscious Discipline framework. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,5,5.1)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Quarterly	(F)Title I, A	Criteria: STAAR TELPAS DMAC Assessments Interim Assessments MOY - EOY Discipline Data Attendance Circle Assessments
3. All Emergent Bilingual students will show an increase in their English Language Proficiency by a minimum of one year. (Title I SW Elements: 2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 4,5)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Quarterly	(F)Title III Bilingual / ESL	Criteria: STAAR TELPAS Summit K12 EB Tutorials Professional Development DMAC Assessments Interim Assessments Circle Assessments

RYSS Academy at Pasadena

Goal 2. (School Context and Organization) RYSS Academy at Pasadena will enhance its School Context and Organization by expanding after-school programs and extracurricular opportunities, resulting in a 25% increase in student participation across grades K through 7th Grade and a measurable improvement in positive school culture.

Objective 1. Increase overall student participation in campus organizations (including Athletics, Dance Club, and Art Programs) by 30% to foster a sense of belonging as school enrollment grows.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At RYSS Academy at Pasadena, students will have access to register for clubs afterschool (dance, art, and student council). (Title I SW Elements: 2.1) (Target Group: 1st,2nd,3rd,4th,5th,6th,7th) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	ACE Campus Site Coordinator, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A, (S)Nita M. Lowey 21st Century (ACE)	Criteria: STAAR TELPAS DMAC Assessments iReady BOY - EOY Dibles BOY - EOY Attendance Discipline
2. RYSS Academy at Pasadena will provide foundational gear (agility ladders, cones, universal practice pinnies, inflation pumps, and sport-specific balls etc.) focusing on high-durability, commercial-grade brands to establish specific sports / dance for students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3)	ACE Campus Site Coordinator, Instructional Specialist/Coordinator, Principal(s), Teacher(s)	Quarterly	(F)Title I, A, (S)Nita M. Lowey 21st Century (ACE)	Criteria: STAAR TELPAS Attendance Discipline Interim Assessmenets DMAC Assessments iReady Data
3. RYSS Academy at Pasadena will secure dedicated faculty personnel with a stipend to ensure consistent leadership, accountability, and program continuity across all co-curricular offerings. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3)	ACE Campus Site Coordinator, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	Fall & Spring Semester	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Nita M. Lowey 21st Century (ACE)	Criteria: STAAR TELPAS Intermin Assessments DMAC Assessments Sign In Sheets for Events Discipline

RYSS Academy at Pasadena

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Objective 2. Utilize student participation in Athletics and Dance Club as a behavioral intervention tool, aiming for a 20% decrease in discipline referrals among participating students from Fall to Spring.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Academy at Pasadena will implement a proactive academic monitoring and intervention system for the 'No Pass, No Play' policy to maintain an 75% or higher eligibility rate across all campus organizations (athletics and cheer/dance, robotics), to encourage student academics. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Quarterly	(F)Title I, A	Criteria: TELPAS STAAR DMAC Assessments iReady Data Report Cards Progress Reports Attendance Discipline Interim Assessments
2. RYSS Academy at Pasadena will establish distinct, non-academic enrichment pathways through STEM, robotics, Student Council, athletics, dance, and art focused on student belonging. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A	Criteria: STAAR TELPAS District Assessments Enrollment Retention Campus Assessments Increased Enrollment Discipline Referrals

RYSS Academy at Pasadena

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Objective 3. Showcase student growth and talent by hosting at least 5 campus-wide cultural, artistic, or athletic events per semester to build school pride and increase parent/community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At RYSS Academy at Pasadena, students will host a Talent Show and Art Exhibit and be special guests throughout campus events (Hispanic Heritage Month, Black History Month, Veteran's Day, etc. to showcase their talents and MC the events. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Quarterly	(F)Title I, A	Criteria: STAAR TELPAS DMAC Assessments iReady Data Dibles Data Attendance Discipline Afterschool Practice Attendance

RYSS Academy at Pasadena

Goal 3. (Parent & Family Engagement) RYSS Academy at Pasadena will increase active parent volunteerism and daily campus involvement by 25% compared to the previous school year, fostering a collaborative school culture that directly supports student success and campus operations.

Objective 1. (PFE) Parent and family engagement will increase from 30% to 75% as measured by parent evaluation surveys by the end of the 2026-2027 school year.

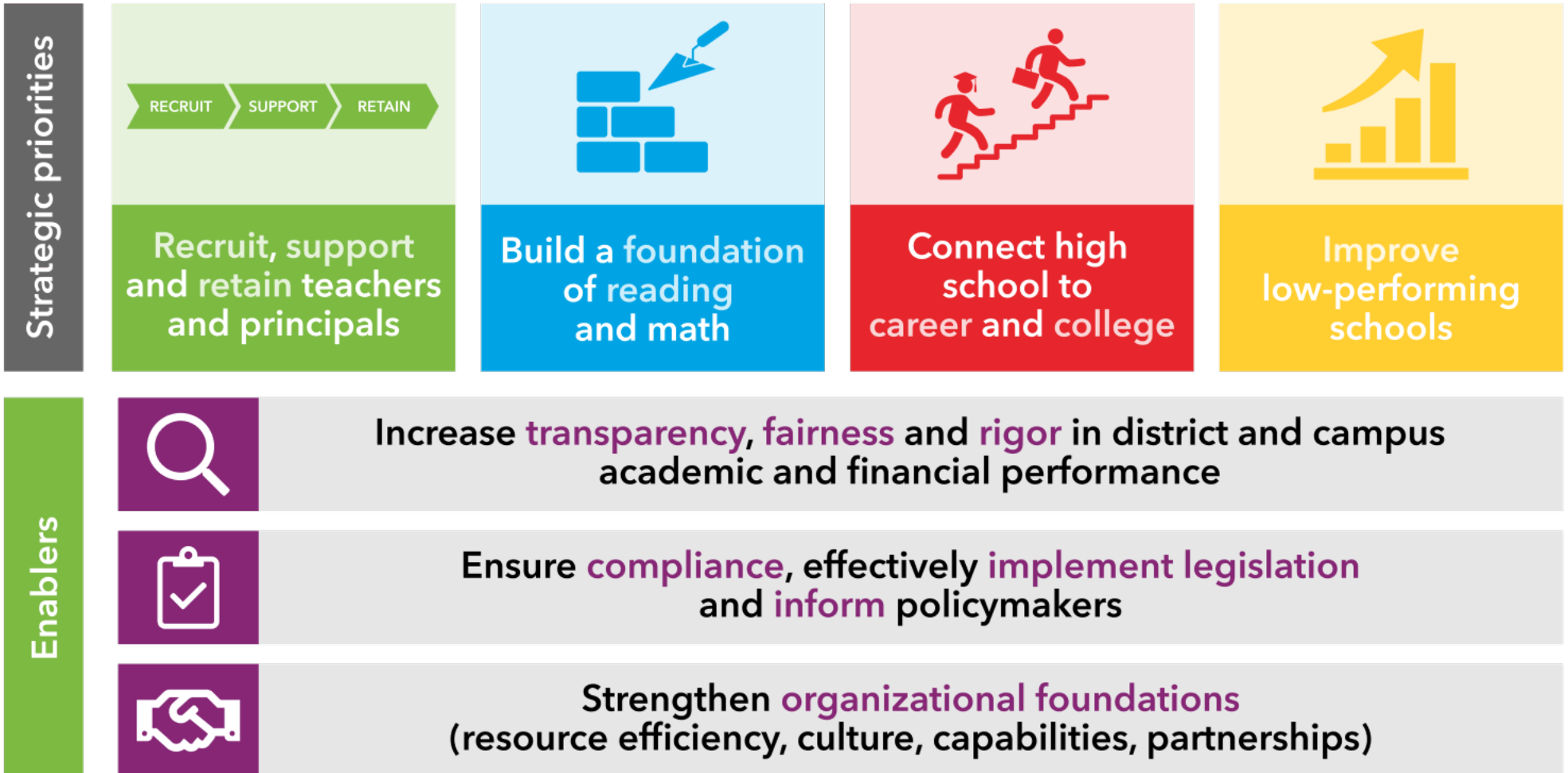
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will have access to early literacy (ECC) workshops to support thier student succeed academically. We aim to increase parent participation in literacy-focused workshops and numeracy to 50% parent participation. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal/Dean of Instruction, Bilingual ESL Director, Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Special Ed Teachers, Teacher(s)	October, December & March	(F)Title I, A	Criteria: iReady (BOY - EOY) Dibles (BOY - EOY) Survey Feedback Sign-In Sheets Academic Parent Workshops Circle (BOY - EOY) STAAR TELPAS Campus / District Assessments
2. Parents will have access to math & reading related events (STEM, Literacy Night, Dinner & Data, iReady at Home, ECC Workshops) to support their student succeed academically. We aim to increase math-focused school events with at least 50% parent participation. (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Teacher(s)	Fall & Spring Semester	(F)Title I, A	Criteria: Parent Survey/Feedback iReady (BOY - EOY) Circle (BOY - EOY) TELPAS STAAR Formative Assessments Sign-In Event Sheets
3. RYSS Academy at Pasadena will enhance family communication by 100%. (Title I SW Elements: 1.1,2,3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Weekly	(F)Title I, A	Criteria: Campus & Teacher Lead ClassDojo Require 2 Parent-Teacher Conferences Daily Conduct Folder PK - 2 S'Mores Newsletter Social Media
4. RYSS Academy at Pasadena will provide diverse opportunities for parents to volunteer their time and talents for campus needs on a monthly basis. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.4)	Instructional Specialist/Coordinator, Lead Teachers/Department Chairs, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A	Criteria: Classroom Parent Success Feedback Survey from Parents & Teachers Campus Events Community Events Parent Lead Events Volunteer Opportunities

RYSS Academy at Pasadena

- Goal 3.** (Parent & Family Engagement) RYSS Academy at Pasadena will increase active parent volunteerism and daily campus involvement by 25% compared to the previous school year, fostering a collaborative school culture that directly supports student success and campus operations.
- Objective 1.** (PFE) Parent and family engagement will increase from 30% to 75% as measured by parent evaluation surveys by the end of the 2026-2027 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

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



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