EARLY COLLEGE T-STEM ACADEMY

High School Campus Improvement Plan
2023/2024

"Empowering Students to Roar to Success"

Noelia Longoria

2950 Broadway

7132407432

noelia.longoria@tejanocenter.org

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EARLY COLLEGE T-STEM ACADEMY

Mission

Early College T–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.

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.

EARLY COLLEGE T-STEM ACADEMY Site Base

Name	Position
Longoria, Noelia	Campus Administrator
Jasso, Damon	District User
Patterson, Karina	Teacher
White, Elizabeth	Teacher
Delgado, Jill	Teacher
Mora, Yulissa	Teacher
Cilekci, Atkug	Teacher
Setien, Marco	Teacher
Davila, David	Teacher
Botello, Daniella	Counselor
Castillo, Jose	Teaching Assistant Non-instructional
Sanchez, Elizabeth	Parent
VanHorn, Anne	Business Representative

EARLY COLLEGE T-STEM ACADEMY

Goal 1. (Infrastructure and Planning) The RYSS Early College T-STEM & STEM Academy leadership team and staff will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 1. (Organizational Structure) The RYSS Early College T-STEM Academy will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of students receiving Response to Intervention (RTI) will receive support in Reading and Math programs. This includes effective implementation of RTI strategies like small group instruction, increased use of online applications for technology proficiency, and core teaching aligned with the TEKS and instructional resources. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,H,ECD,EB,SPED,GT,AtRisk,Dys,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.3,4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/2023-05/2024	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360
2. 100% of teachers will participate in weekly PLC meetings, receive Professional Development from consultants, scope and sequence, backwards planning, and review data from formative assessments 100% of the time on a weekly basis. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,H,ECD,EB,SPED,AtRisk,Dys,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/2023-05/2024	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360

EARLY COLLEGE T-STEM ACADEMY

Goal 1. (Infrastructure and Planning) The RYSS Early College T-STEM & STEM Academy leadership team and staff will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 2. (CTE and CCMR) 100% of Early College T-STEM Academy students will participate in the College Career Military Readiness expectation through the state metric provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-STEM Academy juniors and seniors take an online college preparatory course which will allow them to earn a TSI exemption. (Title I SW Elements: 1.1,2.2) (Target Group: All,11th,12th) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,5,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	May 2023	(F)ESSER III, (S)Local Funds	Criteria: - CCMR Tracker
2. The RYSS Early College T-STEM Academy will offer 20% more Advanced Placement classes that will provide students with additional chances to earn college credit through the successful completion of the AP exams. RYSS Early College T-STEM Academy has now the following AP classes: AP Statistics, AP Biology, AP Spanish, AP Physics, AP English Language, AP Environmental Systems, and AP English Literature. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,GT,11th,12th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,4,4.1,5,5.2,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	8/2023-5/2024	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: Evaluation will be measuring how many students successfully receive college credit from their AP exams.
3. 100% of students enrolled in the Texas Bridge online system will be monitored by campus administrators. They will oversee the weekly amount of learning modules completed in the Texas Bridge online system by student. They'll establish a weekly tracker for the completion of Texas Bridge modules to monitor student progress, intervene with teachers and students when necessary to ensure that the learning modules are completed at the right pace by students. (Title I SW Elements: 2.2,2.6) (Target Group: All,10th,11th,12th) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: - Evaluation will be based on the number of students that successful complete the Texas Bridge Online Modules and earn TSI exemption. - CCMR Tracker
4. 100% of RYSS Early College T-STEM Academy sophomore students take an online college Chemistry class in partnership with the	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(S)Local Funds	Criteria: -Number of students that receive College Credit at the end of the year from the University of

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Objective 2. (CTE and CCMR) 100% of Early College T-STEM Academy students will participate in the College Career Military Readiness expectation through the state metric provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
University of Texas called Onramps which will allow students to earn college credit at the end of the school year and we expect 20% of our students will pass the online Chemistry class and receive four college credits by May 2024 (3 for lecture, 1 for lab). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,10th) (Strategic Priorities: 1,3,4) (ESF: 1,1.1,1.2,3,3.2,4,4.1,5,5.1,5.3,5.4)				Texas for Chemistry.
5. RYSS Early College T-STEM Academy plans to expand its Dual Credit class offerings in collaboration with Houston Community College. This expansion will begin with a new cohort of 19 P-TECH students starting in the 9th grade in the spring semester. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/2023-05/2024	(F)ESSER III, (F)Title I, (O)Local Districts, (S)Local Funds	Criteria: - CCMR Tracker

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Goal 1. (Infrastructure and Planning) The RYSS Early College T-STEM & STEM Academy leadership team and staff will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 3. (Response to Intervention (RTI)) RYSS Early College T-STEM Academy will implement a Response to Intervention (RTI) process that is consistent and follows research-based practices to address unlearned curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Teachers will design lessons that include differentiated instruction (Tier II & III interventions), opportunities for RTI support. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (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)	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: -Walkthrough Data - PLCs - Lesson Plans - Assessment Data: DMAC, iReady, Mock STAAR, RTI Progress Monitoring in DMAC
2. 100% of 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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.3,4,4.1,5,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/2023-05/2025	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360
3. 100% of students receiving TIER I, II, and III RTI math interventions will participate in small group instruction and they will be given support using the IXL online software. Their progress will be monitored on a weekly basis, tracking the students' completion rates in the IXL online software to gauge effectiveness. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.3,4,4.1,5,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/2023-05/2024	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360
4. 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. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All,ECD,EB,SPED,AtRisk,9th,10th,11th,12th)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Student Report Cards - Mini Assessment Data - STAAR Scores - REN 360

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Goal 1. (Infrastructure and Planning) The RYSS Early College T-STEM & STEM Academy leadership team and staff will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 3. (Response to Intervention (RTI)) RYSS Early College T-STEM Academy will implement a Response to Intervention (RTI) process that is consistent and follows research-based practices to address unlearned curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)				

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Goal 1.   (Infrastructure and Planning) The RYSS Early College T-STEM & STEM Academy leadership team and staff will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 4.   (Family Engagement) The RYSS Early College T-STEM Academy will organize events and engage in social media outreach to parents, covering topics like technology access to programs and grades, supporting literacy development, program offerings, partnership access, and any other needs identified through surveys and interviews with parents and schools to engage 100% of our parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy will create multiple opportunities for parents to be involved with their children and the school by creating 10 yearly events where our parents can have 100% attendance to one of the events. The planned events such as Meet the Teacher Night, Open House, Academic Parent Night, Elective Fair, Senior Parent Meetings, Hispanic Heritage Night, and End of the Year Awards Celebrations. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/2023-05/2024	(S)Local Funds	Criteria: The evaluation criteria will be measuring the attendance of parents and students across after school parent events, insights gathered from parent surveys to measure parent satsification with the school, and the number of discipline referrals.
2. RYSS Early College T-STEM Academy will post on social media for all parents to stay abreast with the current events and opportunities they have for their children at least three times a week. (Title I SW Elements: 3.1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/2023-05/2024	(S)Local Funds	Criteria: Evaluation criteria will be measuring an increase of community members following our social media accounts from 08/23 to 05/24 and also the monitoring the number of positive comments received by parents on our social media platform.

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Goal 1. (Infrastructure and Planning) The RYSS Early College T-STEM & STEM Academy leadership team and staff will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 5. (Student Achievement) 100% of the teachers at RYSS Early College T-STEM Academy will recognize students' unique academic needs, set objectives for their development, and offer in-school support aimed at enhancing student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of students will engage in varied activities to improve their academic learning with small group interventions, after-school tutorials, and Saturday sessions to address the unique needs of our diverse learners. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,H,ECD,Migrant,EB,SPED,GT,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/2023-05/2024	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: -STAAR -TELPAS -RENAISSANCE -SUMMIT K12
2. 100% of teachers at RYSS Early College T-STEM Academy will use online platforms such I-Ready, IXL, Summit K-12, and STEMScopes for special population students within tiered small groups to tailor the instructional resources to address the students' specific needs in closing their academic gaps in learning. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,ECD,EB,SPED,GT,AtRisk,Dys,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/2023-05/2024	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - IReady - IXL - Summit K-12 - STAAR scores

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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 and staff for our schools. We will attend job fairs and use social media and our own faculty and staff to recruit for our own schools.

Objective 1. (Human Resources) The Human Resources Department will recruit a pool of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy will actively reach out 100% to potential candidates who meet the desired qualifications. We will actively engage with educational institutions, professional organizations, and networks to identify and connect with talented educators who may be a good fit for Early College T-STEM Academy. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Superintendent(s)	08/14/23-05/31/24	(F)ESSER III, (F)Title II Part A Supporting Effective Instruction	Criteria: STAAR TELPAS REN 360
2. RYSS Early College T-STEM Academy will partner 100% with external partners such as UHCL, UH Downtown, and UH Central to communicate the need of recruit certified, effective teachers and staff. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/14/2023-05/31/2023	(S)Local Funds	Criteria: Number of job applicants

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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 and staff for our schools. We will attend job fairs and use social media and our own faculty and staff to recruit for our own schools.

Objective 2.   (Alternative Certification Program Partnership) RYSS Early College T-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 T-STEM Academy will develop an application and selection process for the ACP that aligns with HCDE's requirements and establish criteria for selecting participants. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1)	Assistant Principal/Dean of Instruction, Chief Financial Officer, Human Resources, Instructional Specialist/Coordinator, Principal, Superintendent(s)	08/14/2023-05/31/24	(F)Title II Part A Supporting Effective Instruction	Criteria: Number of partnerships formed

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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 and staff for our schools. We will attend job fairs and use social media and our own faculty and staff to recruit for our own schools.

Objective 3. (Appraisals) RYSS Early College T-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 Early College T-STEM Academy will develop comprehensive district-wide appraisal policies using TTESS teacher evaluation model 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 with specific time frame. (Title I SW Elements: 1.1,2.1,2.2,2.6) (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, Chief Financial Officer, Chief School Officer, District Directors, Instructional Specialist/Coordinator, Principal, Superintendent(s), Teacher(s)	08/14/23-05/31/24	(F)ESSER III, (F)Title II Part A Supporting Effective Instruction	Criteria: - STAAR - TELPAS - Ren 360 - TTESS Observations

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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 and staff for our schools. We will attend job fairs and use social media and our own faculty and staff to recruit for our own schools.

Objective 4. (New Teacher/Mentor) 100% Early College T-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. 100% of RYSS Early College T-STEM Academy Leadership Team will provide new teachers with experienced mentors who have demonstrated effectiveness in the classroom. They will provide ongoing professional development for instructional and classroom management to support new teachers. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/14/23-05/31/24	(F)ESSER III, (F)Title II Part A Supporting Effective Instruction	Criteria: - Professional Development - Mentor Meeting Minutes

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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 and staff for our schools. We will attend job fairs and use social media and our own faculty and staff to recruit for our own schools.

Objective 5. (RYSS Early College T-STEM Academy Campus Leadership) RYSS Early College T-STEM Academy Campus leadership will analyze common 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 T-STEM Academy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-STEM Academy campus leadership will meet weekly to examine mini assessment data and devise a strategic plan on how to offer support to teachers. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.2) (Target Group: All,H,ECD,EB,SPED,GT,AtRisk,Dys,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,4,4.1,5,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/2023-05/2024	(F)ESSER III, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: - STAAR Scores - Mini Assessment Scores - TTESS Observations
2. 100% of RYSS Early College T-STEM 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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All,H,ECD,EB,SPED,AtRisk,Dys,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.2,4.1,5,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	08/2023-05/2024	(F)ESSER III, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: -TTESS Observation Ratings -STAAR -TELPAS -RENAISSANCE -SUMMIT K12
3. 100% of RYSS Early College T-STEM Academy campus leadership will convene 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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (S)Local Funds	Criteria: - TTESS observations ratings - Number of weekly observations by administrators - Student report cards - STAAR Scores - Ren 360 scores increase from BOY to EOY

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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 and staff for our schools. We will attend job fairs and use social media and our own faculty and staff to recruit for our own schools.

Objective 6. (District Leadership) Develop, support, and build the capacity of 100% of our district leaders. Early College T-STEM & STEM Academy will develop, support, and build capacity of 100% of our teachers and align with district vision.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy will build capacity through their leadership team at a 100%. They will conduct weekly meetings that build capacity through data analysis, instructional strategies, lead teacher responsibilities, engaging parents, sharing and collaborating as a team to build effective leaders to be equipped in all areas of student achievement. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (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, Instructional Specialist/Coordinator, Principal, 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 Professional Development Leadership Meeting Minutes
2. Early College T-STEM Academy Administrators will develop weekly professional development that will measure 100% effectiveness of leadership teams through the following activities - model lessons, reviewing mini assessments, modeling student differentiation, by using E3 strategies which include cue-do-review, think-ink-pair-share, randomization, and anchor charts on a weekly basis. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: - TTESS observations with evidence of E3 strategies being used in the classroom - Common Assessment Scores - STAAR scores

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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 and staff for our schools. We will attend job fairs and use social media and our own faculty and staff to recruit for our own schools.

Objective 7. (Literacy Framework) RYSS Early College T-STEM Academy in partnership with RSSP Data Fellow will build the literacy model to ensure 100% of students are reading on or above grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% participation from RYSS Early College T-STEM Academy Leadership team to collaborate with the Academic Team to define a comprehensible literacy model that aligns with the Science of Reading. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (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)	Assistant Principal/Dean of Instruction, Chief Financial Officer, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	008/14/23-05/31/24	(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 T-STEM ACADEMY

Goal 3. (Excellent Instruction) (Excellent Instruction) RYSS Early College T-STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 1. (HQIM) 100% of Early College T-STEM Academy teachers will implement TEKS-aligned, high quality instructional materials (HQIM) and assessments that support learning at appropriate levels of rigor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (S)Local Funds	Criteria: - STAAR - TELPAS - Mini Assessment Data - Professional Development
2. 100% of RYSS Early College T-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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (O)Local Districts	Criteria: - Mini Assessments - Lesson Plans - STAAR scores - DMAC Assessments

EARLY COLLEGE T-STEM ACADEMY

Goal 3. (Excellent Instruction) (Excellent Instruction) RYSS Early College T-STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 2. (Growth Goals) 100% of RYSS Early College T-STEM Academy students will achieve a personalized growth goal in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy grade 9-10 English, Algebra 1, Biology, and U.S. History teachers will provide 100% of their students with their own personalized, individual mini assessment trackers after each mini assessment using DMAC reports to track their own individual progress on mini assessments. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.2,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Mini assessment data from DMAC - STAAR scores

EARLY COLLEGE T-STEM ACADEMY

Goal 3. (Excellent Instruction) (Excellent Instruction) RYSS Early College T-STEM Academy will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 3. (TELPAS) 100% of RYSS Early College T-STEM Academy emergent bilingual students will grow one level on their TELPAS composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: ESL,Migrant,EB,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Summit K 12 usage reports - TELPAS Scores
2. RYSS Early College T-STEM Academy Administrators will monitor 100% of Summit K-12 Emergent Bilingual students usage on a biweekly basis by running usage reports and provide support to 100% of teachers and students to ensure they are on track. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - Summit K-12 Usage reports - Telpas Scores
3. 100% of RYSS Early College T-STEM Academy emergent bilingual students that have not increased a TELPAS level in over 5 years are taking an additional Reading Support class. This additional support class aims to increase their literacy skills so that they are prepared to increase one level on TELPAS and pass their STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: EB,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/2023-05/2024	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - TELPAS - STAAR

EARLY COLLEGE T-STEM ACADEMY

Goal 3. (Excellent Instruction) (Excellent Instruction) RYSS Early College T-STEM Academy will provide excellent core and enrichment instruction 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. RYSS 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 20222 STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts	Criteria: - Summit K-12 Usage Reports - STAAR Exams - TELPAS Scores - Lesson Plans
2. 100% of RYSS Early College T-STEM Academy Special Education students will receive their RLA and Math instruction in a small group setting where they will receive individualized, personalized instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: SPED,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,3,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24	(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - STAAR Data - Mini Assessment Data - Lesson Plans
3. 100% of RYSS Early College T-STEM Academy students that take English 1, English 2, Biology, Algebra 1, and U.S. History are double blocked so they receive additional classroom time of 90 minutes each week to ensure they are prepared to pass their STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Chief Financial Officer, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans
4. RYSS Early College T-STEM Academy will provide high quality first instruction to students in all content areas, specifically those students who have previously failed the English 1 & English 2 STAAR exam. 100% of those students will be placed into an additional	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	Criteria: - Mini Assessment Data - Teacher Walk Throughs - Lesson Plan Reviews - Student Engagement of learning objectives

EARLY COLLEGE T-STEM ACADEMY

Goal 3. (Excellent Instruction) (Excellent Instruction) RYSS Early College T-STEM Academy will provide excellent core and enrichment instruction 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. RYSS 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 20222 STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
English support class. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3)				
5. 100% of RYSS Early College T-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. (Title I SW Elements: 1.1,2.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.3)	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: - Assessment data from assessments - Teacher Walkthroughs - Lesson Plan Reviews - Student engagement of learning objectives
6. RYSS Early College T-STEM Academy Professional Learning Communities will be provided and embedded into the master schedule for teachers to have a common planning period. In these Professional Learning Communities, teachers will collaborate to create lessons, assessments, and share instructional strategies to better serve student achievement. In addition, a content consultant specialist will train teachers through their PLCs to support them with strategies and resources to provide effective teaching and learning practices. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: - Lesson Plans - Data Tracker - Saturday Tutorial Attendance - PLC Common Planning Time built into our Master Schedule

EARLY COLLEGE T-STEM ACADEMY

Goal 3. (Excellent Instruction) (Excellent Instruction) RYSS Early College T-STEM Academy will provide excellent core and enrichment instruction 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, RYSS T-STEM Academy will have every TELPAS student move up one level on their TELPAS exam.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.3)	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	Criteria: - STAAR exam results
2. 100% of RYSS Early College T-STEM Academy special education students will receive their RLA and Math instruction in a small group setting where they will receive individualized, personalized instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: SPED,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)IDEA Special Education, (S)Local Funds	Criteria: - STAAR exam results
3. 100% of RYSS Early College T-STEM Academy students enrolled in English 1, English 2, Biology, Algebra 1, and U.S. History classes are placed in double-blocked classes, providing them an extra 90 minutes of classroom instruction which will prepare them for academic success on the STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.2,4,4.1,5,5.1,5.3)	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	Criteria: - STAAR exam results

EARLY COLLEGE T-STEM ACADEMY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy will implement restorative justice principles for dealing with unmet student expectations. 100% of students falling short of behavioral expectations will have the chance to reflect and respond and are provided opportunities for behavior correction through teacher conferences, counseling sessions, and meetings with their administrators. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/2023-05/2024	(F)ESSER III, (F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Number of Discipline Referrals - Student Sign in Logs

EARLY COLLEGE T-STEM ACADEMY

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

Objective 2. (Safety) RYSS Early College T-STEM Academy stakeholders will stay informed regarding all Texas Education Agency (TEA) safety updates and mandates 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Early College T-STEM Academy Administration and Safety Team stakeholders will subscribe to TEA website/newsletters to stay current with all safety-related updates, mandates, available resources, and guidelines. 100% of Early College T-STEM Academy Administration and Safety Team stakeholders will incorporate these updates into 10 monthly Safety meetings with faculty and staff during Professional Learning Community. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (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)	08/14/2023 - 05/31/2024	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Attendance Discipline Referrals Safety Survey Incident / Safety Report Safe & Secure Survey
2. RYSS Early College T-STEM Academy Safety Committee members are expected to attend 100% of the monthly Safety meetings. At these Safety meetings, the RYSS Early College T-STEM Academy Safety Committee members will address various topics focused on maintaining a safe and secure environment and conducting monthly safety drills. (Title I SW Elements: 2.1,2.2,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Safety Drill reports - Safety Meeting Sign in Sheets
3. RYSS Early College T-STEM Academy Safety Committee Members will ensure school safety by participating in 10 campus safety meetings throughout the school year. (Title I SW Elements: 2.1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/23	(F)ESSER III, (F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Safety Meeting Sign in Sheets - Weekly Safety Walkthrough audits
4. RYSS Early College T-STEM Academy Safety Committee Members will develop a process for reviewing and analyzing TEA safety mandates by assign responsibility to 100% of the Safety Committee Members to develop implementation plans that align with	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 IV Safe and Drug Free, (S)State Compensatory	Criteria: Meeting Agendas Safety Surveys Meeting Minutes / Action Steps Professional Development

EARLY COLLEGE T-STEM ACADEMY

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

Objective 2. (Safety) RYSS Early College T-STEM Academy stakeholders will stay informed regarding all Texas Education Agency (TEA) safety updates and mandates 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
the TEA mandates. (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)				

EARLY COLLEGE T-STEM ACADEMY

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

Objective 3. (Support School Culture) RYSS Early College T-STEM Academy stakeholders will develop systems that support school culture through explicit behavioral expectations, school-wide-culture routines, proactive and responsive students support services, and involve families and communities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy counselors and stakeholders will create, plan, and execute an anti-bullying program and character awareness campaign that create a safe and inclusive environment for 100% of our students. They will do this by placing posters around the campus, promote an anti-bullying parent night, promote through social media, and conduct an anti-bullying spirit week where students learn about bullying and how to report it. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.6,3.1,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: - Student participation in Anti-Bullying week - Use the Parent sign in sheets to count attendance from the Anti-Bullying Parent night

EARLY COLLEGE T-STEM ACADEMY

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

Objective 1. (Family Engagement) RYSS Early College T-STEM Academy stakeholders will create, plan, and organize Family and Community Engagement events to parents on a monthly basis. These events will highlight curriculum expectations, academic strategies to support child's learning, and provide resources to academically help their child's education at home.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy will provide monthly parent events that support parents with instructional resources to effectively support their child's learning throughout the school year. Monthly parent events at RYSS Early T-STEM Academy are Meet the Teacher Night, Open House, Academic Parent Night, Elective Fair, Monthly Senior Parent Meetings, Hispanic Heritage Night, and End of the Year Celebrations. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 3,3.1,3.4,4,4.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	8/14/23-5/31/24	(F)ESSER III, (F)Title I	Criteria: - STAAR - TELPAS - Discipline - Attendance - Parent Survey
2. 100% of teachers at Early College T-STEM Academy will use the application called "Talking Points" to communicate with parents. The "Talking Points" application translates text messages from English to Spanish for teachers which allows them to better communicate with parents without the need of a translator. (Title I SW Elements: 2.1,3.1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,4) (ESF: 1,1.2,3,3.1,3.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: - Parent Call Logs - Parent Survey

EARLY COLLEGE T-STEM ACADEMY

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

Objective 2. (STAAR ELA) RYSS Early College T-STEM Academy student performance on the STAAR ELA I exam will increase from 59% to 64% at the meets level. RYSS Early College T-STEM Academy students performance on the STAAR ELA II exam will increase from 55% to 60% at the meets level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, 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. RYSS Early College T-STEM Academy will increase by five percentage points on student performance across all STAAR state exams. Student performance will increase by five percentage points by having their teachers provide quality first instruction, align TEKS to the instruction model, provide differentiated instruction, and grant remediation opportunities to students who require additional support. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, 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

EARLY COLLEGE T-STEM ACADEMY

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

Objective 3. (STAAR Math) RYSS Early College T-STEM Academy student performance on the STAAR Algebra I exam will increase from 50% to 55% at the meets level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-STEM Academy students that take English, Algebra 1, Biology, and U.S. History are double blocked so they receive additional classroom time of 90 minutes to ensure they are prepared to master their STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (S)Local Funds	Criteria: - STAAR test scores - Mini Assessment Data - Lesson Plans
2. RYSS Early College T-STEM Academy will increase by five percentage points on student performance across all STAAR state exams. Student performance will increase by five percentage points by having their teachers provide quality first instruction, align TEKS to the instruction model, provide differentiated instruction, and grant remediation opportunities to students who require additional support. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/24-05/24	(F)ESSER III, (S)Local Funds	Criteria: STAAR TELPAS T-TESS Observations Lesson Plans Professional Development

EARLY COLLEGE T-STEM ACADEMY

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

Objective 4. (STAAR Social Studies) RYSS Early College T-STEM Academy student performance on the STAAR U.S. History exam will increase from 80% to 85% at the meets level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-STEM Academy students that take English, Algebra 1, Biology, and U.S. History are double blocked so they receive additional classroom time of 90 minutes to ensure they are prepared to master their STAAR exams. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, 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. RYSS Early College T-STEM Academy will increase by five percentage points on student performance across all STAAR state exams. Student performance will increase by five percentage points by having their teachers provide quality first instruction, align TEKS to the instruction model, provide differentiated instruction, and grant remediation opportunities to students who require additional support. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, 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
3. RYSS Early College T-STEM Academy teachers will participate 100% in the Data Driven Instruction model via district snapshots and mini assessments. The Data Driven Instruction model is where students test, retest, and are given a cumulative exam every six weeks. These district snapshots and mini assessments exams will aid campus leadership, and the leadership team, review student performance on these exams to plan purposeful interventions. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, 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 T-STEM ACADEMY

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

Objective 5. (SAT) RYSS Early College T-STEM Academy students' average score on the SAT will increase from 880 to 960 which is above the state average on the SAT.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-STEM Academy juniors and seniors will take an online college preparatory course using the Texas Bridge online platform. After completion, 100% of RYSS Early College T-STEM Academy juniors and seniors will earn a TSI exemption. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - CCMR Tracker
2. RYSS Early College T-STEM Academy will offer 20% more Advanced Placement classes that will provide students with additional opportunities to earn college credit through the successful completion of an AP exam. RYSS Early College T-STEM Academy has now the following AP classes: AP Statistics, AP Biology, AP Spanish, AP Physics, AP English Language, AP Environmental Systems, and AP English Literature. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24		Criteria: Evaluation will be measuring how many students successfully receive college credit from their AP exams.

EARLY COLLEGE T-STEM ACADEMY

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

Objective 6. (TSI) RYSS Early college T-STEM Academy students will increase the percentage of students mastering the TSI from 5% to 25%. Student's passing the TSI will ensure that they qualify for advanced courses in the PTECH program and are college ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of RYSS Early College T-STEM Academy juniors and seniors take an online college preparatory course which will allow them to earn a TSI exemption. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: - CCMR Tracker
2. The RYSS Early College T-STEM Academy will offer 20% more Advanced Placement classes that will provide students with additional chances to earn college credit through the successful completion of the AP exams. RYSS Early College T-STEM Academy has now the following AP classes: AP Statistics, AP Biology, AP Spanish, AP Physics, AP English Language, AP Environmental Systems, and AP English Literature. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	08/23-05/24	(F)ESSER III, (F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Evaluation will be measuring how many students successfully receive college credit from their AP exams.
3. 100% of RYSS Early College T-STEM Academy teachers that teach the ELA & Math College Preparatory class will take an online college preparatory online exam to better serve their students no later than the third week of November 2023. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,4,4.1)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	08/23-05/24	(F)Title I, (S)Local Funds	Criteria: - Texas Bridge Assessments - Completion Report - Teacher Sign in Sheets

EARLY COLLEGE T-STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS Early College T-STEM Academy will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 1. (Healthy School Environment) RYSS Early College T-STEM Academy will promote a healthy school environment that reduces health disparities for our students that may impact academic achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy will provide two health and wellness sessions to bring awareness of healthy food choices and promote healthy self-care to 100% to our students through PE classes. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	8/14/23 - 5/31/2024	(F)ESSER III, (F)Title I	Criteria: - Student Health Food Choice Survey

EARLY COLLEGE T-STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS Early College T-STEM Academy will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 2. (Family Engagement) RYSS Early College T-STEM Academy will implement, in conjunction with FACE, a series of Parent University sessions to provide collaborative educational experiences for students and families, so that a comprehensive student support program can be developed and enhanced on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy will conduct monthly parent meetings, workshops, and engaging, academic parent nights that address student career pathways, college readiness options, health and wellness initiatives, and social emotional strategies. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 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, (S)Local Funds, (S)State Compensatory	Criteria: Parent Sign in Logs Flyers Social Media Posts

EARLY COLLEGE T-STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS Early College T-STEM Academy will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 3. (Effective Communication) RYSS Early College T-STEM Academy acknowledges and navigates cultural differences through communication and sensitivity, as well as overcoming other structural challenges or barriers for its families and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy will conduct all communication for families in Spanish and English for all monthly parent meetings, parent nights, student showcases, and cultural celebrations. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	08/23-05/24		Criteria: Parent Sign in Logs Flyers Social Media Posts

EARLY COLLEGE T-STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS Early College T-STEM Academy will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 4. (Social Media Outreach) RYSS Early College T-STEM Academy will increase family and community engagement by using social media.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College T-STEM Academy utilizes Facebook, Twitter, and Instagram for weekly updates, ensuring a minimum of three posts to boost parent and community engagement. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Principal	08/23-05/24	(F)ESSER III, (S)Local Funds	Criteria: - The number of social media posts on a weekly basis - Measure the social media outreach on a monthly basis

Resources

Resource	Source
ESSER III	Federal
IDEA Special Education	Federal
Title I	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Local Funds	State
State Compensatory	State

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
District Benchmark Data
Formative Assessments
Graduation Records
Program Evaluations
Promotion/Retention Data
STAAR
Survey Data
TAPR
TELPAS

Demographics Strengths

1.) Early College T-STEM Academy conducts monthly parent events that encourage academic awareness, communicate program services and resources for our students.

2.) Early College T-STEM Academy provides online resources such as IXL, Summit K12 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.

Demographics Needs

Comprehensive Needs Assessment

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

School Culture and Climate Strengths

1.) Early College T-STEM Academy ensures that our students, employees and our community are provided with a safe, secure, and vibrant learning environment.

2.) Early College T-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 T-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 T-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
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
District Benchmark Data
Formative Assessments
Graduation Records
Program Evaluations

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources (Continued)

Promotion/Retention Data
STAAR
Staff Retention Data
Survey Data
TAPR

Staff Quality, Recruitment and Retention Strengths

1.) Early College T-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 T-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.

Staff Quality, Recruitment and Retention Summary (Continued)

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

Curriculum, Instruction and Assessment Strengths

1.) Early College T-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 T-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 T-STEM Academy partners with E3 Alliance to increase student engagement and achievement.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

1.) Integrate critical thinking, problem-solving, and analytical skills across the curriculum to prepare students for real-world challenges.

2.) Consistent use of instructional strategies to bridge language and academic gaps.

Curriculum, Instruction and Assessment Needs

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 T-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
Graduation Records
Promotion/Retention Data
Staff Retention Data
Survey Data
TAPR

Family and Community Involvement Data Sources (Continued)

TELPAS

Family and Community Involvement Strengths

1.) Early College T-STEM Academy provides monthly parent meetings for families to encourage family involvement and participation in school academics.

2.) Early College T-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 T-STEM Academy encourages staff and students to participate in community initiatives and events to promote a sense of civic responsibility and engagement.

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 T-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

Comprehensive Needs Assessment

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
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Survey Data
TAPR
TELPAS

School Context and Organization Strengths

1.) Early College T-STEM Academy evaluates and reflects on its practices to identify areas for improvement.

2.) Early College T-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

Comprehensive Needs Assessment

Early College T-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

Classroom Walkthrough Data
Curriculum Based Assessments
Discipline Data
District Based Assessments
District Benchmark Data
Formative Assessments
Graduation Records
Program Evaluations
STAAR
Survey Data
TAPR
TELPAS

Technology Strengths

1.) Early College T-STEM Academy integrates the use of instructional software into the curriculum to enhance teaching methods and engage students in active learning.

2.) Early College T-STEM provides educational software such as IXL, Summit K12, Vocabulary.com, to support student achievement.

3.) Early College T-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.

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

Technology Needs

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

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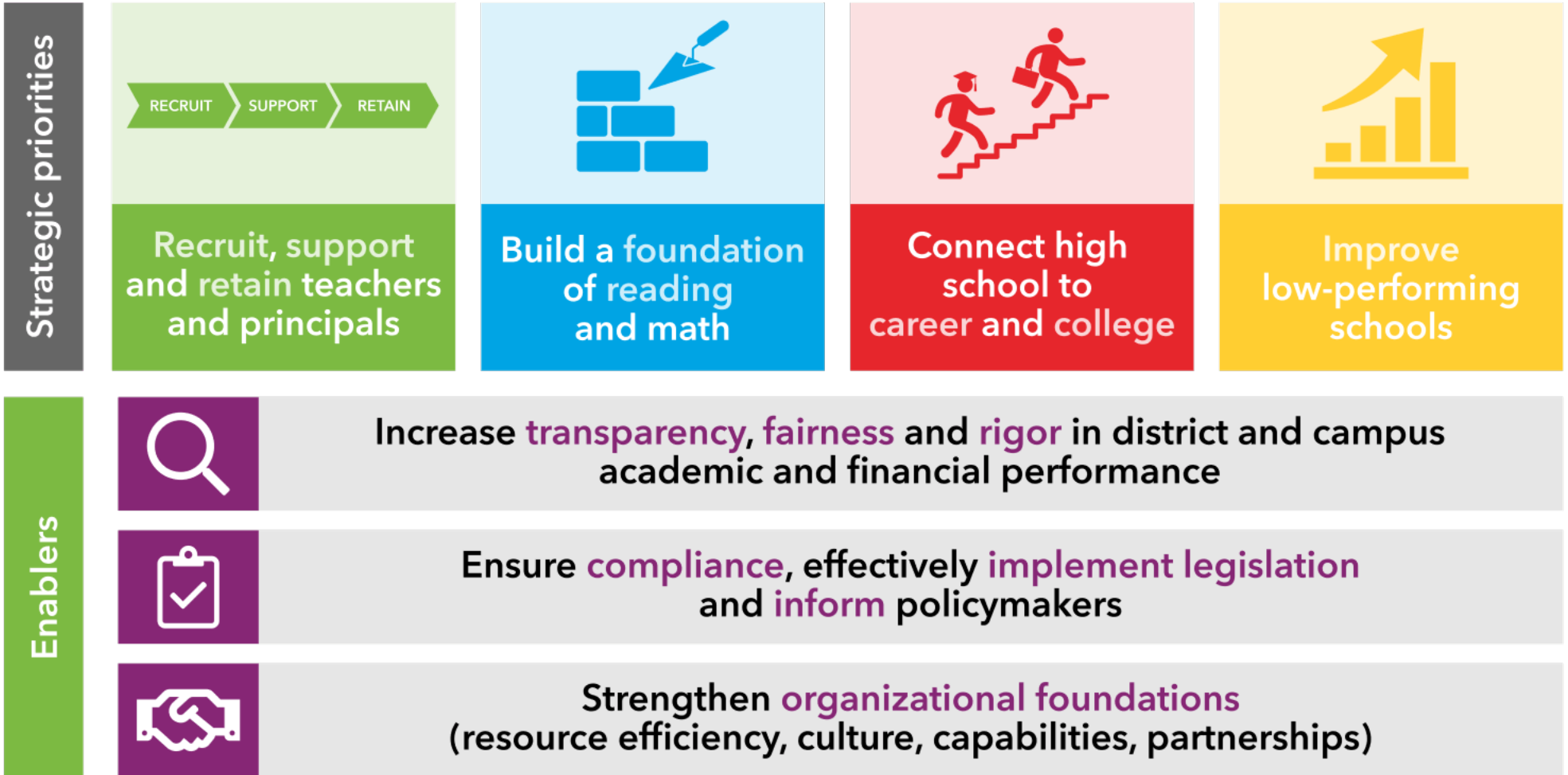
Technology Summary

Early College T-STEM provide a technologically learning environment that prepares students for the challenges and opportunities of the digital world.

Comprehensive Needs Assessment Data Sources

Attendance Data

Classroom Walkthrough Data

Curriculum Based Assessments

Discipline Data

District Based Assessments

District Benchmark Data

Formative Assessments

Graduation Records

iReady

Program Evaluations

Promotion/Retention Data

STAAR

Staff Retention Data

Survey Data

TAPR

TELPAS

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

Strategic priorities

RECRUIT > SUPPORT > RETAIN			
Recruit, support and retain teachers and principals	**Build a foundation of reading and math**	**Connect high school to career and college**	**Improve low-performing schools**

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

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