



## **BRYSS Academy (PK-8)**

2255 N. Coria, Brownsville, TX 78520

### **Campus Improvement Plan 2022-2023**

*Si usted desea discutir the Plan de Mejoramiento, no dude en comunicarse con el personal de la escuela.*



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## MISSION

We the faculty, staff, family and community of BRYSS STEM Academy are committed to facilitating a student-centered education. The pursuit of excellence is aimed at developing independent thinkers in a collaborative atmosphere by promoting self-respect, kindness and a love of learning.

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## VISION

BRYSS Academy will be an innovative school in which students attain critical skills and become lifelong learners using technology integration and empowered student-centered learning.

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## DESCRIPTION

BRYSS Academy (PK-8) opened its doors in 2003 and serves 500 students in grades PK3 through 8th grade. The student population is 100% Hispanic, 50% Male, 50% Female.

BRYSS Academy (PK-8) serves 7% Special Education students, 94% Economically Disadvantaged students, 70% English Language Learners, 71% At-Risk students, 2% Gifted & Talented students. The overall mobility rate for the campus is 10%. The average attendance rate for students is 94%.

### Demographics

- BRYSS has the advantage of serving a 100% population of Hispanics. As a campus, we can target the specific needs of this population. BRYSS also counts with a staff made up of 100% Hispanic, Bilingual teachers who represent and can target all the needs of our students. BRYSS will continue to offer its staff the professional development necessary to serve our Emergent Bilingual Learners.

### Student Achievement

- During this past year our students showed a come back after the COVID slide we saw in 2021. There is room for improvement in our meets and masters for all subjects and grades. A particular emphasis will be given to RLA and the writing connection. Rigor, higher level, and critical thinking skills will continue to be a priority to improve the number of students achieving Masters grade-level performance in all subject areas tested. English oral language development will also be a priority to target our TELPAS scores.

### School Culture and Climate

- Providing all students the opportunity to participate in afterschool enrichment programs and tutorials will continue to be a priority for our campus this year. 21st Century will come in to fill in the gaps for afterschool programs. Students can participate in our STEM, Robotics, LEGO, Chess, Painting, Dance, Author's Club, and Editorial Clubs. Students can also participate in various team sports like volleyball, track, and soccer. Monthly SEL topics will be covered in school and afterschool with grade appropriate sessions for all.

**Staff Quality, Recruitment and Retention**

- Our BRYSS staff is 100% highly qualified. Our teachers and staff are trained in different areas to address the needs of all our students. Campus leadership takes an active role in training and modeling for teachers to improve the quality of instruction. All teachers are provided opportunities to participate in campus leadership roles such as SDMC and grade-specific leads. In addition, our Mentoring program continues to empower our new teachers. The principal will lead Mentoring PLC Meetings twice a month to assist new teachers. Teachers will be given an opportunity to do Learning Walks and learn from their colleagues who are demonstrating success implementing best practices.

**Curriculum, Instruction and Assessment**

- A strong focus in reading across all genres and strands will be implemented. RLA/SLA will target all strands on a weekly basis. Article a Day, Poem a Week, sustained silent reading to increase stamina and AR will be emphasized. Students will practice reading online using MyOn and Readworks. An aligned math curriculum which covers problem solving, math objectives and basic facts will be implemented in K-5th grades. Blended learning stations will be implemented in all math classes from Wednesday- Friday. Writing Across the Curriculum with a focus on responding to the reading will be implemented. Writing portfolios will be kept for all students. Students will participate in STEMScopes hands-on science activities and weekly labs to address all science objectives.

**Family and Community Engagement**

- BRYSS has strong parental involvement. We have an increasing number of parents participating in different activities planned by our parent liaison and principal. As a result, parents feel welcome and comfortable on campus. Parents are involved in their child's education, understanding the impact this has on their learning and success. BRYSS emphasizes effective parental involvement that improves student achievement. BRYSS parents are given multiple opportunities to be a part of our school community. BRYSS parents are always informed and have a direct way to communicate with administration when the need arises.

**School Context and Organization**

- BRYSS provides the staff and parents multiple opportunities to participate in the decision-making process on our campus. Professional Development for RTI, research-based interventions, and TEKS is a need for our staff and parents. Data will continue to drive our instruction, and parents will be presented with information promptly. Parents will receive updates on HB4545 and its implementation.

**Technology**

- BRYSS technology has improved. All our 1st-8th grade students have their own device. More computers and Chromebooks are needed to address the needs of our students in PK and K students. Computers will also be needed to update outdated computers. BRYSS counts with one Technology lab that is available to all students. Six chromebook carts are available to assist 3rd-8th grade. Teachers need more professional development in the area of technology, online testing and Blended learning. Our Robotic program has advanced but still needs upgraded materials and programs.

**Special Populations**

- BRYSS has made closing the performance gap for SPED and ELL students a priority. These students are provided with multiple intervention and extension activities to help them meet goals. Teachers give the students in-class support through the use of various language development strategies. All ELL and SPED students are invited to participate in our morning and afternoon labs and accelerated instruction classes. Our teachers will continue to receive intensive PD in ESL, vocabulary development, and intervention strategies to provide all our students rigorous and engaging lessons to meet all objectives. Our Gifted and Talented students will participate in one project targeting various areas every nine weeks.

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## ADMINISTRATORS

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Maria Knosel - Principal

Andrea Bernes - Assistant Principal

Lillian Sacramento - ECC Lead

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**PLANNING COMMITTEE**


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<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Maria Knosel	Principal	Principal
Andrea Bernes	Assistant Principal	Teacher
Adriana Burguete	7th Grade ELA	Teacher
Stephany Mendoza	6th-8th Grade Teacher	Teacher
Raul Sanchez	8th Grade Teacher	Teacher
Laura Velasquez	4th Grade Teacher	Teacher
Edelmira Lopez	STEM Teacher	Teacher
Maria Marroquin	6th Grade Teacher	Teacher
Sylvia De la Garza	Office Manager	Non-Teaching Staff
Kristina Guerra	Diagnostician	Special Education Staff
Erika Clark	Parent	Parent
Ingrid Vicent	CPA/ Tax Attorney	Community Member
David Chapa	Owner Chapitas Catering	Business Representative

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## CNA PROCESS

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Kinder to 8th grade RLA teachers conducted a needs assessment using REN 360, TELPAS, TPRI/Tejas LEE, and Educational Galaxy benchmarks. BRYSS students were high performing almost meeting 2019 prior to COVID. Most of our students showed accelerated growth on the 2022 Reading STAAR and on REN360. 60% of our students were at the Meets or Masters level for reading on the the STAAR. Our Emergent Bilingual and special education students also showed accelerated growth on the STAAR from this past year. Our Emergent Bilingual students did not show significant growth on TELPAS. Most of our EB remained at the same level from the past year. Our students showed significant problems with the oral portion of the TELPAS test.

Science teachers (R. Sanchez, E. Lopez, M. Marroquin, M. Velasquez), A. Bernes, and the principal met to identify strengths and weaknesses in science. 2022 5th and 8th-grade STAAR data still shows a relative weakness that must address scaffolding instruction in the lower grades for science instruction. The gap between our 5th and 8th-grade scores shows that our lower elementary students must receive stronger science instruction to address the all science TEKS. Only 34% of our 5th grade scored at the Meets level for Science. Students need a stronger foundation in the lower grades to score at the Meets and Masters in the 5th grade and 8th grade.

ELA and SLA teachers and principal met to discuss the needs of our students in the area of writing for 2022-23. TELPAS and 2020 STAAR data show the weaknesses and strengths in our student's writing. Students will receive intensive instruction in constructed response writing in connection with the reading as well as extended response writing or essays in response to a specific genre passage. Teachers will implement non-negotiables both in response writing, essays and editing and revising. Writing across the curriculum, especially in science and social studies, and a campus-wide writing initiative targeting grammar and different writing styles will be implemented daily.

Mr. Esparza, principal, and A. Bernes met to analyze 8th grade Social Studies 2022 STAAR. A campus wide priority will be given to social studies for students in grades K-7th in order to master specific Social Studies TEKS to help address the needs in 8th grade. Teachers will ensure that students read informational social studies literature weekly in RLA. In addition, 8th-grade students will be a priority when planning for reading and social studies intervention activities. Finally, priority will be given to meet challenging academic and performance standards.

BRYSS students have been high performing in the area of math; always making consistently strong scores. Students showed a significant growth in the 2022 Math STAAR when compared to COVID years. 60% of our 3rd-8th grade scored at Meets or above on the STAAR. First grade student showed a 1.1 GE improvement on REN360. Second grade showed a .6 GE growth from their BOY to their EOY data in REN360. A strong emphasis on computation and problem solving will continue this 2022-23 school year.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment

### Strengths

- 1 Language Enrichment has been implemented in all grades K-2nd.
- 2 JELL, LTL and novel studies have been implemented in all grades K-2nd.
- 3 Calendar "Circle" activities have been implemented in K-2nd.
- 4 Writing initiatives targeting editing and revising have been implemented in K-8th.
- 5 There is a intentional focus on Science which includes planning and lessons. Targeting a cross-level science category (unit) throughout grades K-7th. Weekly STEM/science labs in grades K-8th have been implemented.
- 6 Eureka, Education Galaxy, STEMScopes Math, Math Clubs and CUBES Problem Solving have been implemented in all K-8th math classrooms.
- 7 Intervention Labs (groups) targeting Kinder-8th grade Reading using LE, Phonics, Guided Reading strategies and online programs
- 8 Teachers are incorporating anchor charts into their teaching in all subject areas. Anchor charts have built a culture of literacy and made thinking visible in the classroom.
- 9 Teachers are working with cross-level peers to align and implement engaging instruction.
- 10 K-8th Science Program to target all Science categories and labs using STEMscopes and Robotics (PLTW).

### Needs

- 1 After reviewing formal and informal data, there is a need to increase quality of instruction in connection with online assessments in all content areas.
- 2 There is a need to increase the level of writing across the curriculum to target writing response and extended constructed response to reading. It is evident that students will need a writing portfolio where various writing samples will be collected every 2 weeks.
- 3 After reflecting on reading scores, there is a need to focus on all new RLA/SLA TEKs, the genres, reading stamina and the online connection.
- 4 It is crucial for there to be a Math focus with 90-120 minutes of math implemented daily. It is also important for there to be Lesson non-negotiables (problem solving, numeracy, skills). Blended learning stations in all math classes.
- 5 After reviewing REN, CLI and TPRI/Tejas Lee scores for RLA/SLA, additional interventions will be implemented for all TIER II and TIER III students in a pull out program using ESSER III.
- 6 2022 TELPAS scores show a need to target ELPS in daily lessons to improve student listening, speaking, reading and writing in English to increase a level every year.

### Summary

A strong focus in reading across all genres and strands will be implemented. RLA/SLA will target all strands on a weekly basis. Article a Day, Poem a Week, sustained silent reading to increase stamina and AR will be emphasized. Students will practice reading online using MyOn and Readworks. An aligned math curriculum which covers problem solving, math objectives and basic facts will be implemented in K-5th grades. Blended learning stations will be implemented in all math classes from Wednesday- Friday. Writing Across the Curriculum with a focus on responding to the reading will be implemented. Writing portfolios will be kept for all students. Students will participate in STEMScopes hands-on science activities and weekly labs to address all science objectives.

### Data



Formative Assessments  
Curriculum-Based Assessments  
STAAR / EOC Results  
Classroom Walkthrough Data  
Student Achievement Data  
Program Evaluations  
Campus-Based Assessments  
District-Based Assessments  
Response to Intervention tracking

## Demographics

### Strengths

- 1 100% of our BRYSS population is Hispanic.
- 2 70% of our students are coded as Emergent Bilinguals.
- 3 BRYSS adopted an Early Exit Transitional Bilingual Program to adequately serve our students.
- 4 100% of BRYSS staff is Hispanic and Bilingual.

### Needs

- 1 Continued Professional Development to target all ELPS for our Emergent Bilingual students.
- 2 Professional Development to implement strong English oral language development for all Emergent Bilingual students.

### Summary

BRYSS has the advantage of serving a 100% population of Hispanics. As a campus, we can target the specific needs of this population. BRYSS also counts with a staff made up of 100% Hispanic, Bilingual teachers who represent and can target all the needs of our students. BRYSS will continue to offer its staff the professional development necessary to serve our Emergent Bilingual Learners.

### Data

Campus-Based Assessments  
Formative Assessments  
Promotion / Retention data  
Response to Intervention tracking  
STAAR / EOC Results  
Staff Demographics  
Student Achievement Data  
Program Evaluations  
Individual Student Profiles  
Student Demographics

## Family and Community Engagement

### Strengths

- 1 Bi-Monthly principal/parent meetings addressing special topics and questions and concerns.
- 2 Monthly newsletter with calendar of events is distributed in both English and Spanish and posted on the website.
- 3 Weekly parenting classes offered to all parents. Meetings will be presented both in-person and on ZOOM to accommodate all parents.
- 4 Open Houses and parent conferences are scheduled twice a year to address student achievement and needs.
- 5 Math, Science and Literacy Nights are scheduled to encourage the school to home connection and strengthen math, reading and science aptitudes with family interaction.
- 6 High School, College and University students participate as tutors for our students on a weekly basis.
- 7 United Nations Day is held once a year in October and is an opportunity for parents to visit and take part in the different activities taking place around campus.
- 8 Community members and alumni serve as tutors and mentors for our students.

### Needs

- 1 Our goal is to focus on the need for a safe, healthy and secure environment on campus for students, staff and parents.
- 2 It is essential for the campus to focus on additional opportunities for parents to be involved in learning opportunities with their students at the school.
- 3 Provide all parents with an easy way to communicate with teachers and school staff.
- 4 Parents need to be provided with multiple opportunities to explore High School and College options for their students. It is essential for BRYSS to provide informational college awareness sessions for all Middle School parents.

### Summary

BRYSS has strong parental involvement. We have an increasing number of parents participating in different activities planned by our parent liaison and principal. As a result, parents feel welcome and comfortable on campus. Parents are involved in their child's education, understanding the impact this has on their learning and success. BRYSS emphasizes effective parental involvement that improves student achievement. BRYSS parents are given multiple opportunities to be a part of our school community. BRYSS parents are always informed and have a direct way to communicate with administration when the need arises.

### Data

Attendance Data

Student Achievement Data

Program Evaluations

Discipline Data

Student Demographics

## School Context and Organization

### Strengths

- 1 Accelerated Instruction and Intervention pull-outs are provided daily for small group math and reading instruction. Class time work stations also address the needs of all students.
- 2 Professional Development is ongoing for RTI process, research-based intervention activities, TEKS, PBL, Bilingual Instruction and progress monitoring.
- 3 Various computer programs are used to address specific needs for students that are struggling (SUMMIT, Educational Galaxy, Accelerated Reading, MyOn, Brain Pop).
- 4 Staff and parents are provided with opportunities to participate in the school's policies, procedures and or problems with regular staff meetings, PLC's, administrative open-door policy, parent-teacher conferences, bi-monthly parent/principal meetings, Campus Leadership Team and SDMC meetings.
- 5 Intervention Spanish reading and ESL classes for all first and second year Bilingual students.

### Needs

- 1 After reviewing formal and teacher survey data, it is necessary to offer continued Professional Development on RTI process and researched based interventions to all our staff and parents.
- 2 It is crucial to offer parent opportunities to practice using online programs to address student needs at home.
- 3 It is necessary to offer a review PD for HB 4545 implementation for parents and staff.
- 4 All teachers and students must receive intensive technology based online assessment trainings. Students must be familiar with online testing platforms in preparation of 2023 STAAR testing.

### Summary

BRYSS provides the staff and parents multiple opportunities to participate in the decision-making process on our campus. Professional Development for RTI, research-based interventions, and TEKS is a need for our staff and parents. Data will continue to drive our instruction, and parents will be presented with information promptly. Parents will receive updates on HB4545 and its implementation.

### Data

Program Evaluations  
Campus-Based Assessments  
Individual Student Profiles  
Response to Intervention tracking  
Classroom Walkthrough Data

## School Culture and Climate

### Strengths

- 1 School community feels BRYSS is a respectful and safe learning environment.
- 2 Teachers hold all students to high expectations.
- 3 BRYSS builds a college readiness culture with all students. Students are prepared for college by increasing the number of students meeting Masters grade-level performance on STAAR tests.
- 4 Weekly recognition for good citizen of the class by our school mascot "Mighty Eagle."
- 5 BRYSS' positive climate is setting the tone for success. Programs and practices motivate, support and protect.
- 6 After-school and before-school tutorial and enrichment programs/ extracurricular activities are provided to our students Monday through Friday.
- 7 Curriculum to help teachers and parents inform and explore academic success, career exploration and social emotional learning with students is integrated to support our students' well-being and growth.
- 8 A stronger emphasis will be placed on STEM around our school. Bulletin boards and displays are continuously revisited and updated.

### Needs

- 1 There will be a need for anti-bullying and social emotional activities with all our students on a monthly basis.
- 2 Additional athletic and outdoor equipment is needed in order to address student's physical activity.
- 3 Additional technology (IPADs) and audio equipment is needed to support blended learning in our ECC primary classrooms.
- 4 There is a need to closely examine attendance trends throughout the year. Low student attendance is adversely affecting student achievement.
- 5 SEL learning will be addressed through in school and afterschool sessions for all students using ESSER II and III funds. Student's social/ emotional problems may be adversely affecting learning and achievement.

### Summary

Providing all students the opportunity to participate in afterschool enrichment programs and tutorials will continue to be a priority for our campus this year. 21st Century will come in to fill in the gaps for afterschool programs. Students can participate in our STEM, Robotics, LEGO, Chess, Painting, Dance, Author's Club, and Editorial Clubs. Students can also participate in various team sports like volleyball, track, and soccer. Monthly SEL topics will be covered in school and afterschool with grade appropriate sessions for all.

### Data

Attendance Data  
Counselor Referrals  
Student Achievement Data  
Program Evaluations  
Discipline Data  
Classroom Walkthrough Data  
Response to Intervention tracking



## Special Populations

### Strengths

- 1 As a campus, we will continued Professional Development on ELPS, Sheltered English Instruction and Academic Vocabulary.
- 2 At our campus, the use of Anchor Charts builds a culture of Literacy in all classrooms making English visible to support English language instruction.
- 3 There is evidence of the process of Accelerated Instruction targeting the needs of all Emergent Bilingual and SPED students with intervention activities before and after school school.
- 4 Teachers have access to resources, intervention and inclusion activities with leveled readers, fluency and Language Enrichment for all Emergent Bilingual and SPED students.
- 6 The campus provides a system for AR rewards for students earning target points reinforcing reading.
- 7 Teachers and students are taking the opportunity to use Eureka, STEMScopes Math and Science, and Educational Galaxy which targets all TEKS in reading, math, writing and science. Students must complete a minimum 90 minutes per week.
- 8 The campus makes Peer tutoring a resource for all SPED and recent Emergent Bilingual students during stations and group activities.
- 10 There is a system in place where all Gifted and Talented students will participate in one specific project (PBL) targeting various areas every six weeks.

### Needs

- 1 Informal and formal data demonstrates a need for activities that address academic language targeting the three vocabulary tiers for K-8th grade students.
- 2 There is a need to increase in Writing across the curriculum with an emphasis on responding to literature and various texts. Editing and revising activities will occur daily for all K-8th students.
- 3 It is crucial for there to be additional resources to develop literacy in our Emergent Bilingual, At-Risk and Special Education students.
- 4 Year one immigrants need targeted English instruction both through an ESL lab and online programs (SUMMIT).
- 5 A strong Bilingual/ESL program that targets ELPS is needed. ELPS will be documented in lesson plans as well as icons will be posted daily next to learning objectives to assist in instruction.

### Summary

BRYSS has made closing the performance gap for SPED and ELL students a priority. These students are provided with multiple intervention and extension activities to help them meet goals. Teachers give the students in-class support through the use of various language development strategies. All ELL and SPED students are invited to participate in our morning and afternoon labs and accelerated instruction classes. Our teachers will continue to receive intensive PD in ESL, vocabulary development, and intervention strategies to provide all our students rigorous and engaging lessons to meet all objectives. Our Gifted and Talented students will participate in one project targeting various areas every nine weeks.

### Data

Formative Assessments  
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## Staff Quality, Recruitment and Retention

### Strengths

- 1 100% of BRYSS' staff is highly qualified.
- 2 BRYSS provides a mentoring program for all new and novice teachers.
- 3 Professional Development addresses all needs as stated by teachers and staff.
- 4 Campus leadership helps improve quality of instruction.
- 5 All teachers are provided opportunities to serve in campus leadership roles.

### Needs

- 1 There is a need to offer more strategic Staff development that will closely address the goals and objectives for campus.
- 2 After self reflection, there is a need to ensure Leadership and mentor teachers guide new faculty to improve instruction.
- 3 We will address the need to develop all new teachers to address specific needs and mentoring via the RISE Program and Mentoring PLC Meetings.
- 4 We will address our math needs by providing teachers with Eureka PD, modeling, planning help and alignment in math via contracted certified teachers using ESSER III funds.
- 5 There is a need to provide first and second grade teachers with direct modeling and training in Language Enrichment and Guided Reading by contracting certified teachers using ESSER III funds.
- 6 Teachers will have the opportunity to do Learning Walks during the school day. They will have additional planning to debrief and discuss best practices observed in the classrooms. Substitutes will be paid using ESSER III funds.

### Summary

Our BRYSS staff is 100% highly qualified. Our teachers and staff are trained in different areas to address the needs of all our students. Campus leadership takes an active role in training and modeling for teachers to improve the quality of instruction. All teachers are provided opportunities to participate in campus leadership roles such as SDMC and grade-specific leads. In addition, our Mentoring program continues to empower our new teachers. The principal will lead Mentoring PLC Meetings twice a month to assist new teachers. Teachers will be given an opportunity to do Learning Walks and learn from their colleagues who are demonstrating success implementing best practices.

### Data

Staff Demographics  
Program Evaluations  
Student Demographics

## Student Achievement

### Strengths

- 1 Reading: 87% passing rate of all students and 61% at Meets and 37% at Masters grade-level performance.
- 2 Provide students intervention small group instruction to target specific needs.
- 3 Provide students increased learning time both before and after school.
- 4 Math: 87% approaches, 60% meets and 32% masters.

### Needs

- 1 The 2022 STAAR data demonstrates that 87% of all BRYSS students met Approaches grade-level performance on all tests as compared to 2019 which was 89%.
- 2 The 2022 STAAR data denotes Math: 60% at Meets and 32% at Masters grade-level performance.
- 3 The 2022 Accountability Data Table demonstrate that fifth and eighth grade Science: 85% passing rate of all students and 41% at Meets at grade-level performance.
- 4 Social Studies: 2022 STAAR 89% passing rate for all students and 48% at the Meets grade-level performance, and 26% at Masters.
- 5 Coaching is needed for teachers in RLA/ SLA to target the new TEKs and writing component.

### Summary

During this past year our students showed a come back after the COVID slide we saw in 2021. There is room for improvement in our meets and masters for all subjects and grades. A particular emphasis will be given to RLA and the writing connection. Rigor, higher level, and critical thinking skills will continue to be a priority to improve the number of students achieving Masters grade-level performance in all subject areas tested. English oral language development will also be a priority to target our TELPAS scores.

### Data

Student Achievement Data  
 Campus-Based Assessments  
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 Individual Student Profiles  
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 Curriculum-Based Assessments  
 STAAR / EOC Results  
 Classroom Walkthrough Data  
 Program Evaluations  
 Promotion / Retention data

## Technology

### Strengths

- 1 Teachers utilize technology available to enhance student learning.
- 2 All teachers use a laptop in their classroom to assist in lessons, communication with administration and parents and access announcements and messages every morning.
- 3 BRYSS counts with a flexible seating computer lab that is utilized regularly by all students. It opens before and after school to address different student needs.
- 4 All 8th grade students participate in keyboarding class. An elective advanced Tech Apps course is also available to all 8th grade students.
- 5 All students 1st-8th count with their own computer/ chromebook.
- 6 Chromebook and computer carts were put into every 3rd-8th grade class to ensure devices are charged every morning.

### Needs

- 1 After reviewing inventory there is a need to increase the number of iPads to assist Kinder-2nd grade students as well as teachers in the classrooms.
- 2 It is essential to increase the number of computers for all K-2 students to assist in Blended Learning, research and intervention activities.
- 3 An additional need is the purchasing of more Robotics materials and programs to assist our Robotics club.
- 4 There is a need to increase the volume of Computer/ Chromebook carts to assist students in grades Kinder-2nd grade with computer-based interventions.

### Summary

BRYSS technology has improved. All our 1st-8th grade students have their own device. More computers and Chromebooks are needed to address the needs of our students in PK and K students. Computers will also be needed to update outdated computers. BRYSS counts with one Technology lab that is available to all students. Six chromebook carts are available to assist 3rd-8th grade. Teachers need more professional development in the area of technology, online testing and Blended learning. Our Robotic program has advanced but still needs upgraded materials and programs.

### Data

Student Achievement Data  
Program Evaluations  
Campus-Based Assessments  
Response to Intervention tracking  
Curriculum-Based Assessments  
Classroom Walkthrough Data

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**PRIORITY NEEDS**

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**A: Demographics**

- A1 Continued Professional Development to target all ELPS for our Emergent Bilingual students.
- A2 Professional Development to implement strong English oral language development for all Emergent Bilingual students.&nbsp;

**B: Student Achievement**

- B1 The 2022 STAAR data demonstrates that 87% of all BRYSS students met Approaches grade-level performance on all tests as compared to 2019 which was 89%.
- B2 The 2022 STAAR data denotes Math: 60% at Meets and 32% at Masters grade-level performance.
- B3 The 2022 Accountability Data Table demonstrate that fifth and eighth grade Science: 85% passing rate of all students and 41% at Meets at grade-level performance.
- B4 Social Studies: 2022 STAAR 89% passing rate for all students and 48% at the Meets grade-level performance, and 26% at Masters.
- B5 Coaching is needed for teachers in RLA/ SLA to target the new TEKs and writing component.

**C: School Culture and Climate**

- C1 There will be a need for anti-bullying and social emotional activities with all our students on a monthly basis.
- C2 Additional athletic and outdoor equipment is needed in order to address student's physical activity.
- C3 Additional technology (IPADs) and audio equipment is needed to support blended learning in our ECC primary classrooms.
- C4 There is a need to closely examine attendance trends throughout the year. Low student attendance is adversely affecting student achievement.
- C5 SEL learning will be addressed through in school and afterschool sessions for all students using ESSER II and III funds. Student's social/ emotional problems may be adversely affecting learning and achievement.

**D: Staff Quality, Recruitment and Retention**

- D1 There is a need to offer more strategic Staff development that will closely address the goals and objectives for campus.
- D2 After self reflection, there is a need to ensure Leadership and mentor teachers guide new faculty to improve instruction.
- D3 We will address the need to develop all new teachers to address specific needs and mentoring via the RISE Program and Mentoring PLC Meetings.
- D4 We will address our math needs by providing teachers with Eureka PD,&nbsp; modeling, planning help and alignment in math via contracted certified teachers using ESSER III funds.
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- D6 Teachers will have the opportunity to do Learning Walks during the school day. They will have additional planning to debrief and discuss best practices observed in the classrooms. Substitutes will be paid using ESSER III funds.

#### E: Curriculum, Instruction and Assessment

- E1 After reviewing formal and informal data, there is a need to increase quality of instruction in connection with online assessments in all content areas.
- E2 There is a need to increase the level of writing across the curriculum to target writing response and extended constructed response to reading. It is evident that students will need a writing portfolio where various writing samples will be collected every 2 weeks.
- E3 After reflecting on reading scores, there is a need to focus on all new RLA/SLA TEKs, the genres, reading stamina and the online connection.
- E4 It is crucial for there to be a Math focus with 90-120 minutes of math implemented daily. It is also important for there to be Lesson non-negotiables (problem solving, numeracy, skills). Blended learning stations in all math classes.
- E5 After reviewing REN, CLI and TPRI/Tejas Lee scores for RLA/SLA, additional interventions will be implemented for all TIER II and TIER III students in a pull out program using ESSER III.
- E6 2022 TELPAS scores show a need to target ELPS in daily lessons to improve student listening, speaking, reading and writing in English to increase a level every year.

#### F: Family and Community Engagement

- F1 Our goal is to focus on the need for a safe, healthy and secure environment on campus for students, staff and parents.
- F2 It is essential for the campus to focus on additional opportunities for parents to be involved in learning opportunities with their students at the school.
- F3 Provide all parents with an easy way to communicate with teachers and school staff.
- F4 Parents need to be provided with multiple opportunities to explore High School and College options for their students. It is essential for BRYSS to provide informational college awareness sessions for all Middle School parents.

#### G: School Context and Organization

- G1 After reviewing formal and teacher survey data, it is necessary to offer continued Professional Development on RTI process and researched based interventions to all our staff and parents.
- G2 It is crucial to offer parent opportunities to practice using online programs to address student needs at home.
- G3 It is necessary to offer a review PD for HB 4545 implementation for parents and staff.
- G4 All teachers and students must receive intensive technology based online assessment trainings. Students must be familiar with online testing platforms in preparation of 2023 STAAR testing.

#### H: Technology

- H1 After reviewing inventory there is a need to increase the number of iPads to assist Kinder-2nd grade students as well as teachers in the classrooms.

- H2 It is essential to increase the number of computers for all K-2 students to assist in Blended Learning, research and intervention activities.
- H3 An additional need is the purchasing of more Robotics materials and programs to assist our Robotics club.
- H4 There is a need to increase the volume of Computer/ Chromebook carts to assist students in grades Kinder-2nd grade with  computer-based interventions.

#### I : Special Populations

- I1 Informal and formal data demonstrates a need for activities that address academic language targeting the three vocabulary tiers for K-8th grade students.
- I2 There is a need to increase in Writing across the curriculum with an emphasis on responding to literature and various texts. Editing and revising activities will occur daily for all K-8th students.
- I3 It is crucial for there to be additional resources to develop literacy in our Emergent Bilingual, At-Risk and Special Education students.
- I4 Year one immigrants need targeted English instruction both through an ESL lab and online programs (SUMMIT).
- I5 A strong Bilingual/ESL program that targets ELPS is needed. ELPS will be documented in lesson plans as well as  icons will be posted daily next to learning objectives to assist in instruction.

# Actions

**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #1: BRYSS Academy will implement systems and develop a curriculum that supports closing student achievement gaps among all student groups**

1	<b>Action:</b> Increase RLA and Math proficiency through effective implementation of RTI programs, computational fluency practice , small group instruction, and core instruction aligned to the TEKS and instructional resources.	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Lead Teachers, Teachers	<b>Resources:</b> Lesson plan books, Pacing calendars/ Scope and Sequence, Progress Monitoring tools Consultants/ Professional Development; Local Funds; State Comp Ed Funds; Title I, Part A Funds \$5,000.00; ESSER II; ESSER III \$25,000.00
	<b>Evidence of Implementation:</b> Lesson plan books, Pacing calendars, RTI paperwork, PLC Meeting sign-in sheets, Walk-throughs, Formal Observations, Documentation Binders	<b>Ongoing Evaluation Method:</b> Progress Monitoring, Positioning Tools, Mock STAAR, BOY, MOY, EOY Data	<b>Final Evaluation Method:</b> STAAR TELPAS REN360
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; B5; D2; D4; G1; G2; G3; I1; I 2; I 3; I 4; I 5; [Title I Components CNA, CIP, Annual Evaluation]
2	<b>Action:</b> Hold bi-weekly PLC meetings to assess PD and mentoring progress on lesson planning, scope and sequence and data from formative assessments.	<b>Person(s) Responsible:</b> Principal Assistant Principal Lead Teachers Teachers	<b>Resources:</b> Lesson plan books, pacing calendars, Scope and Sequence Progress Monitoring instruments Consultant; Local Funds; State Comp Ed Funds; Title I, Part A Funds; ESSER III
	<b>Evidence of Implementation:</b> Lesson plan books, Final Evaluation Method: STAAR, TELPAS Pacing calendars, Meeting sign-in sheets, Walk-throughs, Formal Observations, Documentation Binders	<b>Ongoing Evaluation Method:</b> Progress Monitoring, Positioning Tools, Mock STAAR BOY, MOY, EOY Data	<b>Final Evaluation Method:</b> STAAR, TELPAS REN360 TPRI/Tejas LEE
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Weekly)		<b>Needs:</b> A2; B4; B5; D1; D2; D3; D4; D5; D6; E1; E2; E3; E4; E5; E6; G1; I 2; I 3; I 5 [Title I Components CNA, CIP, Annual Evaluation]



**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #2: BRYSS Academy will strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.**

1	<b>Action:</b> Conduct monthly safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Parent Liason	<b>Resources:</b> Safety Surveys PD/ Videos Agendas Safety Folders; Local Funds; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Agendas Sign-In sheets Meeting minutes	<b>Ongoing Evaluation Method:</b> Safety Records Drill Documentation	<b>Final Evaluation Method:</b> Safety Survey EOY Incident/ Safety reports
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C1; C2; C5; F1; F2; F3; [Title I Components CNA, CIP, Annual Evaluation]
2	<b>Action:</b> School safety measures will be strengthened by increasing the variety and number of safety drills and staff/ student training events.	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Safety Committee	<b>Resources:</b>
	<b>Evidence of Implementation:</b> Agendas from meetings, Documentation of safety audits Routine campus safety checks Drill Documentation Safety equipment and information located in correct location.	<b>Ongoing Evaluation Method:</b> Documentation of drill performance Number of Incident Reports Safety Audit	<b>Final Evaluation Method:</b> EOY Number of Incident/ Safety Reports
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Bi-Monthly)		<b>Needs:</b> C1; F1; [Title I Components CNA, CIP, Annual Evaluation]

**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #3: BRYSS Academy classrooms will have objective-driven daily lessons, classroom routines, and formative assessments that meets the needs of each student.**

1	<p><b>Action:</b> Teachers will design lessons to incorporate small group instruction, blended learning, guided reading, TIERII and TIER III interventions and RTI interventions.</p>	<p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Interventionist Consultant Lead Teachers Teachers</p>	<p><b>Resources:</b> Professional Development Computers/ IPADs Consulting Fee Manipulatives Leveled Readers STAAR practice; State Comp Ed Funds; Title I, Part A Funds \$5,000.00</p>
	<p><b>Evidence of Implementation:</b> Walkthrough Data Lesson Plans</p>	<p><b>Ongoing Evaluation Method:</b> BOY/ MOY/ EOY Data REN360 Mock STAAR RTI Progress Monitoring Fluency</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN360 EOY Data</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Weekly)</p>		<p><b>Needs:</b> B2; B3; C3; D2; D3; D4; D5; E1; E5; G1; G4; H1; H2; I 2; I 3; I 4; I 5; [Title I Components CNA, CIP, Annual Evaluation]</p>
2	<p><b>Action:</b> Teachers will participate in learning walks, peer observation, individual coaching, and reflection and feedback opportunities to produce lessons that meet the needs of all students.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Lead Teachers Teachers</p>	<p><b>Resources:</b> Substitutes Professional Development Mentoring/ Coaching Consultant; State Comp Ed Funds \$1,000.00; Title I, Part A Funds; ESSER III \$5,000.00</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans Agendas Walk Checklists Peer Observation Forms</p>	<p><b>Ongoing Evaluation Method:</b> Walk-Throughs Observations Feedback Documentation Schedules Debriefing notes</p>	<p><b>Final Evaluation Method:</b> T-TESS STAAR TELPAS REN360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Weekly)</p>		<p><b>Needs:</b> B5; D2; D3; D4; D5; D6; I1; [Title I Components CNA, CIP]</p>

3	<b>Action:</b> BRYSS will offer before and afterschool tutorial and homework help classes to address the needs of all special population students.	<b>Person(s) Responsible:</b> Principal Assistant Principal 21st Century E. Buenrostro	<b>Resources:</b> Online programs Practice resources(Forde/Ferrier Intervention workbooks) Extra duty pay-Title I/ ESSER; Title I, Part A Funds; Education Foundation Funds; ESSER III \$20,000.00
	<b>Evidence of Implementation:</b> Tutorial Lesson Plans Student sign-in sheets Tutorial sign-in sheets	<b>Ongoing Evaluation Method:</b> Weekly Assessments Unit Tests BOY-MOY REN Star	<b>Final Evaluation Method:</b> STAAR TELPAS EOY TPRI/Tejas/ CLI REN 360
	<b>Timeline:</b> 8/15/2022 - 8/15/2022 (Daily)		<b>Needs:</b> B1; B2; B3; B4; B5; C2; C3; C4; E1; I 1; I 3 [Title I Components CIP, Annual Evaluation]

**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #4: BRYSS Academy will increase understanding of Bilingual Education and LEP Progress Measure and how it relates to state and federal accountability.**

1	<p><b>Action:</b> All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development and TELPAS Progress Measure.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead LPAC Lead</p>	<p><b>Resources:</b> PD, Workbooks, Word Walls, Flashcards, Dictionaries, Anchor Charts, Leveled Readers, ZOOM, Google Classroom, SUMMIT Learning, JELL Vocabulary Kits, Read-A-Loud Books; Title III, Part A Funds \$2,000.00; ESSER III \$2,000.00</p>
	<p><b>Evidence of Implementation:</b> PD Agendas, Teacher sign-in sheets, SUMMIT Log in by Student report Lesson Plans, Walk-throughs, Pacing Calendars</p>	<p><b>Ongoing Evaluation Method:</b> Weekly Checkpoints Summit grade reports STAAR mock Progress monitoring REN 360 BOY/ MOY Data</p>	<p><b>Final Evaluation Method:</b> TELPAS STAAR EOY Data</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (On-going)</p>		<p><b>Needs:</b> E5; E6; H2; H4; I1; I 2; I 3; I 4; I 5 [Title I Components CNA, CIP, Annual Evaluation]</p>
2	<p><b>Action:</b> Language Objectives will be posted for each subject area. Teachers will implement and have students carry out the use of academic language to ensure curriculum, instructional alignment and oral language development. [ Effective Schools Framework [Effective Schools Framework 2, 4, 5]]</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead LPAC Lead</p>	<p><b>Resources:</b> ELPS Icons SUMMIT Online PD ELPS/ Vocabulary Development; Title I, Part A Funds \$4,000.00; Title I, Part A Focus Grant Funds</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans ELPS ICONs next to objective Walk-Through Data</p>	<p><b>Ongoing Evaluation Method:</b> BOY/MOY Data Online program usage reports Report cards Mock STAAR</p>	<p><b>Final Evaluation Method:</b> TELPAS STAAR EOY TPRY/ CLI</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> A2; B5; D1; D5; E6; G1; I1; I 3; I 4; I 5 [Title I Components CNA, CIP, Annual Evaluation]</p>

2	<p><b>Action:</b> Students will participate in English oral language development activities. Students will participate in plays, oral presentations, group activities and sentence stem activities during class and elective time.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead ACE 21st Century</p>	<p><b>Resources:</b> Computers Microphones Speakers 21st Century ESSER; Title I, Part A Funds; Education Foundation Funds \$2,000.00</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans Attendance Sheets Walk-Through Data</p>	<p><b>Ongoing Evaluation Method:</b> Mock STAAR ELPS Weekly Checkpoints BOY/ MOY TPRI BOY/MOY REN360</p>	<p><b>Final Evaluation Method:</b> TELPAS STAAR EOY REN 360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> B1; B2; B3; B4; B5; H1; H4; I 1; I 3 [Title I Components CIP, Annual Evaluation]</p>

**Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.**

**Objective #5: BRYSS Academy will identify student's special needs, targets for growth, and provide in school and out-of school experiences to positively impact school connectedness.**

1	<p><b>Action:</b> Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, after-school tutorials, Saturday camps, and extension camps.</p>	<p><b>Person(s) Responsible:</b> Principal; ACE 21st Century Director; Assistant Principal</p>	<p><b>Resources:</b> Flashcards, Games, Leveled readers, Hi-liters, Chart tablets, Manipulatives, Chess sets, Robotic sets, LEGO blocks, Extra duty teacher pay; STAAR practice materials, Computers; ESSER III \$5,000.00</p>
	<p><b>Evidence of Implementation:</b> Sign-in sheets, Walk-throughs, lesson plans Program attendance sheets</p>	<p><b>Ongoing Evaluation Method:</b> Progress Monitoring, STAAR Mock , Weekly checkpoints, MOY Star REN</p>	<p><b>Final Evaluation Method:</b> STAAR, TELPAS, REN360, EOY Data</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> B2; B3; B4; D1; D4; E4; E5; G4; I 3; I 4; I 5; [Title I Components CNA, CIP, Annual Evaluation]</p>
2	<p><b>Action:</b> All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, SUMMIT and AR activities in TIERed small groups to target special needs.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal SPED Lead Teacher ACE 21st Century Director ECC Lead</p>	<p><b>Resources:</b> Computer programs; PD Chromebooks Teacher Assistant (SPED &amp; Intervention) Extra Duty Pay Title I, Part A Funds \$4,000.00;</p>
	<p><b>Evidence of Implementation:</b> Student sign in sheets Teacher RTI paperwork Teacher intervention schedules Walkthrough Online program student records</p>	<p><b>Ongoing Evaluation Method:</b> Weekly Checkpoints; Unit/ Category Test; STAAR mock tests BOY-MOY REN Star360 Report Card grades</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN360 EOY Data</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> D4; D5; E1; E2; E3; E5; H1; H2; H4; I1; I 2; [Title I Components CNA, CIP, Annual Evaluation]</p>

3	<p><b>Action:</b> BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead ACE 21st Century Director SPED Lead Teacher Teachers</p>	<p><b>Resources:</b> Online programs Practice resources (STAAR Master, Think it Up, Fast Focus, etc.) Extra Duty Pay; State Comp Ed Funds \$1,000.00; Title I, Part A Funds \$5,000.00; ESSER III \$5,000.00</p>
	<p><b>Evidence of Implementation:</b> Tutorial Lesson Plans Tutorial Attendance sheets Walk-Throughs Student/ Parent Surveys</p>	<p><b>Ongoing Evaluation Method:</b> Mock STAAR Weekly Assessments Unit Tests Report Card Grades BOY-MOY REN 360</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> E5; G1; H1; H2; I1; I 2; I 3; I 4; I 5; [Title I Components CNA, CIP, Annual Evaluation]</p>
4	<p><b>Action:</b> BRYSS will continue to support before and afterschool extracurricular programs. Students will participate ART, Chess, Yoga, Cooking, Robotics (PLTW), Sports, Digital Design, Technology Systems, Music and Dance. Clubs will increase attendance and school connectdness.</p>	<p><b>Person(s) Responsible:</b> Program Leaders (Buenrostro, Mendoza) Principal Assistant Principal</p>	<p><b>Resources:</b> 21st Century Funds Tutorial Funds Transportation Funds Supplies and Materials \$2500; Local Funds; Title I, Part A Funds; ESSER II; ESSER III</p>
	<p><b>Evidence of Implementation:</b> Attendance Reports Performances Showcases Lesson Plans Walk-Throughs</p>	<p><b>Ongoing Evaluation Method:</b> Lesson Plans Picture Portfolios Walk-Throughs</p>	<p><b>Final Evaluation Method:</b> Attendance Reports Performances Showcases Student Surveys</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (Daily)</p>		<p><b>Needs:</b> B1; B2; B3; B4; B5; C1; C2; C3; C4; C5; E1; E2; E3; E4; E5; E6; I1; I 2; I 3; I 4; I 5; [Title I Components CNA, CIP]</p>

**Goal #2: Strong Teams: Recruit, develop, and retain top talent to create thriving school-based and central office teams.**

**Objective #1: BRYSS Academy will improve the implementation of learning practices by focusing on professional development to build teacher capacity.**

1	<p><b>Action:</b> Ensure all teachers and teacher assistants receive PD on all core subjects. RLA Curriculum, Writing (Multi-Sensory Grammar, Scientific Spelling), Eureka, Education Galaxy, STEMscopes Science, Summit, Think It Up Math/ Reading/ Writing, Social Studies and Teaching Strategies.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Lead Teachers</p>	<p><b>Resources:</b> Substitutes, PD cost, Materials, workbooks;; Title III, Part A Funds \$2,000.00; ESSER III \$2,000.00</p>
	<p><b>Evidence of Implementation:</b> PD Agenda PD Sign in Sheets Lesson Plans, Pacing Calendars, Walk-Throughs,</p>	<p><b>Ongoing Evaluation Method:</b> Walk-through Data Mock STAAR Positioning tools, Weekly checkpoints, Progress monitoring</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN360 EOY Data</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (On-going)</p>		<p><b>Needs:</b> D1; D2; D3; D4; D5; D6; E1; E2; E3; E4; E5; E6; G1; I1; I 2; I 3; I 4; I 5; [Title I Components CNA, CIP, Annual Evaluation]</p>
2	<p><b>Action:</b> Provide focused PD to teachers on Gradual Release Model, Data analysis, Use of student data binders, and implementing of depth of knowledge questions/activities into every lesson to increase rigor. [ Effective Schools Framework [Effective Schools Framework 1, 2]]</p>	<p><b>Person(s) Responsible:</b> Principal Assistant principal ECC Lead Consultant</p>	<p><b>Resources:</b> Consultant Fees Substitute pay; Title I, Part A Funds \$4,000.00; ESSER III \$20,000.00</p>
	<p><b>Evidence of Implementation:</b> Agendas Sign-In Sheets Lesson Plans Walk-Throughs Documentation Binders</p>	<p><b>Ongoing Evaluation Method:</b> Mock STAAR BOY/ MOY Data Progress Monitoring Weekly Checkpoints</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (On-going)</p>		<p><b>Needs:</b> B1; B2; B3; B4; B5; D1; D2; D3; D4; D5; D6; E1; E2; E3; E4; E5; I 2; [Title I Components CNA, CIP, Annual Evaluation]</p>



**Goal #2: Strong Teams: Recruit, develop, and retain top talent to create thriving school-based and central office teams.**

**Objective #2: BRYSS Academy will provide personalized support for teachers through campus leadership and instructional specialists.**

1	<p><b>Action:</b> Instructional support and professional learning will occur through bi-weekly content team professional learning communities (PLCs). PLCs will focus their work and learning in targeted TEKS-aligned instruction, analyzing of data, and developing instructional lessons to meet student needs.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant principal ECC Lead ACE Director Lead Teachers</p>	<p><b>Resources:</b> Substitute Pay Consultant Materials/ Workbooks; Title III, Part A Funds \$3,000.00; ESSER III \$25,000.00</p>
	<p><b>Evidence of Implementation:</b> PLC Agendas PLC Sign in Sheets Lesson Plans, Pacing Calendars and Scope and Sequence, Walk-Throughs,</p>	<p><b>Ongoing Evaluation Method:</b> Walk-Through Data T-TESS observations Lesson Plans Mock STAAR Data BOY/MOY data</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS EOY Data REN360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Bi-Monthly)</p>		<p><b>Needs:</b> B1; B2; B3; B4; B5; D1; D2; D3; G1; G4; I1 [Title I Components CNA, CIP]</p>
2	<p><b>Action:</b> Data Analysis, team planning, administrative walk-throughs, and individual teacher and administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction. [ Effective Schools Framework [Effective Schools Framework 1, 2, 3, 4, 5]]</p>	<p><b>Person(s) Responsible:</b> Principal Assistant principal ECC Lead Consultant</p>	<p><b>Resources:</b> Substitute Pay Consultants Materials/ Workbooks; Title III, Part A Funds; ESSER III \$20,000.00</p>
	<p><b>Evidence of Implementation:</b> PLC Agendas Walk-Through Documentation Lesson Plans Data Binders Feedback forms</p>	<p><b>Ongoing Evaluation Method:</b> Data Mock STAAR Lesson Plans Walk-Through data REN360</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (On-going)</p>		<p><b>Needs:</b> B1; B2; B3; B4; B5; D1; D2; D3; D6; E1; E5; G1; [Title I Components CNA, CIP, Annual Evaluation]</p>

**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #1: 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.**

1	<p><b>Action:</b> : Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead ACE Director Lead teachers</p>	<p><b>Resources:</b> Lesson Plan Books Scope and Sequence Pacing Calendars Professional Development Consultants; Title I, Part A Funds; Title I, Part A Funds \$5,000.00</p>
	<p><b>Evidence of Implementation:</b> Walk-Through Data PLC Agenda PLC sign in sheets Pacing Calendars Weekly Checkpoints</p>	<p><b>Ongoing Evaluation Method:</b> Unit Tests Weekly Checkpoints Mock STAAR Computer Program Data</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Bi-Monthly)</p>		<p><b>Needs:</b> A2; B1; D1; D2; D3; D4; D5; D6; G1; G2; G3; G4 [Title I Components CNA, CIP, Annual Evaluation]</p>
2	<p><b>Action:</b> Vertically align all grade levels to target all core subject areas by conducting cross-level meetings and peer learning walks.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead ACE Director Lead Teachers</p>	<p><b>Resources:</b> Student data, Core subject curriculum/ Sharepoint Lead4Ward blueprints, Binders; Substitute State Comp Ed Funds; Title I, Part A Funds; State Comp Ed Funds \$1,000.00; Title I, Part A Funds \$2,000.00; ESSER III \$2,000.00</p>
	<p><b>Evidence of Implementation:</b> Agendas Meeting sign-ins, Learning Walk Reflections Lesson Plans, Walk-throughs</p>	<p><b>Ongoing Evaluation Method:</b> STAAR Mock, Positioning tools, Weekly checkpoints T-TESS Observations</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Every 3 weeks)</p>		<p><b>Needs:</b> B5; D3; D5; E1; E2; E3; I1; [Title I Components CNA, CIP, Annual Evaluation]</p>

3	<b>Action:</b> Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.	<b>Person(s) Responsible:</b> M. Knosel	<b>Resources:</b> Lesson Plan Books Professional Development Consultants; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Walk-Through Data PLC sign in sheets Pacing Calendars Weekly Checkpoints	<b>Ongoing Evaluation Method:</b> Unit Tests Weekly Checkpoints Benchmarks Computer Program Data	<b>Final Evaluation Method:</b> STAAR TELPAS TPRI Report Cards
	<b>Timeline:</b> 8/5/2022 - 5/31/2023 (Bi-Monthly)		<b>Needs:</b> A2; A2; A2; A2; B2; B2; B2; B2; B4; B4; B4; B4; D1; D1; D1; D1; E1; E1; E1; E1; E3; E3; E3; E3; E3; E3; I1; I 1; I 1; I 1; I 2; I 2; I 2; I 3; I 3; I 3 [Title I Components CNA, CIP]

**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #2: BRYSS Academy will achieve an “A” rating on all domains in the state accountability system through an aligned curriculum and focus on the whole child.**

1	<b>Action:</b> Vertically align all grade levels to target all core subject areas by conducting cross-level meetings and peer learning walks.	<b>Person(s) Responsible:</b> M. Knosel L. Sacramento A. Bernes	<b>Resources:</b> Student data, core subject curriculum, Lead4Ward blueprints, Binders; State Comp Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Meeting sign-ins, Lesson Plans, Walk-throughs	<b>Ongoing Evaluation Method:</b> Benchmarks, positioning tools, weekly checkpoints	<b>Final Evaluation Method:</b> STAAR, REN Star, TELPAS, TPRI/Tejas Lee
	<b>Timeline:</b> 8/5/2022 - 5/30/2023 (Monthly)		<b>Needs:</b> B1; B2; B3; B4 [Title I Components CNA, CIP]
2	<b>Action:</b> Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead	<b>Resources:</b> Computers, Title I Funds; Title I, Part A Funds; Title I, Part A Focus Grant Funds
	<b>Evidence of Implementation:</b> Lesson Plans Schedules Pacing Calendars Station Plans	<b>Ongoing Evaluation Method:</b> REN Star (BOY, MOY, EOY) Benchmarks Report Cards	<b>Final Evaluation Method:</b> STAAR TELPAS REN Star
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; B5; E1; E4; H2; H4 [Title I Components CNA, CIP]

**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #3: BRYSS Academy Increase the percent of students reaching the Meets Grade Level Performance Standard by 20% and Masters Grade Level Performance Standard by 10% in all tested subjects; closing learning gaps.**

1	<p><b>Action:</b> All teachers will participate in BOY professional development on data planning strategies and will pick a goal/focus to ensure student success at Meets and Masters in RLA/SLA and math.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal Consultant</p>	<p><b>Resources:</b> Substitutes, PD cost, workbooks, Kits, Online Programs Title I/ ESSER \$3000; Title I, Part A Funds \$2,000.00</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans, Pacing Calendars, Walk-Throughs, PLC Agendas PLC sign-in sheets</p>	<p><b>Ongoing Evaluation Method:</b> Progress monitoring, Checkpoints, STAAR Mock, Weekly tests</p>	<p><b>Final Evaluation Method:</b> STAAR, TELPAS REN 360</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (On-going)</p>		<p><b>Needs:</b> B1; B2; B3; D1; D2; E1; E2; E3; G1; H1 [Title I Components CNA, CIP]</p>
2	<p><b>Action:</b> Plan and execute Rise (PBL) time to address extension and intervention activities for all students during the regular day.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ACE Director Lead Teachers GT Coordinator</p>	<p><b>Resources:</b> Extension Reading, Math, Science Materials Challenge Rewards; Title I, Part A Funds \$1,000.00</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans Walk-Through Data Student Survey Challenge Online Data</p>	<p><b>Ongoing Evaluation Method:</b> Walk-throughs PD Sign-In sheets Lesson Plans Pacing Calendars STAAR Mock</p>	<p><b>Final Evaluation Method:</b> STAAR TELPAS REN 360 TPRI/TEJAS</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> B1; B3; B4; B5; D1; D2; D3; E4; G1 [Title I Components CNA, CIP]</p>

3	<b>Action:</b> Hold a Math/ Science Fair/Literacy Night/ Wax Museum/ Social Studies (United Nations) once a year to target higher order thinking skills with all students and parents.	<b>Person(s) Responsible:</b> Principal Assistant principal ECC Lead Parent Liason ACE Director	<b>Resources:</b> IMAS Planetarium/ Engineering \$800. UTB Mobile Bus Math/ Science Literacy Supplies (Boards, Books, Costumes) Library Resources; Title I, Part A Funds \$2,000.00
	<b>Evidence of Implementation:</b> Invitation Flyers Sign-In Sheets Schedules Agendas Photos	<b>Ongoing Evaluation Method:</b> Weekly test scores Report Cards Checkpoints STAAR Mock	<b>Final Evaluation Method:</b> STAAR TELPAS EOY REN360
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> B1; B2; B3; B4; C4; E3; E4; F2; H3; [Title I Components CNA, CIP, Annual Evaluation]
4	<b>Action:</b> BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.	<b>Person(s) Responsible:</b> Principal Lead Teachers Teachers	<b>Resources:</b> Technology (Laptops, Chromebooks); Local Funds; State Comp Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Lesson Plans Walk-Through Data Observations Group Rosters	<b>Ongoing Evaluation Method:</b> BOY-MOY REN-Star 360 Benchmark Data Report Card Grades	<b>Final Evaluation Method:</b> STAAR TELPAS REN Star360
	<b>Timeline:</b> 8/1/2022 - 6/1/2023 (Daily)		<b>Needs:</b> B1; B1; B1; B1; B4; B4; B4; B4; B6; B6; B6; B6; C3; C4; C4; C4; E1; E1; E1; E1 [Title I Components CNA, CIP]

**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #4: BRYSS Academy will increase scale scores for Reading and Math REN 360 Star to meet end-of-year performance goals.**

1	<b>Action:</b> Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Lead Teachers Teachers	<b>Resources:</b> Online Program Reports Checkpoints BOY/MOY Data Title I , Part A Funds; Title I, Part A Funds \$1,000.00
	<b>Evidence of Implementation:</b> PLC sign in sheets Data Reports Data Walls Lesson Plans Intervention Plans	<b>Ongoing Evaluation Method:</b> Walk-Throughs Weekly Checkpoints Unit Assessments STAAR Mock	<b>Final Evaluation Method:</b> EOY REN360 EOY TPRI/ Tejas Lee TELPAS STAAR Report Cards
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> B1; B1; B1; B1; B6; B6; B6; B6 [Title I Components CNA, CIP, Annual Evaluation]
2	<b>Action:</b> Students will participate in Blended Learning station rotations to target focus skills for BOY and MOY data.	<b>Person(s) Responsible:</b> Principal Assistant Principal Lead teachers Teachers	<b>Resources:</b> Laptops/ Chromebooks Online programs Summit, Education Galaxy Title I Funds; Title I, Part A Funds \$5,000.00
	<b>Evidence of Implementation:</b> Lesson Plans Pacing Calendars Walk-Throughs Intervention Student Folders/ HB4545 Schedules	<b>Ongoing Evaluation Method:</b> Progress Monitoring MOY REN Star Report Card grades Online program usage reports	<b>Final Evaluation Method:</b> STAAR TELPAS REN360
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; B5; C3; E1; E3; E4; H1; H2; H4 [Title I Components CNA, CIP]
3	<b>Action:</b> Before school and afterschool learning labs will be offered daily to all students.	<b>Person(s) Responsible:</b> Principal ACE Director Assistant Principal ECC Lead	<b>Resources:</b> ESSER Funds 21st Century Funds Title I Funds \$80,000; Title I, Part A Funds \$5,000.00
	<b>Evidence of Implementation:</b> Lesson Plans Student sign in forms Attendance reports Online program usage reports HB4545 Documentation	<b>Ongoing Evaluation Method:</b> Progress monitoring Checkpoints Weekly Assessments Report Cards STAAR Mock	<b>Final Evaluation Method:</b> STAAR TELPAS REN 360
	<b>Timeline:</b> 8/22/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; C3; C4; E1; H1; H2; H4; I 3 [Title I Components CNA, CIP, Annual Evaluation]





**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #5: BRYSS Academy will improve systems of analysis of data through the use of PLC planning and formative assessments using walkthrough, observation and instructional evidence as guided by instruction.**

1	<b>Action:</b> Monthly PLC meetings to analyze, discuss student data with a focus on student improvement and success. Teachers will maintain data trackers in documentation binder that is updated progress monitoring data.	<b>Person(s) Responsible:</b> Principal Assistant principal	<b>Resources:</b> DMAC Data Reports Data Wall Data Trackers Documentation Binders; Title I, Part A Funds \$2,000.00
	<b>Evidence of Implementation:</b> Documentation Binders Lesson Planning Data Trackers	<b>Ongoing Evaluation Method:</b> MOY/ EOY Data TPRI/Tejas Lee REN360 Education Galaxy	<b>Final Evaluation Method:</b> STAAR TELPAS REN360 TPRI/Tejas
	<b>Timeline:</b> 9/8/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> B1; B2; B3; B4; B5; D1; D3; D6; [Title I Components CNA, CIP, Annual Evaluation]
2	<b>Action:</b> Data Analysis, team planning, administrative walk-throughs, and individual teacher and administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction. [ Effective Schools Framework [Effective Schools Framework 1, 2, 4, 5]]	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Consultant	<b>Resources:</b> Consultant Substitute Office supplies: Binders/ paper; Title III, Part A Funds; ESSER III \$20,000.00
	<b>Evidence of Implementation:</b> Data Agendas Documentation Binders Lesson Plans	<b>Ongoing Evaluation Method:</b> Walk-Through Data BOY/MOY Data	<b>Final Evaluation Method:</b> STAAR TELPAS REN360
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (On-going)		<b>Needs:</b> B1; B2; B3; B4; B5; D1; D2; D3; D4; D5; D6; E1; E2; E3; E4; E5; E6; G1; I1; I 2; I 3; I 4; I 5; [Title I Components CNA, CIP, Annual Evaluation]

**Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.**

**Objective #6: BRYSS Academy students will be successfully engaged in rigorous and relevant instruction that leads to academic excellence**

1	<b>Action:</b> Provide extended learning opportunities for students through accelerated classrooms, extended day activities, and field trips to enhance their learning via hands on experience. [ Effective Schools Framework [Effective Schools Framework 3, 4, 5]]	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead ACE 21st Century Director	<b>Resources:</b> Field Trip Transportation Study Guides PBL resources; Title I, Part A Funds \$4,000.00
	<b>Evidence of Implementation:</b> Lesson Plan correlation with Field Trip Field Trip Plan Pictures Writing Portfolio	<b>Ongoing Evaluation Method:</b> Mock STAAR MOY REN 360 Progress Monitoring	<b>Final Evaluation Method:</b> STAAR TELPAS REN360
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> B1; B2; B3; B4; B5; C1; C4; C5; E1; E2; E6; [Title I Components CNA, CIP, Annual Evaluation]
2	<b>Action:</b> Provide students with PBL advanced curriculum activities in a center style setting. Students will be able to participate in a variety of higher order thinking activities throughout the year. (Literacy Day, United Nations, Math Night, Science Fair, Spelling Bee, Wax Museum, etc.) [ Effective Schools Framework [Effective Schools Framework 1, 3, 4, 5]]	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead ACE 21st Century Director Counselor	<b>Resources:</b> Paper Supplies Art Materials Costumes Science Materials Library Computers Snacks; Title I, Part A Funds \$2,000.00
	<b>Evidence of Implementation:</b> Monthly Lesson Plan Invitation Flyers Pictures	<b>Ongoing Evaluation Method:</b> Mock STAAR MOY REN Star360 Progress Monitoring MOY/ EOY Data	<b>Final Evaluation Method:</b> STAAR TELPAS EOY REN 360
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; B5; C1; C4; C5; F2; I1; I 3; I 4; [Title I Components CNA, CIP, Annual Evaluation]

**Goal #4: Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.**

**Objective #1: BRYSS Academy will increase student attendance through utilizing student ownership of behavior supports and parental supports as demonstrated by multiple sources of data.**

1	<b>Action:</b> Implement intervention strategies to address continuous school absence such as daily phone calls to parents, home visits, Blackboard outcall reminders, additional instructional time and daily class incentives for 100% attendance. [ Effective Schools Framework [Effective Schools Framework 3, 4, 5]]	<b>Person(s) Responsible:</b> Principal ECC Lead PEIMS records clerk Parent Liason	<b>Resources:</b> Phone Parent communication program (Blackboard) Extra Duty pay ACE 21st Century Student Rewards; Title I, Part A Funds \$500.00; Title III, Part A Funds \$4,000.00
	<b>Evidence of Implementation:</b> Telephone Logs Classroom Banner Attendance Reports	<b>Ongoing Evaluation Method:</b> Period Attendance Rate	<b>Final Evaluation Method:</b> EOY Attendance Rate
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; F1; F2; [Title I Components CNA, CIP, Annual Evaluation]
2	<b>Action:</b> Students with perfect attendance will be honored at "DONUT" ceremony every 6 weeks. Students with perfect attendance every semester will be part of THE CLUB celebration in January. Students with perfect attendance all year will receive a medal at the end of year honor's assembly. [ Effective Schools Framework [Effective Schools Framework 3, 4, 5]]	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead PEIMS Records Counselor Parent Liason	<b>Resources:</b> Attendance Banners Doughnuts per 6 weeks Fieldtrip/ Student Transportation End of year Medals; State Comp Ed Funds; Title I, Part A Funds \$2,000.00
	<b>Evidence of Implementation:</b> Attendance Award Lists Pictures Celebration Rosters	<b>Ongoing Evaluation Method:</b> Attendance Rate EOY/ MOY Attendance Comparison	<b>Final Evaluation Method:</b> EOY Schoolwide Attendance
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Every 6 weeks)		<b>Needs:</b> B1; B2; B3; B4; B5; C1; C4; C5; E1; E3; E4; F1; [Title I Components CNA, CIP, Annual Evaluation]

**Goal #4: Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.**

**Objective #2: BRYSS Academy students will benefit from an aligned system that supports their academic and social-emotional needs.**

1	<b>Action:</b> Aligned implementation of social emotional support structures (C2BK Club, Say Something -Violence prevention program), monthly counselor class meetings, check-ins and restorative practices.	<b>Person(s) Responsible:</b> Principal Assistant Principal Counselor Librarian	<b>Resources:</b> T-Shirts Posters Stickers Counselor Programs; State Comp Ed Funds \$1,000.00; ESSER II
	<b>Evidence of Implementation:</b> Monthly Counselor Lesson Plan Club meeting sign -ins Photographs Referrals	<b>Ongoing Evaluation Method:</b> Number of Counselor Referrals Anonymous notifications Discipline reports	<b>Final Evaluation Method:</b> EOY Discipline referrals
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C1; C4; C5; F1; F2; [Title I Components CNA, CIP, Annual Evaluation]
2	<b>Action:</b> Provide training and support for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyber-bullying.	<b>Person(s) Responsible:</b> Principal Assistant Principal Counselor ACE Director	<b>Resources:</b> Computer Online Programs Community Presenters;
	<b>Evidence of Implementation:</b> Lesson Plans Meeting Agendas Sign-In sheets	<b>Ongoing Evaluation Method:</b> Number of discipline referrals Student satisfaction surveys	<b>Final Evaluation Method:</b> Student/parent survey EOY discipline data
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (On-going)		<b>Needs:</b> C1; C3; C5; G2; H1; H2; H3; H4; [Title I Components CNA, CIP]
3	<b>Action:</b> Counselor will conduct monthly library wellness meetings with students to address social emotional learning.	<b>Person(s) Responsible:</b> Principal Counselor Librarian	<b>Resources:</b> Library Books Power-Point Brain Pop Social Emotional program; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Library Schedule Counselor plans	<b>Ongoing Evaluation Method:</b> Number Office Discipline referrals	<b>Final Evaluation Method:</b> EOY Discipline Data
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C1; C4; E1; F1; I 3; [Title I Components CNA, CIP]

**Goal #4: Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.**

**Objective #3: BRYSS Academy will ensure students are welcomed in a safe, disciplined, and healthy environment conducive to learning.**

1	<b>Action:</b> Provide comprehensive staff training on Standard Response Protocol, Active Shooter and Reunification Plan.	<b>Person(s) Responsible:</b> Principal Assistant Principal Safety Committee	<b>Resources:</b> Safety Protocols Classroom exit maps Safety procedure folders Agendas; State Comp Ed Funds \$1,000.00
	<b>Evidence of Implementation:</b> Agendas Sign-in Sheets Drill evaluation documentation	<b>Ongoing Evaluation Method:</b> Drill documentation Safety Records	<b>Final Evaluation Method:</b> EOY safety records
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C1; C5; F1; [Title I Components CNA, CIP]
2	<b>Action:</b> During morning announcements principal will welcome students daily and discuss different practices to help students manage emotions and challenges. [ Effective Schools Framework [Effective Schools Framework 3]]	<b>Person(s) Responsible:</b> Principal Teachers	<b>Resources:</b> ZOOM Computer Projectors Challenge prizes; Local Funds \$200.00
	<b>Evidence of Implementation:</b> Daily Announcement recording	<b>Ongoing Evaluation Method:</b> Number of Counselor and discipline referrals	<b>Final Evaluation Method:</b> EOY discipline data Student Survey
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; B5; C1; C3; C4; C5; F1; [Title I Components CNA, CIP, Annual Evaluation]

**Goal #4: Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.**

**Objective #4: BRYSS middle school students will participate in at least two courses/activities focused on college and career readiness.**

1	<b>Action:</b> Provide learner experiences with information regarding a variety of post-secondary pathways. (Career Day speakers, University field trips, & High School Presentations)	<b>Person(s) Responsible:</b> Principal Assistant Principal Counselor ACE director	<b>Resources:</b> Student Travel Funds Presenters High School Recruiters STEAM/ STEM resources; Career & Technology Funds \$1,000.00; Title I, Part A Funds \$1,000.00
	<b>Evidence of Implementation:</b> Lesson Plans Agendas Sign-In Sheets Field-Trip Requests Photographs	<b>Ongoing Evaluation Method:</b> Advanced Courses Registrations, Post-MS Learner/Parent Meeting Data Student Surveys	<b>Final Evaluation Method:</b> TSI Scores STAAR
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Bi-Annually)		<b>Needs:</b> C5; F4; [Title I Components CNA, CIP]
2	<b>Action:</b> Conduct student/parent meetings on High school/ College choice and career readiness for all middle school students and parents. [ Effective Schools Framework [Effective Schools Framework 3, 5]]	<b>Person(s) Responsible:</b> Principal Assistant Principal Counselor Parent Liason	<b>Resources:</b> Student Parent books (Woodburn Press) Computers; State Comp Ed Funds \$1,000.00; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Agendas Parent/ Student sign-in sheets Pictures	<b>Ongoing Evaluation Method:</b> Report card grades Discipline Referrals	<b>Final Evaluation Method:</b> STAA(Meets & Masters) TELPAS REN360.
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Every 6 weeks)		<b>Needs:</b> B2; B3; B4; C1; C5; F1; F4; [Title I Components CIP]
3	<b>Action:</b> 8th grade students will participate in Student Council with monthly meetings to plan schoolwide activities	<b>Person(s) Responsible:</b> Principal Counselor ACE Lead	<b>Resources:</b> Student Council elections; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Election results Meeting sign-ins/ agendas School wide plans	<b>Ongoing Evaluation Method:</b> Discipline Data	<b>Final Evaluation Method:</b> EOY Discipline Data
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C1; C4; E1; F1; [Title I Components CIP]

**Goal #5: Parent, Family, and Community Engagement: RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.**

**Objective #1: BRYSS Academy will increase two-way communications with parents, family members, and the community.**

1	<b>Action:</b> Student conferences will be held once every semester to discuss student growth and goals.	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Teaches	<b>Resources:</b> Student Portfolios ZOOM Computers Substitutes; State Comp Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Conferencing documentation Conference Schedules Invites	<b>Ongoing Evaluation Method:</b> Weekly Test Grades Report Cards Discipline Referrals	<b>Final Evaluation Method:</b> STAAR TELPAS REN Star Discipline Referrals
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Bi-Annually)		<b>Needs:</b> B1; B2; B3; B4; B5; C4; F2; F3; [Title I Components Annual Evaluation]
2	<b>Action:</b> BRYSS will hold 2 Open Houses (Fall and Spring) for parents to visit classrooms, talk to teachers and look at student portfolios.	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Teachers	<b>Resources:</b> Snacks for parents Back Drop for pictures; State Comp Ed Funds \$500.00
	<b>Evidence of Implementation:</b> Sign In sheets Pictures Flyers (Invites)	<b>Ongoing Evaluation Method:</b> Report Cards Discipline Referrals Surveys	<b>Final Evaluation Method:</b> Retention Percentages STAAR TELPAS Discipline Referrals
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Bi-Annually)		<b>Needs:</b> C1; C4; F1; F2; F3; [Title I Components CNA, Annual Evaluation]
3	<b>Action:</b> BRYSS Academy will provide parents and community information in more than one way: phone calls, newsletters, home visits, marquee, flyers, out calls and social media posts. [ Effective Schools Framework [Effective Schools Framework 1, 2, 3]]	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Parent Liason	<b>Resources:</b> Phone stipend Office supplies (flyers); Title I, Part A Funds \$500.00
	<b>Evidence of Implementation:</b> Communication Logs Flyers Social Media Posts Home-Visit Logs	<b>Ongoing Evaluation Method:</b> Attendance Rates MOY/ EOY Data	<b>Final Evaluation Method:</b> EOY Attendance Rates STAAR TELPAS EOY Data (REN360, TPRI, CLI)
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> C1; C4; F1; F2; F3; G2; [Title I Components CNA, CIP]

**Goal #5: Parent, Family, and Community Engagement: RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.**

**Objective #2: BRYSS Academy will create multiple opportunities for parents to be involved with their children and the school.**

1	<p><b>Action:</b> Conduct monthly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness, health and wellness and social emotional.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Parent Liason</p>	<p><b>Resources:</b> Presenters Refreshments Packets Computers Health Fair; Title I, Part A Funds \$500.00</p>
	<p><b>Evidence of Implementation:</b> Agendas Sign-In sheets Flyers Social Media Posts Community Partners</p>	<p><b>Ongoing Evaluation Method:</b> Parent and Student Surveys</p>	<p><b>Final Evaluation Method:</b> Surveys STAAR TELPAS</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)</p>		<p><b>Needs:</b> B1; B2; B3; B4; B5; C1; F1; F2; F3; G1; G2; G3; [Title I Components Annual Evaluation]</p>
2	<p><b>Action:</b> Monthly parent discussion groups and meetings with principal and other campus staff to assist parents in understanding the different programs and supports available to students and parents.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant principal Parent Liason</p>	<p><b>Resources:</b> Pictures Snacks Power-Points Padres Comprometidos ACE 21st Century Online Programs Title I Funds/ Title III Funds \$2000; Title I, Part A Funds \$500.00; Title III, Part A Funds \$500.00</p>
	<p><b>Evidence of Implementation:</b> Sign -Ins Pictures Agendas ZOOM recordings</p>	<p><b>Ongoing Evaluation Method:</b> Parent Participation Surveys Student Discipline Report Cards</p>	<p><b>Final Evaluation Method:</b> Parent and Student Surveys Discipline Referrals Student retention</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)</p>		<p><b>Needs:</b> B1; B2; B3; B4; B5; C4; F1; F1; F2; F3; G1; G2; G3; [Title I Components CNA, CIP, Annual Evaluation]</p>



**Goal #5: Parent, Family, and Community Engagement: RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.**

**Objective #3: BRYSS Academy will improve our Stakeholder Feedback Processes as evidenced through data collection tools and implemented campus surveys to increase feedback and input on campus decisions among all stakeholders.**

1	<b>Action:</b> BRYSS Academy will carry out principal and parent round table meetings each semester to discuss annual parent survey results. [ Effective Schools Framework [Effective Schools Framework 1, 3, 4]]	<b>Person(s) Responsible:</b> Principal Parent Liason SDMC	<b>Resources:</b> Parent Survey Snacks Office supplies; Title I, Part A Funds \$500.00; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Parent Invites SDMC Agendas Sign-In Sheets	<b>Ongoing Evaluation Method:</b> Discipline Records Attendance rate	<b>Final Evaluation Method:</b> Parent Survey
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Bi-Annually)		<b>Needs:</b> C4; F1; F2; F3; G2; G3; [Title I Components CNA, CIP, Annual Evaluation]

**Goal #5: Parent, Family, and Community Engagement: RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.**

**Objective #4: BRYSS Academy will ensure students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.**

1	<p><b>Action:</b> Safety Committee will conduct monthly meetings with teachers, staff and parents to address topics and help maintain a safe secure environment.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal Safety Committee Parent Liason</p>	<p><b>Resources:</b> Safety survey/ audit Safety topics ZOOM Community Presenters-Law Enforcement; State Comp Ed Funds; ESSER III \$1,000.00</p>
	<p><b>Evidence of Implementation:</b> Sign-in sheets Agendas Safety Reports/ Accident Reports</p>	<p><b>Ongoing Evaluation Method:</b> Drill reportsS Safety Records Accident Reports</p>	<p><b>Final Evaluation Method:</b> EOY Safety Incident Reports</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)</p>		<p><b>Needs:</b> C1; F1; [Title I Components CNA, Annual Evaluation]</p>
2	<p><b>Action:</b> Implement Emergency Operations Plan at BRYSS Academy when responding to a variety of incidents and emergencies that affect the campus to ensure the safety of all students, personnel, and visitors. [Effective Schools Framework [Effective Schools Framework 1, 3]]</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead Safety Committee</p>	<p><b>Resources:</b> Campus Safety Needs- Cameras, Locks, Keypads Safety Protocol Binders Flip-Charts; Local Funds \$5,000.00; ESSER II \$5,000.00</p>
	<p><b>Evidence of Implementation:</b> Agendas Sign in Sheets Safety Meeting Drill Documentation Safety walk-through data</p>	<p><b>Ongoing Evaluation Method:</b> Monthly School Safety Audit</p>	<p><b>Final Evaluation Method:</b> Safety Incident Reports</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> C4; C5; F1; F3; [Title I Components CNA, CIP, Annual Evaluation]</p>

3	<p><b>Action:</b> In the fall and spring, BRYSS SDMC (consisting of staff, parents and community) will a conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal</p>	<p><b>Resources:</b> Campus Improvement Plan Data Reports Refreshments Agenda; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Completed Needs Assessment, CIP and evaluation of prior years plan. Sign-in sheets Agendas and minutes of meetings.</p>	<p><b>Ongoing Evaluation Method:</b> Measuring actions in CIP</p>	<p><b>Final Evaluation Method:</b> Final evaluation of CIP plan. Evaluation of successes and failures in CIP.</p>
	<p><b>Timeline:</b> 9/6/2022 - 3/29/2023 (Bi-Annually)</p>		<p><b>Needs:</b> F2; F3; [Title I Components CNA, CIP, Annual Evaluation]</p>

**Goal #6: Health and Wellness: RYSS 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, college attendance, and career success.**

**Objective #1: All campuses will increase student attendance rate from the previous school year.**

1	<b>Action:</b> Students with perfect attendance every six weeks will be honored at the Award's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year.	<b>Person(s) Responsible:</b> Counselor Teacher Principal	<b>Resources:</b> Award Certificates Medals Prizes-(Pizza, Pencil, Mini Toys); Local Funds; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Award Ceremony lists Report card Invites	<b>Ongoing Evaluation Method:</b> 6 week Attendance Rate	<b>Final Evaluation Method:</b> EOY Attendance Percentage/ Rate
	<b>Timeline:</b> 8/1/2022 - 6/1/2023 (Daily)		<b>Needs:</b> B4; C4; E1; F1; I 3; [Title I Components CIP, Evaluation]
2	<b>Action:</b> Students with monthly perfect attendance will be named during announcements and receive a scratch off.	<b>Person(s) Responsible:</b> Counselor Teachers Principal	<b>Resources:</b> Announcements ZOOM Scratch-Offs Lunch Bunch; Local Funds; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Announcements Monthly List of Students	<b>Ongoing Evaluation Method:</b> Attendance Rates	<b>Final Evaluation Method:</b> EOY Attendance Rates
	<b>Timeline:</b> 8/1/2022 - 6/1/2023 (Monthly)		<b>Needs:</b> B4; B4; B4; B4; C4; C7; C7; C7 [Title I Components CNA]

**Goal #6: Health and Wellness: RYSS 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, college attendance, and career success.**

**Objective #2: The number of teacher absences for the 2022-2023 school year at each campus will decrease by 5% from the previous year.**

1	<b>Action:</b> Teachers with perfect attendance the first semester will have a day off while office covers instruction for the day.	<b>Person(s) Responsible:</b> Principal	<b>Resources:</b> Substitute Pay;
	<b>Evidence of Implementation:</b> Teacher absentee form Principal Lesson Plans	<b>Ongoing Evaluation Method:</b> Percentage of Teacher Absences	<b>Final Evaluation Method:</b> EOY number of teacher absences
	<b>Timeline:</b> 8/1/2022 - 6/1/2023 (Bi-Annually)		<b>Needs:</b> C1; C1; C1; C1 [Title I Components CIP]
2	<b>Action:</b> Maintain a positive campus climate by incorporating monthly special events such as socials, celebrations, and employee recognition activities. [ Effective Schools Framework [Effective Schools Framework 2, 3]]	<b>Person(s) Responsible:</b> Principal Assistant Principal ECC Lead	<b>Resources:</b> Snacks Classroom Supplies T-Shirts; Local Funds \$1,000.00
	<b>Evidence of Implementation:</b> Campus Climate Teacher Absence rate	<b>Ongoing Evaluation Method:</b> Teacher Absence Rate	<b>Final Evaluation Method:</b> Teacher Climate Survey Absence Rate
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C1; C5; D6; [Title I Components CNA, CIP, Annual Evaluation]

**Goal #6: Health and Wellness: RYSS 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, college attendance, and career success.**

**Objective #3: BRYSS Academy will develop student's personal hygiene habits that help students stay healthy and prevent them from getting sick.**

1	<b>Action:</b> BRYSS will implement weekly hygiene tips during morning announcements.	<b>Person(s) Responsible:</b> Principal	<b>Resources:</b> ZOOM Computer Flyer/ Poster;
	<b>Evidence of Implementation:</b> Announcements Weekly topic list	<b>Ongoing Evaluation Method:</b> 6 week attendance rate	<b>Final Evaluation Method:</b> EOY Attendance percentage
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> E1; F1; [Title I Components CIP]
2	<b>Action:</b> BRYSS cafeteria will set up a "Staying Healthy" monthly bulletin board.	<b>Person(s) Responsible:</b> Principal Counselor Nurse Cafeteria manager	<b>Resources:</b> Posters Borders Bulletin Board; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Bulletin Board Picture	<b>Ongoing Evaluation Method:</b> Attendance Report	<b>Final Evaluation Method:</b> EOY Attendance Rate
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> C4; E1; F1; I 3; [Title I Components CNA]

**Goal #6: Health and Wellness: RYSS 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, college attendance, and career success.**

**Objective #4: BRYSS Academy will provide students with tools to understand the importance of healthy sleeping habits and the correlation with school success.**

1	<b>Action:</b> BRYSS cafeteria will have a monthly "Healthy Habits" bulletin board.	<b>Person(s) Responsible:</b> Principal Counselor Cafeteria manager E. Clark	<b>Resources:</b> Bulletin Board Posters "Teacher Pay Teachers"; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Bulletin Board pictures	<b>Ongoing Evaluation Method:</b> Attendance rate per 6 weeks	<b>Final Evaluation Method:</b> EOY Attendance rate
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Monthly)		<b>Needs:</b> B1; B2; B3; B4; B5; C4; E1 [Title I Components CNA]
2	<b>Action:</b> BRYSS students will listen to and participate in daily morning announcements targeting safety and healthy habits.	<b>Person(s) Responsible:</b> Principal Assistant Principals Counselor	<b>Resources:</b> Daily Challenge prizes Online programs ZOOM; Title I, Part A Funds \$500.00
	<b>Evidence of Implementation:</b> ZOOM Recordings Challenge participation	<b>Ongoing Evaluation Method:</b> Drill documentation Absence data	<b>Final Evaluation Method:</b> EOY Absence data
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> C1; C4; [Title I Components CNA, CIP]

**Goal #6: Health and Wellness: RYSS 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, college attendance, and career success.**

**Objective #5: BRYSS Academy will promote physical fitness for students to improve students' health and reduce childhood obesity.**

1	<b>Action:</b> Students will participate in daily Physical Education classes.	<b>Person(s) Responsible:</b> Principal Coach Nurse	<b>Resources:</b> PE Equipment;
	<b>Evidence of Implementation:</b> Lesson Plans Walk-Throughs	<b>Ongoing Evaluation Method:</b> Obesity Rates for School Fitness Gram	<b>Final Evaluation Method:</b> EOY Fitness Gram
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; B5; C2 [Title I Components CNA]
2	<b>Action:</b> Teachers will provide short 3-5 min physical activity breaks throughout the school day. (Brain Breaks, Energizers, Brain Boosters)	<b>Person(s) Responsible:</b> Teachers	<b>Resources:</b> Computer Speakers;
	<b>Evidence of Implementation:</b> Lesson Plans Walk-Throughs	<b>Ongoing Evaluation Method:</b> Report Cards Weekly Grades	<b>Final Evaluation Method:</b> EOY REN Star STAAR TELPAS
	<b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)		<b>Needs:</b> B1; B2; B3; B4; B5; C4; E1; F1; [Title I Components CNA]
3	<b>Action:</b> BRYSS 5th-8th students will participate in various sports (Volleyball, Cross Country, Soccer) and dance (ZUMBA, Yoga).	<b>Person(s) Responsible:</b> Coach 21st Century Director Principal	<b>Resources:</b> Sports Equipment Coaches' extra duty pay League membership dues (\$3500) Gym Rental \$40 per home game Uniforms; State Comp Ed Funds \$4,000.00
	<b>Evidence of Implementation:</b> 21st Century registration forms Dance and sports attendance rosters photographs	<b>Ongoing Evaluation Method:</b> Discipline Records Nurse referrals Weekly grades Report Cards	<b>Final Evaluation Method:</b> EOY Report Cards EOY Discipline Referrals STAAR
	<b>Timeline:</b> 8/22/2022 - 5/31/2023 (On-going)		<b>Needs:</b> B1; B2; B3; B4; B5; C1; C2; C4; E1; F1; [Title I Components CNA]



**Goal #6: Health and Wellness: RYSS 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, college attendance, and career success.**

**Objective #6: BRYSS Academy students will show ownership of behavior , as demonstrated through student and teacher social interaction and engagement, by focusing on an ongoing social emotional training program with targeted supports.**

1	<p><b>Action:</b> Teachers and students will center our theme and core values daily in order to build success, relationships and engagement. We Achievers Resilient Emotionally Strong a Team!</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal Teachers</p>	<p><b>Resources:</b></p>
	<p><b>Evidence of Implementation:</b> Announcements Bulletin Boards</p>	<p><b>Ongoing Evaluation Method:</b> Student engagement. Discipline referrals Counselor referrals</p>	<p><b>Final Evaluation Method:</b> EOY Discipline data</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> B1; B2; B3; B4; B5; C1; C4; C5; [Title I Components CIP]</p>
2	<p><b>Action:</b> Implement a positive reinforcement plan based on "One Team" School Pledge and the C2BK model and maintain campus committee that plans and reviews incentives, and campus discipline. [ Effective Schools Framework [Effective Schools Framework 1, 3]]</p>	<p><b>Person(s) Responsible:</b> Principal Assistant Principal Counselor Discipline Committee</p>	<p><b>Resources:</b> Rewards/ Incentives-snacks Student Travel; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Pledge Compact Committee Minutes Reward Activities</p>	<p><b>Ongoing Evaluation Method:</b> Discipline/ Counselor Referrals</p>	<p><b>Final Evaluation Method:</b> EOY Discipline Office Referrals</p>
	<p><b>Timeline:</b> 8/15/2022 - 5/31/2023 (Daily)</p>		<p><b>Needs:</b> B2; B3; B4; B5; C1; C5; F1; F2; [Title I Components CNA, CIP, Annual Evaluation]</p>

**Additional Targeted Support**

**Student Success   SpEd   Academic Achievement**

Goal #2, Objective #2, Strategy #3

Implement academic tracking system to better track the academic achievement of Special Education and other at-risk students, including meetings for teachers to coordinate efforts across all academic subjects.

**Funding**

Career & Technology Funds	\$2,000.00
Education Foundation Funds	\$2,000.00
ESSER II	\$5,000.00
ESSER III	\$152,000.00
Local Funds	\$6,800.00
State Comp Ed Funds	\$10,500.00
Title I, Part A Funds	\$128,800.00
Title I, Part A Focus Grant Funds	
Title III, Part A Funds	\$17,700.00

# Title I

**This Organization is consolidating the following funds: Title I, Part A funds only**

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**Element 1: Comprehensive Needs Assessment**

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Conduct a Comprehensive Needs Assessment

**Goal # 1, Objective #1 , Strategy # 1:** Increase RLA and Math proficiency through effective implementation of RTI programs, computational fluency practice , small group instruction, and core instruction aligned to the TEKS and instructional resources.

**Goal # 1, Objective #1 , Strategy # 2:** Hold bi-weekly PLC meetings to assess PD and mentoring progress on lesson planning, scope and sequence and data from formative assessments.

**Goal # 1, Objective #2 , Strategy # 1:** Conduct monthly safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment

**Goal # 1, Objective #2 , Strategy # 2:** School safety measures will be strengthened by increasing the variety and number of safety drills and staff/ student training events.

**Goal # 1, Objective #3 , Strategy # 1:** Teachers will design lessons to incorporate small group instruction, blended learning, guided reading, TIERII and TIER III interventions and RTI interventions.

**Goal # 1, Objective #3 , Strategy # 2:** Teachers will participate in learning walks, peer observation, individual coaching, and reflection and feedback opportunities to produce lessons that meet the needs of all students.

**Goal # 1, Objective #4 , Strategy # 1:** All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development and TELPAS Progress Measure.

**Goal # 1, Objective #4 , Strategy # 2:** Language Objectives will be posted for each subject area. Teachers will implement and have students carry out the use of academic language to ensure curriculum, instructional alignment and oral language development.

**Goal # 1, Objective #5 , Strategy # 1:** Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, after-school tutorials, Saturday camps, and extension camps.

**Goal # 1, Objective #5 , Strategy # 2:** All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, SUMMIT and AR activities in TIERed small groups to target special needs.

**Goal # 1, Objective #5 , Strategy # 3:** BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

**Goal # 1, Objective #5 , Strategy # 4:** BRYSS will continue to support before and afterschool extracurricular programs. Students will participate ART, Chess, Yoga, Cooking, Robotics (PLTW), Sports, Digital Design, Technology Systems, Music and Dance. Clubs will increase attendance and school connectdness.

**Goal # 2, Objective #1 , Strategy # 1:** Ensure all teachers and teacher assistants receive PD on all core subjects. RLA Curriculum, Writing (Multi-Sensory Grammar, Scientific Spelling), Eureka, Education Galaxy, STEMscopes Science, Summit, Think It Up Math/ Reading/ Writing, Social Studies and Teaching Strategies.

**Goal # 2, Objective #1 , Strategy # 2:** Provide focused PD to teachers on Gradual Release Model, Data analysis, Use of student data binders, and implementing of depth of knowledge questions/activities into every lesson to increase rigor.

**Goal # 2, Objective #2 , Strategy # 1:** Instructional support and professional learning will occur through bi-weekly content team professional learning communities (PLCs). PLCs will focus their work and learning in targeted TEKS-aligned instruction, analyzing of data, and developing instructional lessons to meet student needs.

**Goal # 2, Objective #2 , Strategy # 2:** Data Analysis, team planning, administrative walk-throughs, and individual teacher and administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction.

**Goal # 3, Objective #1 , Strategy # 1:** : Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 3, Objective #1 , Strategy # 2:** Vertically align all grade levels to target all core subject areas by conducting cross-level meetings and peer learning walks.

**Goal # 3, Objective #1 , Strategy # 3:** Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 3, Objective #2 , Strategy # 1:** Vertically align all grade levels to target all core subject areas by conducting cross-level meetings and peer learning walks.

**Goal # 3, Objective #2 , Strategy # 2:** Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

**Goal # 3, Objective #3 , Strategy # 1:** All teachers will participate in BOY professional development on data planning strategies and will pick a goal/focus to ensure student success at Meets and Masters in RLA/SLA and math.

**Goal # 3, Objective #3 , Strategy # 2:** Plan and execute Rise (PBL) time to address extension and intervention activities for all students during the regular day.

**Goal # 3, Objective #3 , Strategy # 3:** Hold a Math/ Science Fair/Literacy Night/ Wax Museum/ Social Studies (United Nations) once a year to target higher order thinking skills with all students and parents.

**Goal # 3, Objective #3 , Strategy # 4:** BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

**Goal # 3, Objective #4 , Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 3, Objective #4 , Strategy # 2:** Students will participate in Blended Learning station rotations to target focus skills for BOY and MOY data.

**Goal # 3, Objective #4 , Strategy # 3:** Before school and afterschool learning labs will be offered daily to all students.

**Goal # 3, Objective #5 , Strategy # 1:** Monthly PLC meetings to analyze, discuss student data with a focus on student improvement and success. Teachers will maintain data trackers in documentation binder that is updated progress monitoring data.

**Goal # 3, Objective #5 , Strategy # 2:** Data Analysis, team planning, administrative walk-throughs, and individual teacher and administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction.

**Goal # 3, Objective #6 , Strategy # 1:** Provide extended learning opportunities for students through accelerated classrooms, extended day activities, and field trips to enhance their learning via hands on experience.

**Goal # 3, Objective #6 , Strategy # 2:** Provide students with PBL advanced curriculum activities in a center style setting. Students will be able to participate in a variety of higher order thinking activities throughout the year. (Literacy Day, United Nations, Math Night, Science Fair, Spelling Bee, Wax Museum, etc.)

**Goal # 4, Objective #1 , Strategy # 1:** Implement intervention strategies to address continuous school absence such as daily phone calls to parents, home visits, Blackboard outcall reminders, additional instructional time and daily class incentives for 100% attendance.

**Goal # 4, Objective #1 , Strategy # 2:** Students with perfect attendance will be honored at "DONUT" ceremony every 6 weeks. Students with perfect attendance every semester will be part of THE CLUB celebration in January. Students with perfect attendance all year will receive a medal at the end of year honor's assembly.

**Goal # 4, Objective #2 , Strategy # 1:** Aligned implementation of social emotional support structures (C2BK Club, Say Something -Violence prevention program), monthly counselor class meetings, check-ins and restorative practices.

**Goal # 4, Objective #2 , Strategy # 2:** Provide training and support for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyber-bullying.

**Goal # 4, Objective #2 , Strategy # 3:** Counselor will conduct monthly library wellness meetings with students to address social emotional learning.

**Goal # 4, Objective #3 , Strategy # 1:** Provide comprehensive staff training on Standard Response Protocol, Active Shooter and Reunification Plan.

**Goal # 4, Objective #3 , Strategy # 2:** During morning announcements principal will welcome students daily and discuss different practices to help students manage emotions and challenges.

**Goal # 4, Objective #4 , Strategy # 1:** Provide learner experiences with information regarding a variety of post-secondary pathways. (Career Day speakers, University field trips, & High School Presentations)

**Goal # 5, Objective #1 , Strategy # 2:** BRYSS will hold 2 Open Houses (Fall and Spring) for parents to visit classrooms, talk to teachers and look at student portfolios.

**Goal # 5, Objective #1 , Strategy # 3:** BRYSS Academy will provide parents and community information in more than one way: phone calls, newsletters, home visits, marquee, flyers, out calls and social media posts.

**Goal # 5, Objective #2 , Strategy # 2:** Monthly parent discussion groups and meetings with principal and other campus staff to assist parents in understanding the different programs and supports available to students and parents.

**Goal # 5, Objective #3 , Strategy # 1:** BRYSS Academy will carry out principal and parent round table meetings each semester to discuss annual parent survey results.

**Goal # 5, Objective #4 , Strategy # 1:** Safety Committee will conduct monthly meetings with teachers, staff and parents to address topics and help maintain a safe secure environment.

**Goal # 5, Objective #4 , Strategy # 2:** Implement Emergency Operations Plan at BRYSS Academy when responding to a variety of incidents and emergencies that affect the campus to ensure the safety of all students, personnel, and visitors.

**Goal # 5, Objective #4 , Strategy # 3:** In the fall and spring, BRYSS SDMC (consisting of staff, parents and community) will a conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

**Goal # 6, Objective #1 , Strategy # 2:** Students with monthly perfect attendance will be named during announcements and receive a scratch off.

**Goal # 6, Objective #2 , Strategy # 2:** Maintain a positive campus climate by incorporating monthly special events such as socials, celebrations, and employee recognition activities.

**Goal # 6, Objective #3 , Strategy # 2:** BRYSS cafeteria will set up a "Staying Healthy" monthly bulletin board.

**Goal # 6, Objective #4 , Strategy # 1:** BRYSS cafeteria will have a monthly "Healthy Habits" bulletin board.

**Goal # 6, Objective #4 , Strategy # 2:** BRYSS students will listen to and participate in daily morning announcements targeting safety and healthy habits.

**Goal # 6, Objective #5 , Strategy # 1:** Students will participate in daily Physical Education classes.

**Goal # 6, Objective #5 , Strategy # 2:** Teachers will provide short 3-5 min physical activity breaks throughout the school day. (Brain Breaks, Energizers, Brain Boosters)

**Goal # 6, Objective #5 , Strategy # 3:** BRYSS 5th-8th students will participate in various sports (Volleyball, Cross Country, Soccer) and dance (ZUMBA, Yoga).

**Goal # 6, Objective #6 , Strategy # 2:** Implement a positive reinforcement plan based on "One Team" School Pledge and the C2BK model and maintain campus committee that plans and reviews incentives, and campus discipline.

## Element 2: Schoolwide Plan

### Prepare a Comprehensive Schoolwide Plan

**Goal # 1, Objective #1 , Strategy # 1:** Increase RLA and Math proficiency through effective implementation of RTI programs, computational fluency practice , small group instruction, and core instruction aligned to the TEKS and instructional resources.

**Goal # 1, Objective #1 , Strategy # 2:** Hold bi-weekly PLC meetings to assess PD and mentoring progress on lesson planning, scope and sequence and data from formative assessments.

**Goal # 1, Objective #2 , Strategy # 1:** Conduct monthly safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment

**Goal # 1, Objective #2 , Strategy # 2:** School safety measures will be strengthened by increasing the variety and number of safety drills and staff/ student training events.

**Goal # 1, Objective #3 , Strategy # 1:** Teachers will design lessons to incorporate small group instruction, blended learning, guided reading, TIERII and TIER III interventions and RTI interventions.

**Goal # 1, Objective #3 , Strategy # 2:** Teachers will participate in learning walks, peer observation, individual coaching, and reflection and feedback opportunities to produce lessons that meet the needs of all students.

**Goal # 1, Objective #3 , Strategy # 3:** BRYSS will offer before and afterschool tutorial and homework help classes to address the needs of all special population students.

**Goal # 1, Objective #4 , Strategy # 1:** All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development and TELPAS Progress Measure.

**Goal # 1, Objective #4 , Strategy # 2:** Language Objectives will be posted for each subject area. Teachers will implement and have students carry out the use of academic language to ensure curriculum, instructional alignment and oral language development.

**Goal # 1, Objective #4 , Strategy # 2:** Students will participate in English oral language development activities. Students will participate in plays, oral presentations, group activities and sentence stem activities during class and elective time.



**Goal # 1, Objective #5 , Strategy # 1:** Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, after-school tutorials, Saturday camps, and extension camps.

**Goal # 1, Objective #5 , Strategy # 2:** All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, SUMMIT and AR activities in TIERed small groups to target special needs.

**Goal # 1, Objective #5 , Strategy # 3:** BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

**Goal # 1, Objective #5 , Strategy # 4:** BRYSS will continue to support before and afterschool extracurricular programs. Students will participate ART, Chess, Yoga, Cooking, Robotics (PLTW), Sports, Digital Design, Technology Systems, Music and Dance. Clubs will increase attendance and school connectdness.

**Goal # 2, Objective #1 , Strategy # 1:** Ensure all teachers and teacher assistants receive PD on all core subjects. RLA Curriculum, Writing (Multi-Sensory Grammar, Scientific Spelling), Eureka, Education Galaxy, STEMscopes Science, Summit, Think It Up Math/ Reading/ Writing, Social Studies and Teaching Strategies.

**Goal # 2, Objective #1 , Strategy # 2:** Provide focused PD to teachers on Gradual Release Model, Data analysis, Use of student data binders, and implementing of depth of knowledge questions/activities into every lesson to increase rigor.

**Goal # 2, Objective #2 , Strategy # 1:** Instructional support and professional learning will occur through bi-weekly content team professional learning communities (PLCs). PLCs will focus their work and learning in targeted TEKS-aligned instruction, analyzing of data, and developing instructional lessons to meet student needs.

**Goal # 2, Objective #2 , Strategy # 2:** Data Analysis, team planning, administrative walk-throughs, and individual teacher and administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction.

**Goal # 3, Objective #1 , Strategy # 1:** : Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 3, Objective #1 , Strategy # 2:** Vertically align all grade levels to target all core subject areas by conducting cross-level meetings and peer learning walks.

**Goal # 3, Objective #1 , Strategy # 3:** Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 3, Objective #2 , Strategy # 1:** Vertically align all grade levels to target all core subject areas by conducting cross-level meetings and peer learning walks.

**Goal # 3, Objective #2 , Strategy # 2:** Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

**Goal # 3, Objective #3 , Strategy # 1:** All teachers will participate in BOY professional development on data planning strategies and will pick a goal/focus to ensure student success at Meets and Masters in RLA/SLA and math.

**Goal # 3, Objective #3 , Strategy # 2:** Plan and execute Rise (PBL) time to address extension and intervention activities for all students during the regular day.

**Goal # 3, Objective #3 , Strategy # 3:** Hold a Math/ Science Fair/Literacy Night/ Wax Museum/ Social Studies (United Nations) once a year to target higher order thinking skills with all students and parents.

**Goal # 3, Objective #3 , Strategy # 4:** BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

**Goal # 3, Objective #4 , Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 3, Objective #4 , Strategy # 2:** Students will participate in Blended Learning station rotations to target focus skills for BOY and MOY data.

**Goal # 3, Objective #4 , Strategy # 3:** Before school and afterschool learning labs will be offered daily to all students.

**Goal # 3, Objective #5 , Strategy # 1:** Monthly PLC meetings to analyze, discuss student data with a focus on student improvement and success. Teachers will maintain data trackers in documentation binder that is updated progress monitoring data.

**Goal # 3, Objective #5 , Strategy # 2:** Data Analysis, team planning, administrative walk-throughs, and individual teacher and administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction.

**Goal # 3, Objective #6 , Strategy # 1:** Provide extended learning opportunities for students through accelerated classrooms, extended day activities, and field trips to enhance their learning via hands on experience.

**Goal # 3, Objective #6 , Strategy # 2:** Provide students with PBL advanced curriculum activities in a center style setting. Students will be able to participate in a variety of higher order thinking activities throughout the year. (Literacy Day, United Nations, Math Night, Science Fair, Spelling Bee, Wax Museum, etc.)

**Goal # 4, Objective #1 , Strategy # 1:** Implement intervention strategies to address continuous school absence such as daily phone calls to parents, home visits, Blackboard outcall reminders, additional instructional time and daily class incentives for 100% attendance.

**Goal # 4, Objective #1 , Strategy # 2:** Students with perfect attendance will be honored at "DONUT" ceremony every 6 weeks. Students with perfect attendance every semester will be part of THE CLUB celebration in January. Students with perfect attendance all year will receive a medal at the end of year honor's assembly.

**Goal # 4, Objective #2 , Strategy # 1:** Aligned implementation of social emotional support structures (C2BK Club, Say Something -Violence prevention program), monthly counselor class meetings, check-ins and restorative practices.

**Goal # 4, Objective #2 , Strategy # 2:** Provide training and support for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyber-bullying.

**Goal # 4, Objective #2 , Strategy # 3:** Counselor will conduct monthly library wellness meetings with students to address social emotional learning.

**Goal # 4, Objective #3 , Strategy # 1:** Provide comprehensive staff training on Standard Response Protocol, Active Shooter and Reunification Plan.

**Goal # 4, Objective #3 , Strategy # 2:** During morning announcements principal will welcome students daily and discuss different practices to help students manage emotions and challenges.

**Goal # 4, Objective #4 , Strategy # 1:** Provide learner experiences with information regarding a variety of post-secondary pathways. (Career Day speakers, University field trips, & High School Presentations)

**Goal # 4, Objective #4 , Strategy # 2:** Conduct student/parent meetings on High school/ College choice and career readiness for all middle school students and parents.

**Goal # 4, Objective #4 , Strategy # 3:** 8th grade students will participate in Student Council with monthly meetings to plan schoolwide activities

**Goal # 5, Objective #1 , Strategy # 3:** BRYSS Academy will provide parents and community information in more than one way: phone calls, newsletters, home visits, marquee, flyers, out calls and social media posts.

**Goal # 5, Objective #2 , Strategy # 2:** Monthly parent discussion groups and meetings with principal and other campus staff to assist parents in understanding the different programs and supports available to students and parents.

**Goal # 5, Objective #3 , Strategy # 1:** BRYSS Academy will carry out principal and parent round table meetings each semester to discuss annual parent survey results.

**Goal # 5, Objective #4 , Strategy # 2:** Implement Emergency Operations Plan at BRYSS Academy when responding to a variety of incidents and emergencies that affect the campus to ensure the safety of all students, personnel, and visitors.

**Goal # 5, Objective #4 , Strategy # 3:** In the fall and spring, BRYSS SDMC (consisting of staff, parents and community) will a conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

**Goal # 6, Objective #1 , Strategy # 1:** Students with perfect attendance every six weeks will be honored at the Award's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year.

**Goal # 6, Objective #2 , Strategy # 1:** Teachers with perfect attendance the first semester will have a day off while office covers instruction for the day.

**Goal # 6, Objective #2 , Strategy # 2:** Maintain a positive campus climate by incorporating monthly special events such as socials, celebrations, and employee recognition activities.

**Goal # 6, Objective #3 , Strategy # 1:** BRYSS will implement weekly hygiene tips during morning announcements.

**Goal # 6, Objective #4 , Strategy # 2:** BRYSS students will listen to and participate in daily morning announcements targeting safety and healthy habits.

**Goal # 6, Objective #6 , Strategy # 1:** Teachers and students will center our theme and core values daily in order to build success, relationships and engagement.

We  
Achievers  
Resilient  
Emotionally Strong  
a Team!

**Goal # 6, Objective #6 , Strategy # 2:** Implement a positive reinforcement plan based on "One Team" School Pledge and the C2BK model and maintain campus committee that plans and reviews incentives, and campus discipline.

### Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 1, Objective # 1, Strategy # 1:** Increase RLA and Math proficiency through effective implementation of RTI programs, computational fluency practice , small group instruction, and core instruction aligned to the TEKS and instructional resources.

**Goal # 1, Objective # 1, Strategy # 2:** Hold bi-weekly PLC meetings to assess PD and mentoring progress on lesson planning, scope and sequence and data from formative assessments.

**Goal # 1, Objective # 2, Strategy # 1:** Conduct monthly safety meetings with faculty, staff and parents to discuss safety topics to maintain a safe secure environment

**Goal # 1, Objective # 2, Strategy # 2:** School safety measures will be strengthened by increasing the variety and number of safety drills and staff/ student training events.

**Goal # 1, Objective # 3, Strategy # 1:** Teachers will design lessons to incorporate small group instruction, blended learning, guided reading, TIERII and TIER III interventions and RTI interventions.

**Goal # 1, Objective # 3, Strategy # 3:** BRYSS will offer before and afterschool tutorial and homework help classes to address the needs of all special population students.

**Goal # 1, Objective # 4, Strategy # 1:** All teachers will be provided with PD for ELPS, ESL strategies, Social and Academic vocabulary, Strategic Text Comprehension, Text Structures, JELL Vocabulary Development and TELPAS Progress Measure.

**Goal # 1, Objective # 4, Strategy # 2:** Language Objectives will be posted for each subject area. Teachers will implement and have students carry out the use of academic language to ensure curriculum, instructional alignment and oral language development.

**Goal # 1, Objective # 4, Strategy # 2:** Students will participate in English oral language development activities. Students will participate in plays, oral presentations, group activities and sentence stem activities during class and elective time.

**Goal # 1, Objective # 5, Strategy # 1:** Engage all students in varied activities to improve learning and advanced learning. Implement small group interventions, peer tutoring, accelerated instruction, after-school tutorials, Saturday camps, and extension camps.

**Goal # 1, Objective # 5, Strategy # 2:** All special population students will participate in Language Enrichment, Basic Language Skills, calculator, Education Galaxy, SUMMIT and AR activities in TIERed small groups to target special needs.

**Goal # 1, Objective # 5, Strategy # 3:** BRYSS will offer before and after school online and in person tutorial classes to address the needs of all special population students.

**Goal # 2, Objective # 1, Strategy # 1:** Ensure all teachers and teacher assistants receive PD on all core subjects. RLA Curriculum, Writing (Multi-Sensory Grammar, Scientific Spelling), Eureka, Education Galaxy, STEMscopes Science, Summit, Think It Up Math/ Reading/ Writing, Social Studies and Teaching Strategies.

**Goal # 2, Objective # 1, Strategy # 2:** Provide focused PD to teachers on Gradual Release Model, Data analysis, Use of student data binders, and implementing of depth of knowledge questions/activities into every lesson to increase rigor.

**Goal # 2, Objective # 2, Strategy # 2:** Data Analysis, team planning, administrative walk-throughs, and individual teacher and administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction.

**Goal # 3, Objective # 1, Strategy # 1:** : Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

**Goal # 3, Objective # 1, Strategy # 2:** Vertically align all grade levels to target all core subject areas by conducting cross-level meetings and peer learning walks.

**Goal # 3, Objective # 3, Strategy # 3:** Hold a Math/ Science Fair/Literacy Night/ Wax Museum/ Social Studies (United Nations) once a year to target higher order thinking skills with all students and parents.

**Goal # 3, Objective # 4, Strategy # 1:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.

**Goal # 3, Objective # 4, Strategy # 3:** Before school and afterschool learning labs will be offered daily to all students.

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**Goal # 4, Objective # 1, Strategy # 2:** Students with perfect attendance will be honored at "DONUT" ceremony every 6 weeks. Students with perfect attendance every semester will be part of THE CLUB celebration in January. Students with perfect attendance all year will receive a medal at the end of year honor's assembly.

**Goal # 4, Objective # 2, Strategy # 1:** Aligned implementation of social emotional support structures (C2BK Club, Say Something -Violence prevention program), monthly counselor class meetings, check-ins and restorative practices.

**Goal # 4, Objective # 3, Strategy # 2:** During morning announcements principal will welcome students daily and discuss different practices to help students manage emotions and challenges.

**Goal # 5, Objective # 1, Strategy # 1:** Student conferences will be held once every semester to discuss student growth and goals.

**Goal # 5, Objective # 1, Strategy # 2:** BRYSS will hold 2 Open Houses (Fall and Spring) for parents to visit classrooms, talk to teachers and look at student portfolios.

**Goal # 5, Objective # 2, Strategy # 1:** Conduct monthly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness, health and wellness and social emotional.

**Goal # 5, Objective # 2, Strategy # 2:** Monthly parent discussion groups and meetings with principal and other campus staff to assist parents in understanding the different programs and supports available to students and parents.

**Goal # 5, Objective # 3, Strategy # 1:** BRYSS Academy will carry out principal and parent round table meetings each semester to discuss annual parent survey results.

**Goal # 5, Objective # 4, Strategy # 1:** Safety Committee will conduct monthly meetings with teachers, staff and parents to address topics and help maintain a safe secure environment.

**Goal # 5, Objective # 4, Strategy # 2:** Implement Emergency Operations Plan at BRYSS Academy when responding to a variety of incidents and emergencies that affect the campus to ensure the safety of all students, personnel, and visitors.

**Goal # 5, Objective # 4, Strategy # 3:** In the fall and spring, BRYSS SDMC (consisting of staff, parents and community) will conduct a comprehensive needs assessment. The assessment will examine multiple data sources, across all programs and funding sources. The committee will involve parents, community members, and business representatives.

**Goal # 6, Objective # 1, Strategy # 1:** Students with perfect attendance every six weeks will be honored at the Award's Ceremony. Students with perfect attendance all year will receive a medal at the end of the year.

**Goal # 6, Objective # 2, Strategy # 2:** Maintain a positive campus climate by incorporating monthly special events such as socials, celebrations, and employee recognition activities.

**Goal # 6, Objective # 6, Strategy # 2:** Implement a positive reinforcement plan based on "One Team" School Pledge and the C2BK model and maintain campus committee that plans and reviews incentives, and campus discipline.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration