

EARLY COLLEGE STEM ACADEMY

Campus Improvement Plan 2023/2024

"Empowering Students to Roar to Success"



Noelia Longoria
2950 Broadway
713-640-3761

Noelia.longoria@tejanocenter.org

EARLY COLLEGE STEM ACADEMY

Mission

Early College T – STEM & STEM Academy 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

EARLY COLLEGE STEM ACADEMY 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.

EARLY COLLEGE STEM ACADEMY

Vision

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

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EARLY COLLEGE STEM ACADEMY Site Base

Name	Position
Longoria, Noelia	Principal
Jasso, Damon	Assistant Principal
Montelongo, Adan	Instructional Specialist
Setien, Marco	Science Teacher
White, Elizabeth	STEM Teacher
Davila, David	Social Studies Teacher
Mora, Yulissa	English Teacher
Cilekci, Aktug	Math Teacher
Moreno, Jill	Art Teacher
Botello, Daniella	Counselor
Martinez, Blanca	Secretary
Sanchez, Elizabeth	Parent
Martinez, Joaquin	Community Member
VanHorn, Anne	Business Representative

Resources

Resource	Source
Cal Perkins	Federal
ESSER III	Federal
IDEA Special Education	Federal
Title I	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Local Funds	State
State Compensatory	State

EARLY COLLEGE STEM ACADEMY

Goal 1. (Infrastructure and Planning) Sound Infrastructure and Planning: RYSS Early College STEM Academy will build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.

Objective 1. (Organizational Structure) RYSS Early College STEM Academy administration will provide coaching sessions for 100% of the teachers on academic systems and processes that identify all special populations and will enable closing students' achievement gaps by 20% for Emergent Bilingual students, 10% for gifted and talented students, and 10% for special education students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of RYSS Early College STEM Academy teachers and administrators will implement weekly PLC meetings and grade level meetings to discuss student achievement / monitor student progress, lesson planning, scope & sequence and engage students in effective strategies. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - Lesson plans - STAAR - TELPAS - Pacing Calendars - Meetings Minutes - Sign-in Sheets - Walkthroughs Formal Observations - Documentation Binders</p>
<p>2. Additional instructional time is embedded into the RYSS Early College STEM Academy master schedule to support core curriculum, ELA and Math, small group instruction, align TEKS and instructional resources, effective implementation of RTI. (Target Group: All,6th,7th ,8th) (ESF: 1,1.2,4,4.1,5,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - Lesson plans, - Pacing calendars, - RTI progress monitoring - PLC meetings - Meeting minutes, - Formal observations</p>
<p>3. RYSS Early College STEM Academy leadership team will measure progress for Emergent Bilinguals and how it relates to state and federal accountability. (Target Group: ESL,Migrant,EB,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>08/23-05/23</p>	<p>(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: - STAAR scores - TELPAS scores - Iready assessment scores</p>

EARLY COLLEGE STEM ACADEMY

Goal 1. (Infrastructure and Planning) Sound Infrastructure and Planning: RYSS Early College STEM Academy will build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.

Objective 2. (CTE and CCMR) RYSS Early College STEM Academy will implement a CTE strategy where middle school students have the opportunity to take the Project Lead the Way elective class in grades 7 and 8 where 20% of students will earn CTE credit which will provide them with 1 high school credit for each completed year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Early College STEM Academy students will participate in the College Career Military Readiness. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.4,4,4.1)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: - Course selection - Parent Informational Meetings
2. 100% of Early College STEM Academy students that take the Project Lead the Way elective class will receive CTE credit which would provide them high school credit and an academic pathway before they enter high school. (Target Group: CTE,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,2,2.1,3,3.3,4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - Student schedules - Student report cards

EARLY COLLEGE STEM ACADEMY

- Goal 1.** (Infrastructure and Planning) Sound Infrastructure and Planning: RYSS Early College STEM Academy will build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.
- Objective 3.** (Response to Intervention (RTI)) RYSS Early College STEM Academy will develop a Response to Intervention (RTI) process that is consistent on all campuses and follows research-based practices to address unlearned curriculum for 100% of the students participate in the RTI process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College STEM Academy teachers will design lessons that include differentiated instruction (Tier II & III interventions), opportunities for RTI support. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)Title I, (F)Title III Bilingual / ESL	Criteria: -Walkthrough Data - PLCs - Lesson Plans - Assessment Data: DMAC, iReady, Mock STAAR, RTI Progress Monitoring in DMAC
2. 100% of RYSS Early College STEM Academy students that receive reading TIER I, II, and III RTI support will receive interventions in the following manner: Tier I students will undergo small group instruction utilizing Summit K-12 Learning online software, while Tier II and Tier III students will receive an extra English support class for added support. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - iReady
3. 100% of RYSS Early College STEM Academy students receiving TIER I, II, and III RTI math interventions will participate in small group instruction and they will be given support using the IXL online software. Their progress will be monitored on a weekly basis, tracking the students' completion rates in the IXL online software to monitor effectiveness. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - iReady - IXL
4. RYSS Early College STEM Academy administrators will monitor the RTI process in DMAC on a bi-weekly basis. 100% of teachers will log in their interventions in the student portfolio section in DMAC. Administrators will intervene to ensure completion if necessary. (Target Group: All,6th,7th ,8th) (Strategic	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - iReady

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Goal 1. (Infrastructure and Planning) Sound Infrastructure and Planning: RYSS Early College STEM Academy will build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.

Objective 3. (Response to Intervention (RTI)) RYSS Early College STEM Academy will develop a Response to Intervention (RTI) process that is consistent on all campuses and follows research-based practices to address unlearned curriculum for 100% of the students participate in the RTI process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5.1,5.2,5.3,5.4)				

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- Goal 1.** (Infrastructure and Planning) Sound Infrastructure and Planning: RYSS Early College STEM Academy will build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.
- Objective 4.** (Family Engagement) 100% of stakeholders at RYSS Early College STEM Academy will increase family and community engagement opportunities that support students' achievement outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Early College STEM Academy will provide monthly parent events to support parents with instructional resources available to effectively support their child's learning throughout the school year such as Meet the Teacher Night, Open House, Academic Parent Night, Elective Fair, Monthly Senior Parent Meetings, Hispanic Heritage Night, and End of the Year Celebrations. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: - STAAR - TELPAS - Discipline - Attendance - Event Sign in Logs - Parent Survey
2. 100% of teachers at Early College STEM Academy will use the application called "Talking Points" to communicate with parents which will create a consistent platform to communicate with parents. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - Parent Survey - Parent call logs

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Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders. RYSS Early College T-STEM & STEM Academy leadership team will be actively involved in the recruitment of teachers/staff for our schools and we will attend job fairs and promote from within our own schools.

Objective 1. (Human Resources) The Human Resources Department will strategically staff RYSS Early College STEM Academy by recruiting highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Actively reach out to potential candidates who meet the desired qualifications. Proactively engage with educational institutions, professional organizations, and networks to identify and connect with talented educators who may be a good fit for Early College STEM Academy. (Target Group: All) (Strategic Priorities: 1,3,4) (ESF: 1,1.1,1.2,2,2.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/14/23-05/31/24	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL	Criteria: STAAR TELPAS REN 360 EOY

EARLY COLLEGE STEM ACADEMY

- Goal 2.** (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders. RYSS Early College T-STEM & STEM Academy leadership team will be actively involved in the recruitment of teachers/staff for our schools and we will attend job fairs and promote from within our own schools.
- Objective 2.** (Alternative Certification Program Partnership) RYSS Early College STEM Academy will implement an Alternative Certification Program (ACP) that will support 100% of teachers in the process of certification.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College STEM Academy will develop an application and selection process for the ACP that aligns with HCDE's requirements and establish criteria for selecting participants. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/14/23-05/31/24	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL	Criteria: STAAR TELPAS REN 360

EARLY COLLEGE STEM ACADEMY

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders. RYSS Early College T-STEM & STEM Academy leadership team will be actively involved in the recruitment of teachers/staff for our schools and we will attend job fairs and promote from within our own schools.

Objective 3. (Appraisals) RYSS Early College STEM Academy will develop, support, and build the capacity of 100% of teachers which will result in a 90% retention at the end of the 2023-2024 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS will develop comprehensive district-wide appraisal policies that align with the TEC and administrative code requirements to clearly articulate the appraisal process, criteria, timelines, roles, and responsibilities of all stakeholders involved in the appraisal process within a specific time frame. RYSS Early College T-STEM & STEM Academy will adhere, implement, and execute the appraisal process within the provided time frame. (Target Group: All) (Strategic Priorities: 1,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1)	Assistant Principal/Dean of Instruction, Human Resources, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/14/23-05/31/24	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL	Criteria: STAAR TELPAS

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Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders. RYSS Early College T-STEM & STEM Academy leadership team will be actively involved in the recruitment of teachers/staff for our schools and we will attend job fairs and promote from within our own schools.

Objective 4. (New Teacher/Mentor) 100% Early College STEM Academy's new teachers will participate in New Teacher training and meet with their assigned mentors twice a month.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College STEM Academy will match new teachers with experienced mentors who have demonstrated effectiveness in the classroom and provide ongoing professional development for instructional and classroom management support. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal/Dean of Instruction, Executive Director of Academics, Human Resources, Instructional Specialist/Coordinator, Principal, Superintendent(s)	08/14/23-05/31/24	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free	Criteria: STAAR TELPAS Professional Development

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Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders. RYSS Early College T-STEM & STEM Academy leadership team will be actively involved in the recruitment of teachers/staff for our schools and we will attend job fairs and promote from within our own schools.

Objective 5. (Campus Leadership) RYSS Early College STEM Academy campus leadership will analyze mini assessment data, align T-TESS observations and feedback to ensure consistency, with the goal of prioritizing effective support for 100% of the teachers on academic systems and processes at RYSS Early College STEM Academy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of RYSS Early College STEM Academy campus leadership will convene weekly to examine min assessment data and devise a strategic plan on how to offer support to teachers. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - STAAR Scores - Mini Assessment Scores - TTESS Observations</p>
<p>2. 100% of RYSS Early College STEM Academy campus leadership will engage in weekly learning walks to align their TTESS observations, followed by debrief sessions to consolidate their findings and provide consistent feedback to teachers. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: -TTESS Observation Ratings -STAAR -TELPAS -RENAISSANCE -SUMMIT K12</p>
<p>3. 100% of RYSS Early College STEM Academy campus leadership will devise a strategic plan on how to offer support to teachers by providing lesson plan feedback and suggestions, providing model lessons, reading and math consultant coaching, and observing teachers with at least ten observations a week. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - TTESS observations ratings - Number of weekly observations by administrators - Student report cards - STAAR Scores - Ren 360 scores increase from BOY to EOY</p>

EARLY COLLEGE STEM ACADEMY

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders. RYSS Early College T-STEM & STEM Academy leadership team will be actively involved in the recruitment of teachers/staff for our schools and we will attend job fairs and promote from within our own schools.

Objective 6. (District Leadership) Develop, support, and build the capacity of 100% of our district leaders. RYSS Early college T-STEM & STEM Academy will develop, support, and build the capacity of 100% of our campus leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assign RYSS Early College STEM Academy leadership responsibilities to 100% of the leadership team with projects, teams, or committees, launching an instructional software allowing them to develop their leadership skills in a practical setting. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)State Compensatory	Criteria: - STAAR - TELPAS - REN 360 - Professional Development - Leadership Meeting Minutes
2. 100% participation from RYSS Early College STEM Academy administrators to develop weekly professional development to support leaders through model lessons, reviewing mini assessments, modeling student differentiation, by using E3 Alliance strategies which include cue-do-review, think-ink-pair-share©, randomization, and anchor charts. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds, (S)State Compensatory	Criteria: - TTESS observations with evidence of E3 strategies being used in the classroom - Mini Assessment Scores - STAAR scores

EARLY COLLEGE STEM ACADEMY

- Goal 2.** (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders. RYSS Early College T-STEM & STEM Academy leadership team will be actively involved in the recruitment of teachers/staff for our schools and we will attend job fairs and promote from within our own schools.
- Objective 7.** (Literacy Framework) 100% of RYSS Early College STEM Academy stakeholders will develop a literacy model to ensure all students are reading on or above grade level while implementing the Science of Teaching Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% participation from all RYSS Early College STEM Academy stakeholders to define a comprehensible literacy model that aligns with the Science of Reading. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Human Resources, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/14/23-05/31/24	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL	Criteria: - STAAR - TELPAS - iReady

EARLY COLLEGE STEM ACADEMY

Goal 3. (Excellent Instruction) RYSS Early College STEM Academy will provide personalized learning experiences that will result in high levels of academic achievement for all students.

Objective 1. (HQIM) The RYSS district and RYSS Early College T-STEM & STEM Academy will ensure that 100% of students engage daily with TEKS-aligned, high quality instructional materials (HQIM) and assessments that support learning at appropriate level of rigor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College STEM Academy teachers, with assistance from administrators and consultants, will create pacing calendars with TEKS outlined using Lead4ward and embed mini assessment dates to ensure all taught TEKS are tested. (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,2.2.1,3,3.1,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/14/23 / 05/31/24	(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: - STAAR - TELPAS - Mini Assessment Data - Professional Development
2. 100% of RYSS Early College STEM Academy teachers, with assistance from administrators and consultants, will backwards plan lessons plans to ensure mini assessments are aligned to classroom lessons and ensure that all taught TEKS are tested. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Chief Financial Officer, Chief School Officer, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/14/2023-05/31/2024	(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: - Mini Assessments - Lesson Plans - STAAR scores - DMAC Assessments

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Goal 3. (Excellent Instruction) RYSS Early College STEM Academy will provide personalized learning experiences that will result in high levels of academic achievement for all students.

Objective 2. (HQIM Professional Development) The District Academic Team (DAT) will provide training or coordinate with vendors to ensure fidelity of implementation for HQIM selected and ongoing support and RYSS Early College T-STEM & STEM Academy will ensure 100% of teachers will participate in the trainings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of Early College STEM Academy administrators will monitor the fidelity of HQIM implementation through include classroom observations, walkthroughs, and data collection to ensure that teachers are effectively utilizing the instructional materials according to the intended guidelines and strategies. (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/14/2023-05/31/2024</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: STAAR TELPAS Professional Development Program Data / Reports T-TESS</p>
<p>2. 100% of Early College STEM Academy stakeholders will collaborate with school leaders to reinforce and evaluate the impact of trainings, instructional materials and/or software available to make adjustments to the training and provide ongoing support strategies as needed. (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/14/2023-05/31/2024</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL</p>	<p>Criteria: - STAAR - TELPAS - T-TESS - Program Data / Reports</p>

EARLY COLLEGE STEM ACADEMY

Goal 3. (Excellent Instruction) RYSS Early College STEM Academy will provide personalized learning experiences that will result in high levels of academic achievement for all students.

Objective 3. (HQIM Fidelity of Implementation) The DAT and RYSS Early College STEM Academy instructional coaches will ensure teachers are supported by aligning lessons to the rigor of TEKS, internalize lessons before going live in front of students, and pivot when necessary to ensure all teachers are successfully using HQIM.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of teachers at Early College STEM Academy receive targeted professional development sessions that focus on aligning lessons to the rigor of TEKS on understanding the depth and complexity of the standards, identifying appropriate resources and activities, and integrating higher-order thinking skills into lessons. (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.4,4.4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/14/23-025/31/24</p>	<p>(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: - STAAR - TELPAS - T-TESS - Lesson Plans - Professional Development</p>
<p>2. 100% of Early College STEM Academy leadership team members will provide ongoing coaching and feedback sessions to support teachers in implementing HQIM effectively. The sessions will address higher-level questioning techniques, guidance, feedback on lesson alignment, model teach, and analyzing data to drive instruction. (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.2,3.4,4.4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/14/23-05/31/24</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL</p>	<p>Criteria: -Walkthrough Data - PLCs - Lesson Plans - Assessment Data: DMAC, iReady, Mock STAAR, RTI Progress Monitoring in DMAC</p>

EARLY COLLEGE STEM ACADEMY

Goal 3. (Excellent Instruction) RYSS Early College STEM Academy will provide personalized learning experiences that will result in high levels of academic achievement for all students.

Objective 4. (Accountability Rating) RYSS district will maintain TEA accountability of an "A" by increasing an average of five percent at the Meets Grade Level standard in each subject on the 2023 STAAR compared to the 2022 STAAR results. Early College T-STEM & STEM Academy will increase an average of five percent at the Meets Grade Level standard in each subject on the 2023 STAAR compared to the 2022 STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Early College STEM Academy will increase the percent by five percent across all End of Course state exams by providing quality first instruction, aligning of TEKS to instruction delivery, provide differentiated instruction, grant remediation opportunities to students who require additional support. (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,3,3.1,3.2,3.4,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/14/23-05/31/24</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL</p>	<p>Criteria: STAAR TEPLAS T-TESS Lesson Plans Professional Development</p>
<p>2. 100% of RYSS Early College STEM Academy Emergent Bilingual students will use the Summit K-12 online software platform three times a week, dedicating 20 minutes each session, totaling 60 minutes per week. This usage aims to enhance their listening, speaking, reading, and writing skills, all aligned with STAAR objectives to prepare them to STAAR exam. (Target Group: ESL,Migrant,EB,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - Summit K-12 Usage Reports - STAAR Exams - Lesson Plans</p>
<p>3. 100% of RYSS Early College STEM Academy Special Education students will receive their RLA and Math instruction in a small group setting where they will receive individualized, personalized instruction. (Target Group: SPED,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - STAAR Data - Mini Assessment Data - Lesson Plans</p>
<p>4. 100% of RYSS Early College STEM Academy students that take English, Math, Science, and Social Studies class are double blocked so they receive additional classroom time of 90 minutes to ensure they are prepared to master their STAAR exams. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title I, (O)Local Districts, (S)State Compensatory</p>	<p>Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans</p>

EARLY COLLEGE STEM ACADEMY

Goal 3. (Excellent Instruction) RYSS Early College STEM Academy will provide personalized learning experiences that will result in high levels of academic achievement for all students.

Objective 4. (Accountability Rating) RYSS district will maintain TEA accountability of an "A" by increasing an average of five percent at the Meets Grade Level standard in each subject on the 2023 STAAR compared to the 2022 STAAR results. Early College T-STEM & STEM Academy will increase an average of five percent at the Meets Grade Level standard in each subject on the 2023 STAAR compared to the 2022 STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)				
5. 100% of RYSS Early College STEM Academy teachers will Engage in Data Driven Instruction via district snapshots and mini assessments model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on district snapshots and mini assessments to plan purposeful interventions. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - Assessment data from Mini Assessments - Teacher Walkthroughs - Lesson Plan Reviews - Student engagement of learning objectives
6. Professional Learning Communities will be provided and embedded in the RYSS Early College STEM Academy master schedule for 100% of core content teachers to have a common planning period dedicated for teachers to collaborate, create lessons, assessments, and instructional strategies to better serve student learning. In addition, consultant specialist will work through PLCs to support with strategies and resources to provide effective teaching and learning practices. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/2305/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - Lesson Plans - Data Tracker - Saturday Tutorial Attendance - PLC Common Planning Time built into our Master Schedule

EARLY COLLEGE STEM ACADEMY

Goal 3. (Excellent Instruction) RYSS Early College STEM Academy will provide personalized learning experiences that will result in high levels of academic achievement for all students.

Objective 5. (Academic Achievement) In the Student Achievement portion of the state accountability system for 2024, the district and RYSS Early College T-STEM & STEM Academy will increase the meets performance level for all subjects tested by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of RYSS Early College STEM Academy Emergent Bilingual students will use the Summit K-12 online software platform three times a week, dedicating 20 minutes each session, totaling 60 minutes per week. This usage aims to enhance their listening, speaking, reading, and writing skills, all aligned with STAAR objectives. (Target Group: ESL,Migrant,EB,6th,7th ,8th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2 ,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/14/23-05/31/24</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: - Summit K-12 Usage Reports - STAAR Exams - TELPAS Scores - Lesson Plans</p>
<p>2. 100% of RYSS Early College STEM Academy special education students will receive their RLA and Math instruction in a small group setting where they will receive individualized, personalized instruction. (Target Group: SPED,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - STAAR exam results</p>
<p>3. 100% of RYSS Early College STEM Academy students that take English, Math, Science, and Social Studies are double blocked so they receive additional classroom time of 90 minutes to ensure they are prepared to master their STAAR exams. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - STAAR test scores - Common Assessment Data - Lesson Plans</p>

EARLY COLLEGE STEM ACADEMY

Goal 4. (Positive School Culture) RYSS Early College STEM Academy will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 1. (Safety Legislation) The district and RYSS Early College T-STEM & STEM Academy leadership team will stay abreast and comply with all legislation to increase overall safety and security on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Early College STEM Academy will have a safety committee that includes administrators, teachers, support staff and other stakeholders who meet monthly to discuss safety concerns, make safety improvements, conduct risk assessments, review safety protocols, and plan and implement strategies for safety policies and procedures that align with our legislation. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	8/14/2023 - 05/31/2024	(F)ESSER III, (F)Title I, (F)Title IV Safe and Drug Free, (S)State Compensatory	Criteria: Attendance Discipline Referrals Counselor Referrals Safety Survey Incident / Safety Report

EARLY COLLEGE STEM ACADEMY

- Goal 4.** (Positive School Culture) RYSS Early College STEM Academy will provide a safe, secure, respectful, and healthy learning environment for students and staff.
- Objective 2.** (TEA Safety Updates) The district and RYSS Early College T-STEM & STEM Academy Leadership team will stay informed regarding all Texas Education Agency (TEA) safety updates and mandates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of Early College STEM Academy Administration and Safety Team stakeholders will subscribe to TEA website / newsletter that provides alerts regarding safety-related updates, mandates, available resources, and guidelines to relevant stakeholders on campus including administrators, teachers, staff, and parents and incorporate these updates into 10 monthly Safety meetings with faculty and staff. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/14/2023 - 05/31/2024</p>	<p>(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (S)State Compensatory</p>	<p>Criteria: - Attendance - Discipline Referrals - Safety Survey - Incident / Safety Report - Safe & Secure Survey</p>
<p>2. 100% of Early College STEM Academy Safety Committee Members will develop a process for reviewing and analyzing TEA safety mandates, assign responsibility to fellow Safety Committee Members to develop implementation plans that align with the TEA mandates. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/14/23-05/31/24</p>	<p>(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (S)State Compensatory</p>	<p>Criteria: - Meeting Agendas - Safety Surveys - Meeting Minutes / Action Steps - Professional Development</p>

EARLY COLLEGE STEM ACADEMY

Goal 4. (Positive School Culture) RYSS Early College STEM Academy will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 3. (Grants) RYSS Early College STEM Academy will secure funding through several sources such as grants to improve safety on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Early College STEM Academy Leadership team will gather necessary information to support grant proposal including safety surveys, testimonials, and TEA mandates. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/14/23-05/31/2024	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (S)State Compensatory	Criteria: - Safety Survey - Safety Meeting Minutes - Safety Professional Development - Safety Agendas

EARLY COLLEGE STEM ACADEMY

- Goal 4.** (Positive School Culture) RYSS Early College STEM Academy will provide a safe, secure, respectful, and healthy learning environment for students and staff.
- Objective 4.** (Positive School Culture) 100% participation from stakeholders at RYSS Early College T-STEM Academy is committed to creating an environment for students and staff that is safe, secure, respectful, and conducive to health and well-being.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. At the RYSS Early College STEM Academy, the strategy for dealing with unmet expectations revolves around implementing restorative justice principles with students. 100% of students falling short of expectations will have the chance to reflect and respond, with provided opportunities for behavior correction through teacher conferences, parent conferences, counseling sessions, and meetings with the administration. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/23-5/24</p>	<p>(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Criteria: - Number of Discipline Referrals - Student Sign in Logs</p>
<p>2. To foster a positive culture, 100% of RYSS Early College STEM Academy counselors and stakeholders will execute an anti-bullying program and awareness campaigns to create a safe and inclusive environment for 100% of our students by placing posters around the campus, promoting anti-bullying parent night, and having anti-bullying spirit week where students learn about bullying and how to report it. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title IV Safe and Drug Free, (S)Local Funds</p>	<p>Criteria: - Student participation in Anti-Bullying week - Use the Parent sign in sheets to count attendance from the Anti-Bullying Parent night</p>

EARLY COLLEGE STEM ACADEMY

- Goal 4.** (Positive School Culture) RYSS Early College STEM Academy will provide a safe, secure, respectful, and healthy learning environment for students and staff.
- Objective 5.** (Safety) 100% participation from stakeholders at RYSS Early College T-STEM Academy will stay informed regarding all Texas Education Agency (TEA) safety updates and mandates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of stakeholders of the Safety Committee at RYSS Early College STEM Academy are expected to actively participate in monthly meetings, addressing various topics focused on maintaining a safe and secure environment. Furthermore, monthly safety drills will be conducted, and their outcomes will be assessed in these gatherings. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,4) (ESF: 3,3.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title IV Safe and Drug Free, (S)Local Funds</p>	<p>Criteria: - Safety Drill reports - Safety Meeting Sign in Sheets</p>
<p>2. 100% of the RYSS Early College STEM Academy safety team will provide 10 safety trainings and data support to all teachers and staff. These safety trainings will better enable them to review incidents of safety, conduct threat assessments, and enhance their ability to support and maintain safe environments for our students. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1) (ESF: 3,3.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/23-05/24</p>	<p>(F)ESSER III, (F)Title IV Safe and Drug Free, (S)Local Funds</p>	<p>Criteria: - Safety Drills - Safety Training Sign in Sheets</p>
<p>3. Early College STEM Academy faculty and staff will ensure school safety by participating in 10 campus safety meetings throughout the school year and adhering to 100% of the safety plan activities. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1) (ESF: 3,3.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>08/23-05/23</p>	<p>(F)ESSER III, (F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds</p>	<p>Criteria: - Safety Meeting Sign in Sheets - Weekly Safety Walkthrough audits</p>

EARLY COLLEGE STEM ACADEMY

Goal 5. (Thriving Students) RYSS Early College STEM Academy will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 1. (Family Engagement) 100% participation from RYSS Early College STEM Academy stakeholders in delivering Family and Community Engagement events to parents. These events will highlight curriculum expectations, strategies to support student learning, and the accessibility of resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Early College STEM Academy will provide monthly parent events to support parents with instructional resources available to effectively support their child's learning throughout the school year such as Meet the Teacher Night, Open House, Academic Parent Night, Elective Fair, Monthly Senior Parent Meetings, Hispanic Heritage Night, and End of the Year Celebrations. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4) (ESF: 3,3.1,3.4,4,4.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I	Criteria: - STAAR - TELPAS - Discipline - Attendance - Parent Survey
2. 100% of teachers at Early College STEM Academy will use the application called "Talking Points" to communicate with parents which will create a consistent platform to communicate with parents. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 1,4) (ESF: 1,1.2,3,3.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (O)Local Districts, (S)State Compensatory	Criteria: - Parent Call Logs - Parent Survey

EARLY COLLEGE STEM ACADEMY

- Goal 5.** (Thriving Students) RYSS Early College STEM Academy will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.
- Objective 2.** (STAAR ELA) The percent of RYSS Early College STEM Academy students mastering the TEKS in the ELA at the meets level on STAAR test will increase 6 Grade RLA from 40% to 50%, 7 Grade RLA from 44% to 54%, and 8 Grade RLA from 46% to 56%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College STEM Academy students that take English, Math, Science, and Social Studies are double blocked so they receive additional classroom time of 90 minutes to ensure they are prepared to master their STAAR exams. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans
2. Early College STEM Academy will increase the percent by five percent across all STAAR state exams by providing quality first instruction, aligning of TEKS to instruction delivery, provide differentiated instruction, grant remediation opportunities to students who require additional support. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: STAAR TELPAS T-TESS Observations Lesson Plans Professional Development
3. 100% of RYSS Early College STEM Academy teachers will Engage in Data Driven Instruction via district snapshots and mini assessments model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on district snapshots and mini assessments to plan purposeful interventions. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - Assessment data from Mini Assessments - Teacher Walkthroughs - Lesson Plan Reviews - Student engagement of learning objectives

EARLY COLLEGE STEM ACADEMY

- Goal 5.** (Thriving Students) RYSS Early College STEM Academy will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.
- Objective 3.** (STAAR Math) The percent of RYSS Early College STEM Academy students mastering the TEKS at the meets level on STAAR test will increase from 6 Math 19% to 29%. 7 Math 25% to 35%, and 8 Math 29% to 39%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College STEM Academy students that take English, Math, Science, and Social Studies are double blocked so they receive additional classroom time of 90 minutes to ensure they are prepared to pass their STAAR exams. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans
2. Early College STEM Academy will increase the percent by five percent across all STAAR state exams by providing quality first instruction, aligning of TEKS to instruction delivery, provide differentiated instruction, grant remediation opportunities to students who require additional support. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - STAAR - TEPLAS - T-TESS Observations - Lesson Plans - Professional Development
3. 100% of RYSS Early College STEM Academy teachers will Engage in Data Driven Instruction via district snaps and mini assessments model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on district snapshots and mini assessments to plan purposeful interventions. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - Assessment data from Mini Assessments - Teacher Walkthroughs - Lesson Plan Reviews - Student engagement of learning objectives

EARLY COLLEGE STEM ACADEMY

- Goal 5.** (Thriving Students) RYSS Early College STEM Academy will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.
- Objective 4.** (STAAR Social Studies) The percent of RYSS Early College STEM Academy students mastering the Social Studies TEKS at the meets level on STAAR will increase from 30% to 40%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College STEM Academy students that take English, Math, Science, and Social Studies are double blocked so they receive additional classroom time of 90 minutes to ensure they are prepared to pass their STAAR exams. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans
2. Early College STEM Academy will increase the percent by five percent across all STAAR state exams by providing quality first instruction, aligning of TEKS to instruction delivery, provide differentiated instruction, grant remediation opportunities to students who require additional support. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - STAAR - TELPAS - T-TESS - Lesson Plans - Professional Development
3. 100% of RYSS Early College STEM Academy teachers will Engage in Data Driven Instruction via district snaps and mini assessments model (test/retest/cumulative) that will allow campus leadership and leadership team to identify root cause by reviewing student performance on district snapshots and mini assessments to plan purposeful interventions. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - Assessment data from Mini Assessments - Teacher Walkthroughs - Lesson Plan Reviews - Student engagement of learning objectives

EARLY COLLEGE STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS Early College STEM Academy will increase family and community engagement opportunities.

Objective 1. (Healthy School Environment) RYSS Early College STEM Academy students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Early College STEM Academy will participate in two health and wellness sessions during the fall semester to bring awareness of healthy food choices and promote healthy self-care to 100% of our students through Physical Education classes. (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	8/14/23 - 5/31/24	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (S)State Compensatory	Criteria: Student Health Food Choice Survey
2. Early College STEM Academy will implement the awareness of effective physical activity and self-care during physical education class to 100% of the students. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,4,4.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: - Sports Equipment - Strategies embedded in lesson plans - Report Cards - Student Survey

EARLY COLLEGE STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS Early College STEM Academy will increase family and community engagement opportunities.

Objective 2. (Family Engagement) RYSS Early College STEM Academy will 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. RYSS Early College STEM Academy Leadership team will conduct monthly parent meetings, workshops, and engaging, academic parent nights that address career pathways, college readiness health and wellness and social emotional strategies. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/23 - 05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Parent sign-in meeting sheets Parent meeting agendas Flyers Social media posts

EARLY COLLEGE STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS Early College STEM Academy will increase family and community engagement opportunities.

Objective 3. (Effective Communication) RYSS Early College STEM Academy will acknowledge and navigate cultural differences through communication and sensitivity, as well as overcoming other structural challenges or barriers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College STEM Academy will conduct all communication for families in Spanish and English for all monthly parent meetings, workshops, and engaging, academic parent nights that address career pathways, college readiness health and wellness and social emotional strategies. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Parent meeting agendas Flyers Social media posts

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
District Benchmark Data
Formative Assessments
Graduation Records
iReady
Program Evaluations
Renaissance Star 360
STAAR
TAPR
TELPAS

Demographics Strengths

- 1.) Early College STEM Academy conducts monthly parent events that encourage academic awareness, communicate program services and resources for our students.
- 2.) Early College STEM Academy provides online resources such as iReady, IXL, Summit K12, STEMscopes Science and Math that are aligned to state standards, support closing learning gaps and encourage higher-order thinking to diverse population.

Demographics Weaknesses

- 1.) Inclusion of language acquisition within the classroom to support Emergent Bilinguals to fully engage the students in their education and bridge the language gap.
- 2.) Additional professional development and training opportunities to all faculty and staff to develop the necessary knowledge, skills, and strategies to meet the diverse needs of all of our students within the special populations spectrum.

Comprehensive Needs Assessment

Demographics Needs

- 1.) A area of need is offering more professional development within the district for teachers to strengthen their pedagogy and stay current with best practices.
- 2.) There is a need to increase communication with parents regarding their students academic achievements and needs.

Demographics Summary

We will further increase student achievement for all learners and our instructional practices will become more specific and driven by data.

School Culture and Climate

School Culture and Climate Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Program Evaluations
Promotion/Retention Data
Staff Retention Data
Survey Data

School Culture and Climate Strengths

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

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

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

School Culture and Climate Needs

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

School Culture and Climate Summary

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

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Attendance Data
Discipline Data
Graduation Records
Program Evaluations
Promotion/Retention Data
STAAR
Staff Retention Data
TAPR
TELPAS

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

- 1.) Early College STEM Academy collaborates with our Human Resources and Academic Service Department in the recruiting, interviewing and on-boarding of our new hires.
- 2.) Early College STEM Academy encourages educators to participate in conferences, workshops, and seminars to enhance their content knowledge, instructional strategies, and leadership skills.

Staff Quality, Recruitment and Retention Weaknesses

- 1.) Implement targeted advertising campaigns, leveraging both traditional and digital platforms, to reach a wide pool of prospective candidates.
- 2.) Establish a mentoring program to pair new teachers with experienced educators who can provide guidance and support.

Staff Quality, Recruitment and Retention Needs

- 1.) Develop a comprehensive recruitment strategy to attract highly qualified and diverse educators who align with the school's mission and values.
- 2.) Provide ongoing professional development opportunities that align with educators' needs, interests, and the school's goals.

Staff Quality, Recruitment and Retention Summary

Early College STEM Academy will continue to recruit, employ, develop, and retain effective qualified faculty and staff and foster their professional growth and create a supportive work environment.

In addition, teachers are encouraged to participate in leadership opportunities throughout the school year.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Attendance Data

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
District Benchmark Data
Formative Assessments
Graduation Records
iReady
Program Evaluations
Promotion/Retention Data
Renaissance Star 360
STAAR
Staff Retention Data
Survey Data
TAPR
TELPAS

Curriculum, Instruction and Assessment Strengths

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

Curriculum, Instruction and Assessment Weaknesses

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

- 1.) Provide ongoing professional development for teachers to enhance their knowledge of the curriculum and instructional strategies aligned with the standards.
- 2.) Provide teachers with training and resources to design and deliver instruction that accommodates different learning styles and supports students at various achievement levels.
- 3.) Use assessment data to inform curriculum improvements, instructional adjustments, and individualized interventions to support student growth.

Curriculum, Instruction and Assessment Summary

Early College STEM Academy provides a well-aligned curriculum, differentiated classes built into the Master Schedule to support the delivery of engaging, effective instruction that meet individual student needs, assessment practices, and critical thinking skills.

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

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance Data
Discipline Data
Survey Data

Family and Community Involvement Strengths

- 1.) Early College STEM Academy provides monthly parent meetings for families to encourage family involvement and participation in school academics.
- 2.) Early College STEM Academy promotes open communication between school and families using various channels for information sharing such as social media, websites, call-outs, and mail-outs.
- 3.) Early College STEM Academy encourages staff and students to participate in community initiatives and events to promote a sense of civic responsibility and engagement.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

1.) Conduct family orientation sessions and workshops to familiarize families with school policies, programs, and resources.

Family and Community Involvement Needs

1.) Implement parent-teacher conferences a minimum twice a year with every student's parent to discuss their student's academic progress.

Family and Community Involvement Summary

Early College STEM Academy fosters a strong partnership with families, collaborates with community resources to create a supportive educational environment for all stakeholders.

School Context and Organization

School Context and Organization Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
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Survey Data

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

TAPR
TELPAS

School Context and Organization Strengths

- 1.) Early College STEM Academy evaluates and reflects on its practices to identify areas for improvement.
- 2.) Early College STEM Academy provides quality education and ensures that students acquire the necessary knowledge and skills in content areas.

School Context and Organization Weaknesses

- 1.) Provide opportunities to develop students' character and values.

School Context and Organization Needs

- 1.) Implement a system that supports students physical and emotional well-being.
- 2.) Provide highly - qualified teachers for all courses.

School Context and Organization Summary

Early College STEM Academy provides a nurturing and rigorous learning environment that equips students with essential knowledge, skills, and values to succeed academically and become well-rounded positive individuals.

Technology

Technology Data Sources

Comprehensive Needs Assessment

Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
District Benchmark Data
Formative Assessments
iReady
Program Evaluations
Promotion/Retention Data
Renaissance Star 360
STAAR
Staff Retention Data
Survey Data
TAPR
TELPAS

Technology Strengths

- 1.) Early College STEM Academy integrates the use of instructional software into the curriculum to enhance teaching methods and engage students in active learning.
- 2.) Early College STEM provides educational software such as IXL, Summit K12, Vocabulary.com, to support student achievement.
- 3.) Early College STEM provides teachers and students with devices to use during the instructional day.

Technology Weaknesses

- 1.) Equip students with digital literacy skills that encourage critical thinking, problem-solving, and collaboration using digital tools.

Technology Needs

- 1.) Provide students and teachers with reliable high-speed internet connectivity to ensure equitable access software for learning opportunities.

Comprehensive Needs Assessment

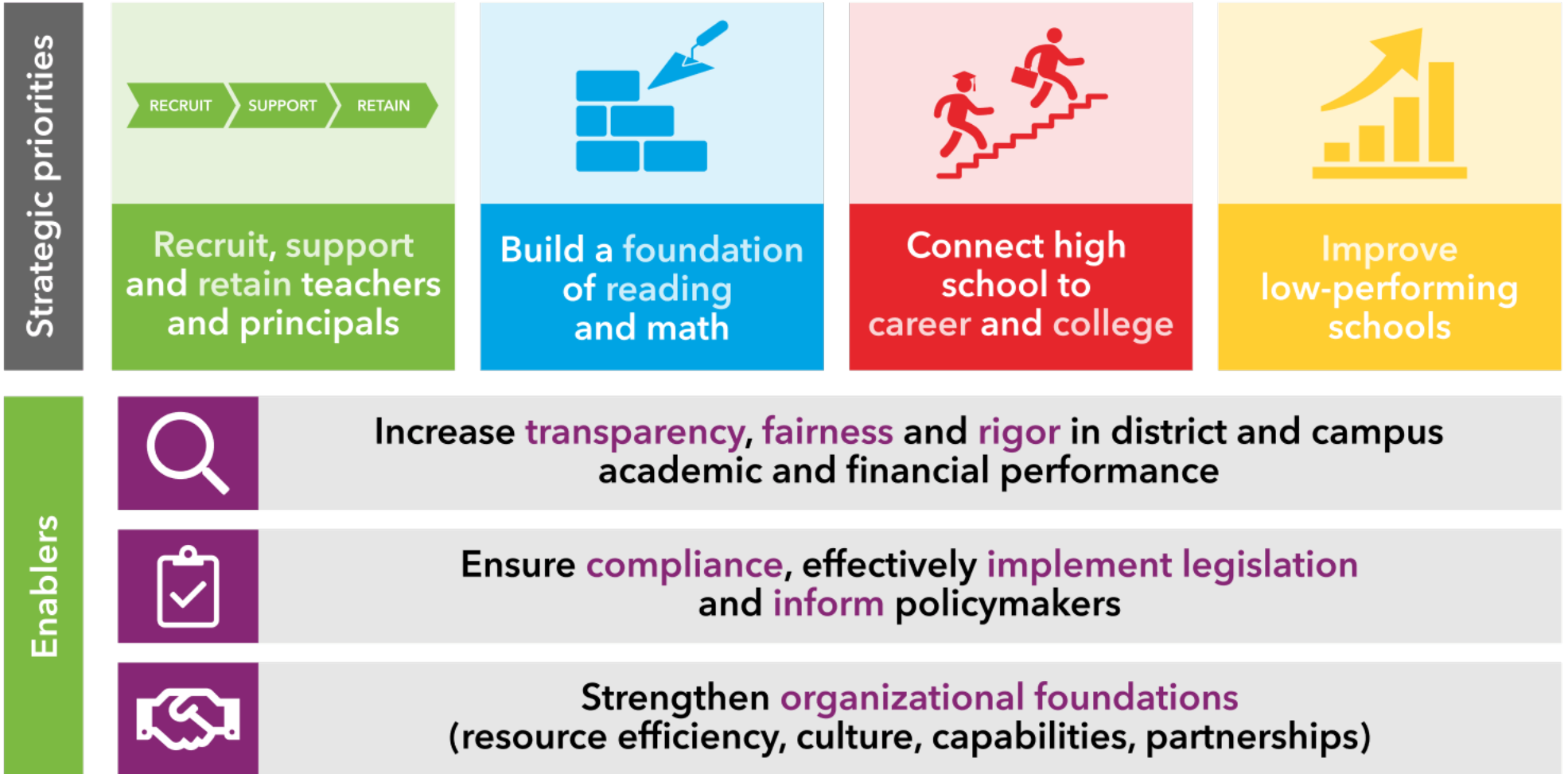
Technology Needs (Continued)

2.) Provide on-going professional development training opportunities for new software district wide.

Technology Summary

Early College STEM Academy provides a technologically learning environment that prepares students for the challenges and opportunities of the digital world.

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



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