

BRYSS ACADEMY

Goal 1. (Sound Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 1. (Systems-Curriculum) BRYSS Academy will implement systems and develop a curriculum that supports closing student achievement gaps among all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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. (Title I SW Elements: 2.5,2.6) (Target Group: All,ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)</p>	<p>8//2023-5/2024</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: TELPAS STAAR REN Star TX KEA Forde& Ferrier Progress Learning Math/ Science</p>
<p>2. Hold bi-weekly PLC meetings to assess PD and mentoring progress on lesson planning, scope and sequence and data from formative assessments. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All,ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.2,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)</p>	<p>8/2023-5/2024</p>	<p>(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: STAAR TELPAS REN Star CLI STAAR Alt</p>

BRYSS ACADEMY

Goal 1. (Sound Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 2. (Systems-Safety) BRYSS Academy will strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct monthly safety meetings and drills with faculty, staff and parents to discuss safety topics to maintain a safe secure environment. (Title I SW Elements: 1.1,2.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.4)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: PLC Safety Agendas- Discussions Drill Summary Reports Parent Meeting Agendas
2. School safety measures will be strengthened by daily safety walks, increasing the variety and number of safety drills and staff/ student training events. (Year at a Glance-Calendar) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: BRYSS Year at a glance calendar. Safety Meeting Agendas Drill Summaries Door/ Gate Sweep Data

BRYSS ACADEMY

- Goal 1.** (Sound Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.
- Objective 3.** (Systems-Instruction) BRYSS Academy classrooms will have objective-driven daily lessons, classroom routines, and formative assessments that meet the needs of each student.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will design lessons to incorporate small group instruction (Storyworks), blended learning (SUMMIT, IReady), guided reading (Amplify), TIER II and TIER III interventions and RTI interventions. (Title I SW Elements: 1.1, 2.2, 2.5) (Target Group: All, ESL, EB, SPED, AtRisk, Dys, 504) (Strategic Priorities: 1, 2, 4) (ESF: 4, 4.1, 5, 5.1, 5.3, 5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	8/2023-5/2024	(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: STAAR STAAR Alt TELPAS REN Star CLI
2. Teachers will participate in cross level learning walks, peer observation, individual coaching/mentoring, with reflection and feedback opportunities to produce lessons that meet the needs of all students. (Title I SW Elements: 1.1, 2.2, 2.6) (Target Group: All) (Strategic Priorities: 1, 2, 4) (ESF: 1, 1.1, 2, 2.1, 5, 5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	8/2023-5/2024	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: T-Tess Summary Amplify Walkthroughs STAAR TELPAS REN Star CLI

BRYSS ACADEMY

Goal 1. (Sound Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 4. (Systems-Special Populations) BRYSS Academy will increase understanding of Bilingual Education and LEP Progress Measure, Special Education, RTI and 504 and how it relates to state and federal accountability.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will be provided with PD for RTI, ELPS, Strategic Text Comprehension, Text Structures, and Structure Writing. (Title I SW Elements: 1.1,2.5) (Target Group: ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,3,3.3,5,5.1,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: STAAR TELPAS REN Star CLI
2. The RTI process is utilized to provide early intervention for struggling students. TIER III RTI students will be provided with pull out interventions three times a week. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2,3,4) (ESF: 4,4.1,5,5.1,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	8/2023-5/202	(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: STAAR TELPAS REN Star CLI
3. GT students will demonstrate improved performance on classroom, district, and state assessments. All students will have opportunity for differentiated/ advanced course work and weekly pull out sessions in order to deepen and extend their learning. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 2,3) (ESF: 3,3.3,4,4.1)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	8/2023-5/2024	(F)ESSER III, (S)Local Funds	Criteria: STAAR TELPAS REN Star

BRYSS ACADEMY

Goal 1. (Sound Infrastructure and Planning) The RYSS school district will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 5. (Systems-Culture) 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Engage all students in varied activities to improve advance learning. Implement small group interventions, peer tutoring, accelerated instruction, after-school tutorials, Saturday camps, and extension camps to meet the needs of our diverse learners. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ESL,Migrant,EB,SPED,GT,CTE,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 4,4.1,5,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)TCLAS</p>	<p>Criteria: STAAR TELPAS REN Star CLI</p>
<p>2. All special population students will participate in Amplify (K-2), Eureka (K-2), Basic Language Skills, I-Ready, SUMMIT and STEMScopes in TIERed small groups to target special needs. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/20235/2024</p>	<p>(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: STAAR TELPAS REN Star CLI</p>
<p>3. BRYSS will offer before, after school and Saturday tutorial academic classes to address the specific needs of all special population students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: STAAR TELPAS REN Star CLI</p>

BRYSS ACADEMY

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 1. (Teams-Professional Development) BRYSS Academy will improve the implementation of learning practices by focusing on professional development to build teacher capacity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure all teachers and teacher assistants receive PD on all core subjects. RLA Curriculum (Amplify, Forde Ferrier, RBIS), Writing (Multi-Sensory Grammar, Scientific Spelling, Gretchen Bernebie), Eureka, I-Ready, STEMscopes Math and Science, Summit, and Teaching Strategies. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All,EB,AtRisk) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,4.4.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: STAAR TELPAS I-Ready REN Star CLI</p>
<p>2. BRYSS will roll out clear expectations for RTI process. Utilize Professional Learning Communities to implement RTI through analysis of common assessments, data, diagnostic assessments, progress monitoring, and interventions that are timely and fluid. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,3,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)TCLAS</p>	<p>Criteria: STAAR STAAR Alt I-Ready REN Star CLI</p>
<p>3. BRYSS will increase the use of instructional strategies (RBIS) in the classroom that promote academic conversation, collaboration, and rigorous learning. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: STAAR TELLPAS REN Star I-Ready</p>

BRYSS ACADEMY

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 2. (Teams-Collaboration) BRYSS Academy will provide opportunities for staff to collaborate, practice, and reflect on their teaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS teachers will participate in learning walks, peer observation, individual coaching, and reflection and feedback opportunities to produce lessons that meet the needs of all student (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2.1,4,4.1,5,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)	8/2023-5/2024	(F)Title I	Criteria: T-TESS observations STAAR TELPAS REN Star CLI
2. Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2.1,4,4.1,5,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	8/2023-5/2024	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: T-TESS I-Ready REN Star STAAR TELPAS

BRYSS ACADEMY

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 3. (Teams-Retention) BRYSS Academy will provide opportunities for staff feedback and development in order to recruit and retain highly certified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will provide PLC support and consultant mentoring to all teachers to increase understanding of RBIS, Data Analysis and Classroom Management. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: T-TESS Surveys STAAR TELPAS I-Ready

BRYSS ACADEMY

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

Objective 1. (Instruction-Accountability) 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will continue to vertically align all grade levels to target core subject areas by conducting cross-level meetings (semester) and peer learning walks. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: STAAR TELPAS I-Ready REN Star
2. BRYSS teachers will implement Blended Learning stations I-Ready, Progress Learning Science, Forde & Ferrier (math/ science) to meet needs, provide students with daily differentiated instruction and RTI . (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.2)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers	8/2023-5/2024	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: STAAR TELPAS I-Ready REN Star

BRYSS ACADEMY

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

Objective 2. (Instruction-Domain Accountability) BRYSS Academy Increase the percent of students reaching the Meets Grade Level Performance Standard by 10% and Masters Grade Level Performance Standard by 5% in all tested subjects; closing learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All staff will receive consultant-based personalized PD on all core subject curriculum and data.(Amplify, Eureka, Multi-Sensory Grammar, STEMScopes Math and Science, Imagine Learning, Language Enrichment, Science of Reading) (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: T-TESS Surveys STAAR TELPAS I-Ready</p>
<p>2. Employ part-time math and reading coaches and tutors to assist in interventions, professional development and classroom modeling for teachers and students. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,ESL,EB,SPED,GT,CTE,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)Title I</p>	<p>Criteria: STAAR TELPAS I-Ready REN Star CLI</p>

BRYSS ACADEMY

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

Objective 3. (Instruction-K-3 Growth) BRYSS Academy will increase scale scores for Reading and Math REN 360 Star to meet end-of-year performance goals and growth expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will implement Amplify and Eureka in our K-3 grade classes in order to target RBIS in all reading and math lessons. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: BI,EB,SPED,GT,AtRisk,Dys,504,K,1st,2nd,3rd) (Strategic Priorities: 1,2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)	8/2023-5/2024	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: I-Ready REN Star CLI
2. All special population students will participate in I-Ready, Basic Language Skills, Calculator, SUMMIT, and Blended learning in TIERed small groups to target student special needs. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: STAAR TELPAS CLI I-Ready REN Star

BRYSS ACADEMY

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

Objective 4. (Instruction-Learning) BRYSS will provide high quality instruction that meets the individual needs of students and provides equitable access to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. BRYSS will provide educational field trips for all special population students to enrich and engage through learning experiences. (Title I SW Elements: 2.5,2.6) (Target Group: All,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504, PRE K) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Parent and Family Engagement Director, Principal, Special Ed Teachers, Teacher(s)</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)Optional Extended Year Funding</p>	<p>Criteria: STAAR TELPAS REN Star I-Ready CLI Student Survey</p>
<p>2. BRYSS will offer before and after school tutorial classes to address the needs of all special population students. (Title I SW Elements: 2.6) (Target Group: ESL,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 3,3.3,4,4.1,5,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)Title I, (F)Title III Bilingual / ESL</p>	<p>Criteria: STAAR TELPAS I-Ready REN Star CLI Forde & Ferrier RTI Progress Learning Science/ Math</p>
<p>3. BRYSS middle school students will become knowledgeable of a wide array of careers, post-secondary learning options and computer science classes. 8th grade students will receive practice TSI lessons and an opportunity to take the TSI test during their 8th grade year. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: ESL,SPED,Dys,504,6th,7th ,8th) (Strategic Priorities: 1,3,4) (ESF: 3,3.1,3.2,3.3,3.4,5,5.1)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)Cal Perkins, (F)ESSER III, (F)Title I, (S)Local Funds</p>	<p>Criteria: STAAR TELPAS TSI scores</p>

BRYSS ACADEMY

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

Objective 1. (Culture-Safety) Provide a safe, supportive, and caring environment without fear of bullying or harassment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. BRYSS staff and students will be trained on school-wide behavior expectations (BRYSS Handbook); acknowledgement system for demonstrating expectations; and implement correction and restorative procedures when expectations are not met (Threat Assessment). BRYSS will implement the "Operation Respect" program led by a middle school student team. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Special Ed Teachers, Teacher(s)</p>	<p>8/2023-5/2024</p>	<p>(F)IDEA Special Education, (F)Title I, (F)Title IV Safe and Drug Free</p>	<p>Criteria: Discipline Data Counselor Referrals Attendance Data</p>
<p>2. BRYSS Teachers will help make sure that all students work on Eagle character development and nurture each learner as an individual and as a member of BRYSS community. Students will participate in Morning announcements, monthly counseling lessons, and Operation Respect activities. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>8/2023-5/2024</p>	<p>(F)ESSER III, (F)Title I, (F)Title IV Safe and Drug Free</p>	<p>Criteria: Discipline referral data Attendance Data</p>

BRYSS ACADEMY

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

Objective 2. (Culture-Respect) BRYSS Academy will decrease incidents of students disrespecting adults and other students on campus by 50% to ensure a positive respectful school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will implement "Operation Respect" program led by a middle school student team. Operation Respect will help students honor and respects themselves and others to build a caring community. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Discipline data Attendance Data Student surveys
2. BRYSS will continue its focus on suicide prevention, conflict resolution, violence prevention, harassment, career education, and freedom from bullying programs and policies in student handbook and teacher and parent training programs. (Title I SW Elements: 2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Parent and Family Engagement Director, Principal, Teacher(s)	8/2023-5/2024	(F)Title I, (F)Title IV Safe and Drug Free	Criteria: Discipline Referral Data Counselor Referrals Attendance Rates

BRYSS ACADEMY

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

Objective 3. (Culture-Safety and Security) BRYSS academy will establish a safety team, follow the school safety plan and focus on risk assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Safety Committee will conduct meetings with teachers, staff and parents every month to address topics to maintain a safe secure environment. Monthly drills will be conducted and results will be assessed during monthly safety meeting. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Principal</p>	<p>8/2023-5/2024</p>	<p>(F)Title IV Safe and Drug Free, (S)Local Funds</p>	<p>Criteria: Drill documentation Monthly safety meeting minutes</p>
<p>2. BRYSS will provide continued training and data support for all teachers and staff to review incidents of behavior and be able to complete threat assessments and better support and provide safe environments for our students. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal, Teacher(s)</p>	<p>8/2023-5/2024</p>	<p>(F)Title I, (F)Title IV Safe and Drug Free</p>	<p>Criteria: Discipline Referrals Counselor Referrals Attendance Rates</p>

BRYSS ACADEMY

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

Objective 4. (Culture-Health) BRYSS Academy will develop student's personal hygiene and sleeping habits that help students stay healthy and prevent them from getting sick.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS cafeteria will set up a "Staying Healthy" monthly bulletin board as well as weekly healthy eating and and hygiene topics during announcements. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(F)Title I, (F)Title IV Safe and Drug Free	Criteria: Attendance Data Nurse Referrals
2. BRYSS students will participate in daily PE classes as well as afterschool sports to compete with our league. (Volleyball, Cross Country, Soccer) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Parent and Family Engagement Director, Principal	8/2023-5/2024	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Attendance Reports Nurse Referrals Counselor Referrals

BRYSS ACADEMY

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

Objective 5. (Culture-Attendance) The number of student and teacher absences for the 2023-2024 school year will decrease by 5% from the previous year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students with perfect attendance each six week period will participate in a reward celebration. (ex. Bouncy afternoon, Pop It, etc.) Students will receive attendance certificates from "Mighty Eagle" during Honor's assembly) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Parent and Family Engagement Director, Principal	8/2023-5/2024	(F)Title I, (S)Local Funds	Criteria: Attendance Rate-Data Discipline Referrals
2. BRYSS students with monthly perfect attendance will be named during announcements and receive a scratch off. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(F)Title I, (S)Local Funds	Criteria: Attendance data

BRYSS ACADEMY

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

Objective 1. (Thriving Students-Social Emotional) Students will be able to recognize one's emotions and thoughts as well as their influence in behavior. They will be able to assess one's strengths and limitations and have a growth mindset.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will implement "Operation Respect" program led by a middle school student team. Operation Respect will help students honor and respects themselves and others to build a caring community. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal	8/2023-5//2024	(F)Title I, (S)Local Funds	Criteria: Discipline Data Attendance Data
2. BRYSS counselor will provide student Character Education lessons with a focus on character education traits every month. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Parent and Family Engagement Director, Principal	8/2023-5/2024	(F)Title I, (S)Local Funds	Criteria: Discipline Data Attendance Data

BRYSS ACADEMY

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

Objective 2. (Thriving Students-College & Career Readiness) Teachers will increase and promote awareness of Universities/ Colleges, Careers, and Professions during classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS middle school students will become knowledgeable of a wide array of careers, post-secondary learning options and computer science classes. 8th grade students will receive practice TSI lessons and an opportunity to take the TSI test during their 8th grade year. (Title I SW Elements: 1.1,2.5) (Target Group: 6th,7th ,8th) (Strategic Priorities: 3) (ESF: 3,3.1,3.3)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(F)Cal Perkins, (S)Local Funds	Criteria: Student Surveys TSI Data
2. BRYSS will hold a Math/ Science/Reading Day/Fair once a year to target higher order thinking skills with all students and parents. (Title I SW Elements: 2.6,3.1) (Target Group: All,ESL,EB,SPED,GT,Dys,504) (Strategic Priorities: 1,2,3,4) (ESF: 3,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)ESSER III, (F)Title I, (S)Local Funds	Criteria: 8th grade-TSI STAAR TELPAS I-Ready REN Star

BRYSS ACADEMY

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

Objective 3. (Thriving Students-Behavior) Students will be able to manage emotions and behaviors in different situations and persevere in the face of challenges.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4th-8th grade students will participate in monthly Counselor/Operation Respect meetings during library time to address emotions, bullying, suicide prevention and other target topics. (Title I SW Elements: 2.6) (Target Group: 4th,5th,6th,7th ,8th) (Strategic Priorities: 1,3,4) (ESF: 3,3.1,3.3)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)ESSER III, (F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Discipline Referrals Counselor Referrals
2. Counselor will conduct monthly wellness meetings with students to address social emotional learning. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.2,3.3)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(F)ESSER III, (F)Title I	Criteria: Discipline Referrals Counselor Referrals

BRYSS ACADEMY

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

Objective 4. (Thriving Students-Attendance) BRYSS Academy will reach and maintain a 97% student attendance rate by the end of school year 2023-2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students with perfect attendance each six week period will participate in a reward celebration. (ex. Bouncy afternoon, Pop It, etc.) Students will receive attendance certificates from "Mighty Eagle" during Honor's assembly. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(F)Title I, (S)Local Funds	Criteria: School Attendance Data
2. BRYSS students with monthly perfect attendance will be named during announcements and receive a scratch off. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.3)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(F)Title I, (S)Local Funds	Criteria: School Attendance Rate

BRYSS ACADEMY

Goal 6. (Family and Community Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 1. (Family and Community-Involvement) BRYSS Academy will create multiple opportunities for parents to be involved with their children and the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct weekly family and community forums, trainings or workshops based on strategies and engagement activities addressing career pathways, college readiness, health and wellness and social emotional. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.4)	Parent and Family Engagement Director, Principal	8/2023-5/2024	(F)Title I	Criteria: Parent Surveys Discipline Referral Data
2. BRYSS will hold 2 Open Houses (Fall and Spring) for parents to visit classrooms, talk to teachers and look at student portfolios. (Title I SW Elements: 3.1) (Target Group: All,EB,SPED,GT,AtRisk) (Strategic Priorities: 2,3,4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Parent and Family Engagement Director, Principal	8/2023-5/2024	(F)Title I	Criteria: Parent Surveys

BRYSS ACADEMY

Goal 6. (Family and Community Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 2. (Family and Community-Communications) BRYSS Academy will maintain two-way communications with parents, family members, and the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student conferences will be held once every semester to discuss student growth and goals. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(F)Title I	Criteria: STAAR TELPAS REN Star I-Ready Discipline Referral Data Attendance Data
2. BRYSS will publish a monthly newsletter. The newsletter will be available at school, on social media and on the website. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.4)	Assistant Principal/Dean of Instruction, Principal	8/2023-5/2024	(S)Local Funds	Criteria: Parent Surveys

BRYSS ACADEMY

Goal 6. (Family and Community Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 3. (Family and Community-Safety) BRYSS Academy will ensure students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures by training students and parents. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Principal	8/2023-5/2024	(F)Title IV Safe and Drug Free	Criteria: Safety Drills Safety Data
2. BRYSS will Strengthen school safety by establishing and conducting Campus Safety Committee meetings and reviews monthly with the school community. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.3,3.4)	Assistant Principal/Dean of Instruction, Instructional Specialist/Coordinator, Parent and Family Engagement Director, Principal	8/2023-5/2024	(S)Local Funds	Criteria: Parent Survey Safety Data

BRYSS ACADEMY

Campus Improvement Plan

2023/2024

“We are BRYSS strong.”
“BRYSS, where learning happens.”

Maria Knosel
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BRYSS ACADEMY Site Base

Name	Position
Knosel, Maria	Principal
Bernes, Andrea	Assistant Principal
Burguete, Adriana	Middle School Teacher
Buenrostro, Edna	ACE 21st Century Lead
Velasquez, Marc	Middle School Math Teacher
Lopez, Edelmira	Science Teacher
Saldivar, Maribel	5th Grade Teacher
De La Garza, Beatriz	2nd Grade Teacher
Clark, Erika	Secretary
Vicent, Ingrid	Children's Museum Board
Chapa, David	Business Owner

BRYSS ACADEMY

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.

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.

Nondiscrimination Notice

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

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
Formative Assessments
GOLD
Promotion/Retention Data
Renaissance Star 360
STAAR
TELPAS
TPRI/Tejas Lee
TX Kea

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.*

Demographics Weaknesses

- 1. BRYSS students score below on TELPAS speaking than any other domain.*
- 2. BRYSS students need rigorous teaching in writing across the curriculum.*

Demographics 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.*

Comprehensive Needs Assessment

Demographics 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.

Student Achievement

Student Achievement Data Sources

District Benchmark Data
Formative Assessments
Renaissance Star 360
STAAR

Student Achievement Strengths

- 1 Reading: 95% passing rate of all students and 76% at Meets and 41% 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: 93% approaches, 73% meets and 36% masters.*
- 5. Social Studies: 88% approaches 65% meets 32% masters.*

Student Achievement Weaknesses

- 1. Year 2 recent immigrants going into 6th grade; intensive ESL class.*

Student Achievement Needs

- 1. The 2023 STAAR data demonstrates that 93% of all BRYSS students met Approaches grade-level performance on all tests as compared to 2022.*

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

2. The 2023 STAAR data denotes Math: 73% at Meets and 36% at Masters grade-level performance which fell below our overall scores in Reading.

3. The 2023 Accountability Data Table demonstrate that fifth and eighth grade Science: 90% passing rate of all students and 65% at Meets at grade-level performance; however, our 8th grade Science was lower than 5th grade.

4. Coaching is needed for teachers in RLA/ SLA to target TEKS and writing component

Student Achievement Summary

During year 2022-2023 . There is room for improvement in our meets and masters for all subjects and grades. A particular emphasis will continue to 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

School Culture and Climate Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
District Benchmark Data
Promotion/Retention Data
Renaissance Star 360
STAAR
Survey Data

School Culture and Climate Strengths

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- 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 the good citizen girl and boy 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 every week day.*
- 7 Workbooks to help teachers and parents inform and explore academic success, career exploration and social emotional learning with students have been integrated to support our students' well-being and growth.*
- 8 A stronger emphasis has been placed on STEM being visible around our school. Bulletin boards and displays are continuously revisited and updated.*

School Culture and Climate Weaknesses

- 1 Anti-Bullying Activities*
- 2 Low student attendance is adversely affecting student achievement.*
- 3 CTE classes in 7th and 8th grade are needed to ensure 21st Century Skills.*
- 4 TSI preparation classes and testing dates are needed for our 8th graders in order to be on track for Dual Credit and AP classes.*

School Culture and Climate Needs

- 1 Team-building and anti-bullying activities with all our students on a monthly basis.*
- 2 Additional sports and athletic equipment is needed in order to address student's physical activity.*
- 3 Additional technology and audio equipment is needed to maintain blended learning and online learning.*
- 4 Low student attendance is adversely affecting student achievement.*
- 5 CTE classes in 7th and 8th grade are needed to ensure 21st Century Skills.*
- 6 TSI preparation classes and testing dates are needed for our 8th graders in order to be on track for Dual Credit and AP classes.*

School Culture and Climate Summary

Providing all students the opportunity to participate in after-school enrichment programs as well as 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 are able to 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. Middle School students will be offered CTE classes as well as TSI preparation

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

courses to take TSI during their 8th grade.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Classroom Walkthrough Data
Discipline Data
District Benchmark Data
Program Evaluations
Renaissance Star 360
STAAR
Staff Retention Data
Survey Data

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.*
- 6. PLC meetings are held bi-weekly to target curriculum and instruction.*

Staff Quality, Recruitment and Retention Weaknesses

- 1 Recruit highly qualified coaches for our ACE 21st Century afterschool program.*
- 2 Strategic training on RTI for all teachers.*
- 3 Amplify training to address our K-2 ELAR.*

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

1 Recruitment of qualified coaches for our ACE 21st Century afterschool program.

2 There is a need to offer more strategic Staff development that will closely address RTI instruction.

3 We will address the need to develop all new teachers to address specific needs and Mentoring PLC Meetings.

4 We will continue address our math needs by providing teachers with Eureka PD, modeling, planning help and alignment in math via contracted support.

4 Kinder-Second grade teachers will receive direct training on Amplify every six weeks.

5 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.

Staff Quality, Recruitment and Retention 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 quality of instruction. All teachers are provided opportunities to participate in campus leadership roles such as SDMC and grade specific leads. Our Mentoring program continues to empower our new teachers. Administration will lead Mentoring PLC Meetings twice a month to assist all teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Benchmark Data
Formative Assessments
GOLD
iReady
Renaissance Star 360
STAAR
TELPAS
TX Kea

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

1. Language Enrichment has been implemented in all grades K-2nd which will help with Amplify implementation.
- 2 Weekly library visits with an emphasis on JELL and oral language development.
- 3 Calendar "Circle" activities have been implemented in PK-1.
- 4 Writing initiatives and portfolios targeting editing and revising have been implemented in K-8th.
- 5 Focus on Science; 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.
- 5 I-Ready, SUMMIT, STEMScopes Math, Math Clubs and CUBES Problem Solving have been implemented in all K-8th math classrooms.
- 6 Intervention Labs (groups) targeting Kinder-8th grade Reading using LE, Phonics, Guided Reading strategies and online programs
- 7 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.
- 8 Teachers are working with cross-level peers to align and implement engaging instruction.
- 9 K-8th Science Program to target all Science categories and labs using STEMscopes and Robotics (PLTW). Weekly Studies Science for 5th and 8th grade.
- 10 Scholastic Current Event magazines are implemented in K-8 to target current events by genres.

Curriculum, Instruction and Assessment Weaknesses

1. Math problem solving across the grade levels.
2. Reading-Writing Connections through the content areas.
3. Student engagement through the gradual release lesson.
4. Listening and speaking scores on TELPAS.

Curriculum, Instruction and Assessment Needs

- 1 Increase quality of instruction in all K-7 science and social studies.
2. Implementation of writing across the curriculum to target writing across grade levels. Each student will have a writing portfolio where various writing samples will be collected every 3 weeks.
- 3 A reading focus across the campus to target all new ELAR TEKs, the genres and reading stamina.
- 4 Math focus with 90-120 minutes of math implemented daily. Lesson non-negotiables (problem solving, numeracy, skills). Blended learning stations in all math classes.

Curriculum, Instruction and Assessment Summary

A strong focus in reading across all genres and strands will be implemented. (Amplify) Strands 1-3 will be covered during the first semester. Article a Day, Poem a Week,

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

sustained silent reading to increase and stamina will be emphasized. An aligned math curriculum which covers problem solving, math objectives and basic facts has been implemented in K-5th grades. Eureka and Blended learning stations will be implemented in all math classes from Wednesday- Fridays. 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 Involvement

Family and Community Involvement Data Sources

Attendance Data
Discipline Data
Program Evaluations
Survey Data

Family and Community Involvement Strengths

- 1 Monthly principal/parent meetings addressing special topics, 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 Health Fair for parents and community will be offered twice a year.*

Family and Community Involvement Weaknesses

- 1 Community members to serve as tutors and mentors for our students.*
- 2 A continued safe, healthy and secure environment on campus for students, staff and parents.*
- 3 Additional opportunities for parents to be involved with their students at the school.*
- 4 Multiple communication methods with family members.*

Comprehensive Needs Assessment

Family and Community Involvement Needs

- 1 Community members to serve as tutors and mentors for our students.*
- 2 A continued safe, healthy and secure environment on campus for students, staff and parents.*
- 3 Additional opportunities for parents to be involved with their students at the school.*
- 4 Multiple communication methods with family members.*

Family and Community Involvement Summary

BRYSS counts with strong parental involvement. We have an increasing number of parents participating in different activities planned by our parent liason and principal. Parents feel welcome and comfortable on campus. Parents are involved in their child's education understanding the impact this has in their learning. BRYSS emphasizes effective parental involvement that improves student achievement. BRYSS parents are given multiple opportunities to be a part of our school community.

School Context and Organization

School Context and Organization Data Sources

Classroom Walkthrough Data
Discipline Data
District Benchmark Data
iReady
Program Evaluations
Promotion/Retention Data
Renaissance Star 360
STAAR
TELPAS

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, ELAR, Writing, TEKS, PBL, Bilingual Instruction and progress monitoring.*
- 3 Various computer programs are used to address specific needs for students that are struggling (I-Ready, SUMMIT, Brain Pop, and STEMScopes).*

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

- 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.*

School Context and Organization Weaknesses

- 1 Internalization of RTI process. TIER III interventions sing a pullout plan.*
- 2 Home School connection using our online programs.*
- 3. CTE course for our middle school students.*

School Context and Organization Needs

- 1 Professional Development on RTI process and researched based interventions to all our staff and parents.*
- 2 Parent opportunities to practice using online programs to address student needs at home.*
- 3 PD for HB 1416 implementation for parents and staff.*

School Context and Organization Summary

BRYSS provides the staff and parents multiple opportunities to participate in the decision making process on our campus. Professional Development for RTI, researched based interventions and TEKS continues to be a need for our staff and parents. Data will continue to drive our instruction and parents will be presented with information in a timely manner. Parents will receive updates on HB1416 and its implementation.

Technology

Technology Data Sources

Classroom Walkthrough Data
District Benchmark Data
iReady

Comprehensive Needs Assessment

Technology Data Sources (Continued)

Renaissance Star 360
STAAR
TELPAS
TX Kea

Technology Strengths

- 1 Daily use of technology 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 students participate in keyboarding class (Learning.com). 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 Kinder students count with both IPADs and Chromebooks to enhance learning.*
- 7 Chromebook and computer carts were put into every 1st-8th grade class to ensure devices are charged every morning.*

Technology Weaknesses

- 1 Upgrade laptops and computers for middle school students.*
- 2 Upgrade wiring(Internet) and power for main building to assist during testing.*
- 3 Administration and teachers need upgraded laptops.*

Technology Needs

- 1 After reviewing inventory there is a need to increase the number of IPADs to assist P and Kinder students as well as teachers in the classrooms.*
- 2 It is essential to replace obsolete or damaged computers to ensure all students can participate in Blended Learning, online learning, research and intervention activities.*
- 3 Purchase of more Robotics materials and programs to assist our Robotics club. PLTW materials to enhance middle school and primary clubs.*
- 4 Upgrade administration and teacher's computers.*

Technology Summary

Comprehensive Needs Assessment

BRYSS technology has improved. All our 1st-8th grade students have their own device. Our Kinder students share an IPAD cart and a Chromebook cart. More IPADs are needed to address the needs of our PK students. Computers will also be needed to update outdated computers. BRYSS counts with one Technology lab that is available to all students.

Chromebook carts are available to assist 1st-8th grade. Teachers would benefit from 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.

Other

Resources

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