Raul Yzaguirre Schools for Success

BRYSS Academy (PK-8)

Campus Improvement Plan

2021-2022

2255 N. Coria

Brownsville, TX 78520

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

Mission

We the faculty, staff, family and community of BRYSS STEM Academy are commited to facilitating a student-centered education. The pursuit of excellence is aimed at developing independant 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.

Administrators

Maria Knosel	Principal
Andrea Bernes	Assistant Principal
Lillian Sacramento	ECC Director

Description

BRYSS Academy (PK-8) opened its doors in 2002 and serves 478 students in grades PreKinder 3 through 8th. The student population is 100% Hispanic, 49% Male, 51% Female. BRYSS Academy (PK-8) serves 5% 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 96%.

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 ELL Learners.

Student Achievement

During the past 18 months, our students showed an instructional slide in all areas compared to scores in 2019. There is room for improvement in all subjects in all grades. A particular emphasis will be given to reading, math, and science. 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.

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

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. Strands 1-3 will be covered during the first semester. Article a Day, Poem a Week, sustained silent reading to increase stamina and AR will be emphasized. An aligned math curriculum which covers problem solving, math objectives and basic facts has been implemented in K-5th grades. 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 Engagement

BRYSS has a 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 education. 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

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; however, all our 3rd-8th grade students use their one-to-one devices. More computers and Chromebooks are needed to address the needs of our students in K-2nd. BRYSS counts with one Technology lab that is available to all students. Two Chromebook carts also assist students in the Primary and Middle School and our science and social studies labs. Teachers do need more professional development in the area of technology and the Blended learning class. 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.

Planning Committee

Member Name	Title	Role
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

Comprehensive Needs Assessment

CNA Process

Kinder to 8th grade ELA teachers conducted a needs assessment using REN 360, TELPAS, TPRI/Tejas LEE, DRA levels, and Educational Galaxy benchmarks. Students at BRYSS showed a slide during this COVID period as compared to STAAR Data from 2019. TELPAS data also showed a need for students to practice more oral English (speaking). As a result, programs that address higher-level thinking skills and speaking will be planned and delivered.

Science teachers (R. Sanchez, E. Lopez, M. Marroquin, M. Velasquez), A. Bernes, and the principal met to identify strengths and weaknesses in science. 2020 5th and 8th-grade STAAR data shows a significant weakness that must address scaffolding instruction in the lower grades. The gap between our 5th and 8th-grade scores shows that 6th-7th must address science TEKS daily to meet mastery in the 8th grade.

ELA teachers and principal met to discuss the needs of our students in the area of writing. TELPAS and 2020 STAAR data show the weaknesses and strengths in our student's writing. Students most in need will be identified and receive targeted assistance. Teachers will implement non-negotiables both in composition writing 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 2020 STAAR. A priority will be given for students in grades K-7th to master specific Social Studies TEKs to help address the needs in 8th grade. 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.

Demographics

Strengths

1. 100% of our BRYSS population is Hispanic.
2. 70% of our students are coded as English Language Learners.
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 the needs of our ELL students.
2. Professional Development to implement a strong virtual/in person reading program targeting the new ELAR TEKs to help all our students meet challenging academic and performance standards.

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 ELL Learners.

Data

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

Student Achievement

Strengths

1 Reading:65% passing rate of all students and 31% at Meets and 14% 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.

Needs

1 The 2021 STAAR data demonstrates that 61% of all BRYSS students met Approaches grade-level performance on all tests as compared to 2019 which was 89%.
2 The 2021 STAAR data denotes Math: 62%% passing rate of all students and 23% at Meets and 9% at Masters grade-level performance.
3 The 2021 Accountability Data Tables demonstrate that Fourth and seventh grade Writing: 58% passing rate of all students and 26% at Meets at grade-level performance.
4 Science: 52% passing rate for all students and 14% at the Meets grade-level performance.
5 Coaching is needed for teachers in Reading, Math and Science in order for students to master both academic and performance standards.

Summary

During the past 18 months, our students showed an instructional slide in all areas compared to scores in 2019. There is room for improvement in all subjects in all grades. A particular emphasis will be given to reading, math, and science. 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.

Data

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Program Evaluations
Promotion / Retention 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 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.

Needs

1 There will be a need for Team-building and anti-bullying activities with all our students on a monthly basis is needed.
2 Additional athletic equipment is needed in order to address student's physical activity.
3 Additional technology and audio equipment is needed to support blended learning in our lower primary classrooms.
4 There is a need to closely examine attendance trends throughout the year. Low student attendance is adversely affecting student 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

Data

Response to Intervention tracking
Student Achievement Data
Program Evaluations
Discipline Data
Classroom Walkthrough 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.

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 modeling, planning help and alignment in math via contracted certified teachers using ESSER II and 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 II and 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 II and 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

Curriculum, Instruction and Assessment

Strengths

1. Language Enrichment has been implemented in all grades K-2nd.
2. JELL and LTL reading units 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. Imagine Math (TTM), Imagine Facts, 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). Weekly Studies Science for 5th and 8th grade.

Needs

1. After reviewing formal and informal data, there is a need to increase quality of instruction in all content areas.
2. There is a need to increase the level of writing across the curriculum to target writing across grade levels. It is evident that students will need a writing portfolio where various writing samples can be collected every 2 weeks.
3. After reflecting on reading scores, there is a need to focus across the campus to target all new ELAR TEKs, the genres and reading stamina.
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 math scores and BOY data for math, additional interventions will be implemented for all TIER II and TIER III students in a pull out program using ESSER II and ESSER III.

Summary

A strong focus in reading across all genres and strands will be implemented. Strands 1-3 will be covered during the first semester. Article a Day, Poem a Week, sustained silent reading to increase stamina and AR will be emphasized. An aligned math curriculum which covers problem solving, math objectives and basic facts has been implemented in K-5th grades. 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.

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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.

Needs

1. It is essential for Community members to serve as tutors and mentors for our students.
2. Our goal is to focus on the need for a safe, healthy and secure environment on campus for students, staff and parents.
3. It is essential for the campus to focus on additional opportunities for parents to be involved with their students at the school.
4. Need improvement in communication with family members.

Summary

BRYSS has a 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 education. BRYSS emphasizes effective parental involvement that improves student achievement. BRYSS parents are given multiple opportunities to be a part of our school community.

Data

Attendance Data

Student Achievement Data

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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 (Imagine Math, Educational Galaxy, Imagine Language and Literacy, 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 informal data, it is necessary to offer 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 PD for HB 4545 implementation for parents and staff.

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.

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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 3rd-8th count with their own computer/ chromebook.

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. The is also a need to increase the volume of Google Chromebook carts to assist students in research and computer-based interventions.

Summary

BRYSS technology has improved; however, all our 3rd-8th grade students use their one-to-one devices. More computers and Chromebooks are needed to address the needs of our students in K-2nd. BRYSS counts with one Technology lab that is available to all students. Two Chromebook carts also assist students in the Primary and Middle School and our science and social studies labs. Teachers do need more professional development in the area of technology and the Blended learning class. Our Robotic program has advanced but still needs upgraded materials and programs.

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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 ELL and SPED students with intervention activities before and after school school.

4 It is evident that teachers have access to resources, intervention and inclusion activities with leveled readers, fluency and Language Enrichment for all ELL and SPED.

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 Imagine Facts, STEMScopes Math, Educational Galaxy and Imagine Math which targets all TEKS in reading, math, writing and science. Students must complete 90 minutes per week.

8 The campus makes Peer tutoring a resource for all SPED and recent ELL students during stations and group activities.

9 It is evident that a strong ESL program that targets ELPS. ELPS icons are posted daily next to objectives to assist in instruction.

10 There is a system in place where all Gifted and Talented students will participate in one specific project (PBL) targeting various areas every nine weeks.

Needs

1 Informal and formal data demonstrates a need for activities that addresses academic language targeting the three vocabulary tiers for K-8th grade students.

2 There is a need to increase in Writing across the curriculum, editing and revising daily review for all K-8th students.

3 It is crucial for there to be additional resources for ELL, At-Risk and Special Education students.

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.

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Priority Needs

A: Demographics

A1 Continued Professional Development to target all the needs of our ELL students.

A2 Professional Development to implement a strong virtual/in person reading program targeting the new ELAR TEKs to help all our students meet challenging academic and performance standards.

B: Student Achievement

B1 The 2021 STAAR data demonstrates that 61% of all BRYSS students met Approaches grade-level performance on all tests as compared to 2019 which was 89%.

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B3 The 2021 Accountability Data Tables demonstrate that Fourth and seventh grade Writing: 58% passing rate of all students and 26% at Meets at grade-level performance.

B4 Science: 52% passing rate for all students and 14% at the Meets grade-level performance.

B5 Coaching is needed for teachers in Reading, Math and Science in order for students to master both academic and performance standards.

C: School Culture and Climate

C1 There will be a need for Team-building and anti-bullying activities with all our students on a monthly basis is needed.

C2 Additional athletic equipment is needed in order to address student's physical activity.

C3 Additional technology and audio equipment is needed to support blended learning in our lower primary classrooms.

C4 There is a need to closely examine attendance trends throughout the year. Low student attendance is adversely affecting student 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.

E: Curriculum, Instruction and Assessment

E1 After reviewing formal and informal data, there is a need to increase quality of instruction in all content areas.

E2 There is a need to increase the level of writing across the curriculum to target writing across grade levels. It is evident that students will need a writing portfolio where various writing samples can be collected every 2 weeks.

E3 After reflecting on reading scores, there is a need to focus across the campus to target all new ELAR TEKs, the genres and reading stamina.

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.

F: Family and Community Engagement

F1 It is essential for Community members to serve as tutors and mentors for our students.

F2 Our goal is to focus on the need for a safe, healthy and secure environment on campus for students, staff and parents.

F3 It is essential for the campus to focus on additional opportunities for parents to be involved with their students at the school.

F4 Need improvement in communication with family members.

G: School Context and Organization

G1 After reviewing formal and informal data, it is necessary to offer 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 PD for HB 4545 implementation for parents and staff.

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 The is also a need to increase the volume of Google Chromebook carts to assist students in research and computer-based interventions.

I : Special Populations

I1 Informal and formal data demonstrates a need for activities that addresses academic language targeting the three vocabulary tiers for K-8th grade students.

I2 There is a need to increase in Writing across the curriculum, editing and revising daily review for all K-8th students.

I3 It is crucial for there to be additional resources for ELL, At-Risk and Special Education students.

Actions

Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

Objective #1: RYSS district will maintain a TEA accountability rating of A.

2	**Action:** Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.	**Person(s) Responsible:** M. Knosel	**Resources:** Lesson Plan Books Professional Development Consultants; Title I, Part A Funds
	Evidence of Implementation: Walk-Through Data PLC sign in sheets Pacing Calendars Weekly Checkpoints	**Ongoing Evaluation Method:** Unit Tests Weekly Checkpoints Benchmarks Computer Program Data	**Final Evaluation Method:** STAAR TELPAS TPRI Report Cards
	Timeline: 8/5/2021 - 5/31/2022 (Bi-Monthly)	**Needs:** A1; A1; A1; A1; 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; I1; I 1; I 1; I1; I 3; I 3; I 3; I 3 [Title I Components CNA, CIP]	

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Objective #2: Curriculum: The campus will achieve an "A" rating on all domains in the state accountability system through an aligned curriculum and focus on the whole child.

1	**Action:** Vertically align all grade levels to target all core subject areas by conducting cross-level meetings and peer learning walks.	**Person(s) Responsible:** M. Knosel L. Sacramento A. Bernes	**Resources:** Student data, core subject curriculum, Lead4Ward blueprints, Binders; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Meeting sign-ins, Lesson Plans, Walk-throughs	**Ongoing Evaluation Method:** Benchmarks, positioning tools, weekly checkpoints	**Final Evaluation Method:** STAAR, REN Star, TELPAS, TPRI/Tejas Lee
	Timeline: 8/5/2021 - 5/30/2022 (Monthly)	**Needs:** B1; B2; B3; B4 [Title I Components CNA, CIP]	

2	**Action:** Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.	**Person(s) Responsible:** M. Knosel A. Bernes L. Sacramento	**Resources:** Computers, Title I Funds; Title I, Part A Funds; Title I, Part A Focus Grant Funds
	Evidence of Implementation: Lesson Plans Schedules Pacing Calendars Station Plans	**Ongoing Evaluation Method:** REN Star (BOY, MOY, EOY) Benchmarks Report Cards	**Final Evaluation Method:** STAAR TELPAS REN Star
	Timeline: 8/1/2021 - 5/30/2022 (Daily)	**Needs:** B1; B2; B3; B4; B5; E1; E4; H2; H4 [Title I Components CNA, CIP]	

Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

Objective #3: Academics: 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; close learning gaps.

1	**Action:** All staff will receive PD on all core subject curriculum. (Multi-Sensory Grammar, STEMScopes Math and Science, Imagine Learning, Language Enrichment, Reading Academy Strategies)	**Person(s) Responsible:** M. Knosel A. Bernes L. Sacramento	**Resources:** Substitutes, PD cost, workbooks, kits, Title I/ ESSER $3000; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans, Pacing Calendars, Walk-Throughs, sign-in sheets	**Ongoing Evaluation Method:** Progress monitoring, Checkpoints, benchmarks, weekly tests	**Final Evaluation Method:** STAAR, TELPAS REN Star
	Timeline: 8/1/2021 - 7/1/2022 (Monthly)	**Needs:** B1; B2; B3; D1; D2; E1; E2; E3; G1; H1 [Title I Components CNA, CIP]	
2	**Action:** Employ part-time math and reading coaches to provide professional development and classroom modeling for teachers.	**Person(s) Responsible:** M. Knosel L. Sacramento A. Bernes	**Resources:** ESSER Funds Title I Funds $35,000; Title I, Part A Funds
	Evidence of Implementation: Coach contracts Teacher evaluation forms	**Ongoing Evaluation Method:** Walk-throughs PD Sign-In sheets Lesson Plans Pacing Calendars	**Final Evaluation Method:** STAAR TELPAS REN STAR TPRI/TEJAS
	Timeline: 7/1/2021 - 5/1/2022 (Daily)	**Needs:** B1; B3; B4; B5; D1; D2; D3; E4; G1 [Title I Components CNA, CIP]	
3	**Action:** Hold a Math/ Science/Reading Day/Fair once a year to target higher order thinking skills with all students and parents.	**Person(s) Responsible:** M. Knosel A. Bernes L. Sacramento	**Resources:** IMAS Planetarium/ Engineering $800. UTB Mobile Bus Math/ Science Literacy; Title I, Part A Funds
	Evidence of Implementation: Invitation Flyers Sign-In Sheets Schedules Agendas	**Ongoing Evaluation Method:** Weekly test scores Report Cards Checkpoints Benchmarks	**Final Evaluation Method:** STAAR TELPAS EOY REN Star
	Timeline: 8/1/2021 - 5/30/2022 (Bi-Annually)	**Needs:** B1; B2; B3; B4; C4; E3; E4; F3 [Title I Components CNA, CIP, Evaluation]	

3	**Action:** BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.	**Person(s) Responsible:** Principal Lead Teachers Teachers	**Resources:** Technology (Laptops, Chromebooks); Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans Walk-Through Data Observations Group Rosters	**Ongoing Evaluation Method:** BOY-MOY REN-Star 360 Benchmark Data Report Card Grades	**Final Evaluation Method:** STAAR TELPAS REN Star360
	Timeline: 8/1/2021 - 6/1/2022 (Daily)	**Needs:** 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 #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

Objective #4: Academics: Increase scale scores for Reading and Math REN Star to meet end-of-year performance goals.

1	**Action:** Students will participate in Blended Learning station rotations to target focus skills from BOY and MOY data.	**Person(s) Responsible:** M. Knosel L. Sacramento A. Bernes	**Resources:** Laptops/ Chromebooks Title I Funds Online programs Imagine Learning and Education Galaxy; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans Pacing Calendars Walk-Throughs Intervention Student Folders Schedules/ Lesson Plans	**Ongoing Evaluation Method:** Progress Monitoring MOY REN Star Report Card grades Online program usage reports	**Final Evaluation Method:** STAAR TELPAS REN Star
	Timeline: 8/1/2021 - 6/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; B5; C3; E1; E3; E4; H1; H2; H4 [Title I Components CNA, CIP]	

1	**Action:** Analyze BOY, MOY and EOY data for all students and conduct monthly data meetings to address and target students' needs.	**Person(s) Responsible:** M. Knosel A. Bernes L. Sacramento Teachers	**Resources:** Title I , Part A Funds Checkpoints, Unit tests, Online programs; Title I, Part A Funds
	Evidence of Implementation: PLC sign in sheets Data Reports Data Walls Lesson Plans Intervention Plans	**Ongoing Evaluation Method:** Walk-Throughs Weekly Checkpoints Unit Assessments Benchmarks	**Final Evaluation Method:** EOY Imagine Learning/ Math EOY TPRI TELPAS STAAR Report Cards
	Timeline: 8/19/2021 - 5/31/2022 (Monthly)	**Needs:** B1; B1; B1; B1; B6; B6; B6; B6 [Title I Components CNA, CIP]	

2	**Action:** Before school and afterschool learning labs will be offered daily to all students.	**Person(s) Responsible:** M. Knosel A. Bernes L. Sacramento 21st Century Coordinator	**Resources:** ESSER Funds 21st Century Funds Title I Funds $80,000; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans Student sign in forms Attendance reports Online program usage reports	**Ongoing Evaluation Method:** Progress monitoring Checkpoints Weekly Assessments Report Cards Benchmarks	**Final Evaluation Method:** STAAR TELPAS REN Star
	Timeline: 9/7/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; C3; C4; E1; H1; H2; H4; I 3 [Title I Components CNA, CIP, Evaluation]	

Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

Objective #5: Attendance: By the end of the school year, increase and maintain student attendance to 98%, and decrease teacher absenteeism by 5%.

1	**Action:** Students with perfect attendance will be honored at 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.	**Person(s) Responsible:** M. Knosel S. Hernandez	**Resources:** Certificates Medals Luncheon $500; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Attendance sheets Perfect Attendance certificates Number of medals given out.	**Ongoing Evaluation Method:** Attendance rate every 6 weeks	**Final Evaluation Method:** EOY Attendance Rate
	Timeline: 9/1/2021 - 7/1/2022 (Every 6 weeks)	**Needs:** B1; B2; B3; B4; B5; C4 [Title I Components CNA, Evaluation]	

2	**Action:** Teacher appreciation will be an ongoing priority. Teachers with perfect attendance the whole first semester will be rewarded with "Release Time Coupons".	**Person(s) Responsible:** M. Knosel S. de la Garza	**Resources:** Coupons Substitute pay; State Comp Ed Funds
	Evidence of Implementation: List of teachers Teacher release sign-out calendar	**Ongoing Evaluation Method:** EOY comparison of 1st semester and 2nd semester teacher absence percentages.	**Final Evaluation Method:** EOY teacher absence report
	Timeline: 9/1/2021 - 7/1/2022 (Bi-Annually)	**Needs:** B1; B2; B3; B4; B5 [Title I Components CNA]	

Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.

Objective #1: LEP: Increase understanding of the LEP performance and how it relates to state and federal accountability.

1	**Action:** Teachers will be provided with PD for ELPS, ESL strategies, Social and academic vocabulary development, JELL, Language to Literacy and Text structures to target the needs of all LEP students.	**Person(s) Responsible:** M. Knosel A. Bernes S. Hernandez L. Sacramento	**Resources:** PD, books for read-a louds, flashcards, Dictionaries, Title III, $1000, online programs, Word walls, Writing Portfolios; Title III, Part A Funds
	Evidence of Implementation: PD Agendas, Teacher sign-in sheets, Lesson Plans, Walk-throughs, Lesson Plans, Pacing Calendar	**Ongoing Evaluation Method:** Weekly Checkpoints, Benchmarks, Positioning Tools, REN Star	**Final Evaluation Method:** STAAR, TELPAS, REN Star
	Timeline: 8/1/2021 - 6/1/2022 (On-going)	**Needs:** A1; A2; B1; B2; B3; B4; B5; D1; D2; E1; I 1; I 3 [Title I Components CIP, Evaluation]	

2	**Action:** Morning and afterschool programs will be offered to all ELL students to address small group/ TIER II instruction.	**Person(s) Responsible:** M. Knosel A. Bernes 21st Century E. Buenrostro	**Resources:** Online programs(Education Galaxy), Imagine Learning, IPADs, Computers, extended day pay, $20,000.; Title I, Part A Funds; Title III, Part A Funds
	Evidence of Implementation: Student sign ins, Computer program usage reports, Lesson Plans, walk-throughs, Pacing Calendars	**Ongoing Evaluation Method:** Weekly Checkpoints, Benchmarks, positioning tools, MOY REN Star, Report Card grades	**Final Evaluation Method:** STAAR TELPAS EOY TPRI EOY REN Star
	Timeline: 9/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; E1; I 1; I 3 [Title I Components CNA, CIP]	

Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.

Objective #2: At-Risk: Close the achievement gap between student groups at the same grade level, including Special Education and other at-risk students.

1	**Action:** All special population students will participate in Language Enrichment, Basic Language Skills, Education Galaxy, Imagine Learning and AR activities in TIER small groups/ pull outs to target special needs.	**Person(s) Responsible:** M. Knosel A. Bernes L. Sacramento D. Varela S. Hernandez	**Resources:** Online programs Computers Student practice materials Title I Esser $5000; Title I, Part A Funds; Education Foundation Funds
	Evidence of Implementation: Student sign in sheets HB4545 student logs RTI paperwork Intervention schedules	**Ongoing Evaluation Method:** Weekly assessments Checkpoints Benchmarks BOY-MOY REN Star	**Final Evaluation Method:** STAAR TELPAS EOY REN Star
	Timeline: 9/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; B5; I 1; I 3 [Title I Components CNA, CIP]	

2	**Action:** BRYSS will offer before and afterschool tutorial and homework help classes to address the needs of all special population students.	**Person(s) Responsible:** M. Knosel A. Bernes 21st Century E. Buenrostro L. Sacramento D. Varela	**Resources:** Online programs Practice resources(Forde/Ferrier Intervention workbooks) Extra duty pay-Title I/ ESSER; Title I, Part A Funds; Education Foundation Funds
	Evidence of Implementation: Tutorial Lesson Plans Student sign-in sheets Tutorial sign-in sheets	**Ongoing Evaluation Method:** Weekly Assessments Unit Tests BOY-MOY REN Star	**Final Evaluation Method:** STAAR TELPAS EOY TPRI/Tejas EOY REN Star
	Timeline: 9/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; B5; C2; C3; C4; E1; I 1; I 3 [Title I Components CIP, Evaluation]	

Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.

Objective #3: Increase all ELL student performance on TELPAS by one level.

1	**Action:** Students will participate in English oral language development activities. Students will participate in plays, oral presentations, group activities and sentence stem activities.	**Person(s) Responsible:** M. Knosel L. Sacramento A. Bernes E. Buenrostro 21st Century S. Hernandez	**Resources:** Computers Microphones Speakers 21st Century ESSER; Title I, Part A Funds; Education Foundation Funds
	Evidence of Implementation: Lesson Plans Attendance Sheets Walk-Through Data	**Ongoing Evaluation Method:** Benchmarks ELPS Weekly Checkpoints BOY/ MOY TPRI BOY/MOY REN Star	**Final Evaluation Method:** TELPAS STAAR EOY REN Star
	Timeline: 9/1/2021 - 7/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; B5; H1; H4; I 1; I 3 [Title I Components CIP, Evaluation]	

Goal #3: College and Workforce Readiness-
All RYSS students will graduate ready to engage in college level,or workforce opportunities.

Objective #1: 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 to ensure confidence when challenged in college readiness arena.

1	**Action:** 6th-8th grade students will participate in monthly C2BK meetings during library time to address emotions, bullying, suicide prevention and other target topics.	**Person(s) Responsible:** S. Hernandez M. Knosel A. Bernes L. Sacramento M. Hernandez	**Resources:** Power Point C2BK pamphlets computer speakers; Title I, Part A Funds; Education Foundation Funds
	Evidence of Implementation: Lesson Plans Library Sign-in Sheets Pictures Walk-Throughs	**Ongoing Evaluation Method:** Discipline Data	**Final Evaluation Method:** EOY Discipline Data
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** C1; C4; E1; F2; I 1; I 3 [Title I Components CIP]	

2	**Action:** 8th grade students will participate in Student Council with monthly meetings to plan schoolwide activities	**Person(s) Responsible:** M. Knosel S. Mendoza	**Resources:** Student Council elections; Title I, Part A Funds
	Evidence of Implementation: Election results Meeting sign-ins/ agendas School wide plans	**Ongoing Evaluation Method:** Discipline Data	**Final Evaluation Method:** EOY Discipline Data
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)	**Needs:** C1; C4; E1 [Title I Components CIP]	

Goal #3: College and Workforce Readiness-
All RYSS students will graduate ready to engage in college level,or workforce opportunities.

Objective #2: College & Career Readiness: Teachers will increase and promote awareness of Universities/ Colleges, Careers, and Professions during classroom instruction and provide for external opportunities to visit colleges.

1	**Action:** All 8th grade students will participate in career pathways trainings in CCR Lab once a month. Trainings will cover academic success, career exploration, and creating a better you.	**Person(s) Responsible:** M. Knosel A. Bernes S. Hernandez	**Resources:** Computers 8th Grade Success Books/ Woodburn Press CCR Funds Title I; Career & Technology Funds; Title I, Part A Funds
	Evidence of Implementation: Sign-In Sheets Lesson Plans	**Ongoing Evaluation Method:** Student surveys Discipline Data School Climate	**Final Evaluation Method:** Advance Level Courses
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** B1; B2; B3; B4; B5; C1 [Title I Components CNA, CIP]	
2	**Action:** Middle School students will participate in virtual career meetings where community members will provide students insight into different careers on a monthly basis.	**Person(s) Responsible:** M. Knosel S. Hernandez A. Bernes	**Resources:** Zoom Computers Career/ Technology Title I Funds; Title I, Part A Funds
	Evidence of Implementation: Schedule Zoom Log In Student response sheet Power Point/ Agendas	**Ongoing Evaluation Method:** Report Cards Grades Discipline Data	**Final Evaluation Method:** STAAR EOY Discipline Data
	Timeline: 9/1/2021 - 8/1/2022 (Monthly)	**Needs:** C1; C4 [Title I Components CIP]	
3	**Action:** Conduct parent meetings on High school/ College choice and career readiness for all 7th and 8th grade parents.	**Person(s) Responsible:** M. Knosel L. Meneses A. Bernes	**Resources:** Parent Center Woodburn Press Parent BOOKs Computers; State Comp Ed Funds; Career & Technology Funds; Title I, Part A Funds
	Evidence of Implementation: Agendas Parent sign in sheets Parent Meeting Pictures	**Ongoing Evaluation Method:** Student Surveys Report Card Grades Attendance rates	**Final Evaluation Method:** STAAR
	Timeline: 9/1/2021 - 6/1/2022 (Bi-Annually)	**Needs:** C1; C4; F3; F4 [Title I Components Evaluation]	

Goal #4: 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: Communication:During Virtual and Live learning BRYSS will increase two-way communications with parents, family members, and the community.

1	**Action:** Student conferences will be held once every semester to discuss student growth and goals.	**Person(s) Responsible:** M. Knosel A. Bernes L. Sacramento Teachers	**Resources:** ZOOM Computers Substitutes; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Conferencing documentation Conference Schedules Invites	**Ongoing Evaluation Method:** Weekly Test Grades Report Cards Discipline Referrals	**Final Evaluation Method:** STAAR TELPAS REN Star Discipline Referrals
	Timeline: 9/1/2021 - 6/1/2022 (Bi-Annually)	**Needs:** B1; B2; B3; B4; B5; C4; F3 [Title I Components Evaluation]	

2	**Action:** BRYSS will hold 2 Open Houses (Fall and Spring) for parents to visit classrooms, talk to teachers and look at student portfolios.	**Person(s) Responsible:** M. Knosel L. Sacramento A. Bernes Teachers	**Resources:**
	Evidence of Implementation: Sign In sheets Pictures Flyers (Invites)	**Ongoing Evaluation Method:** Report Cards Discipline Referrals Surveys	**Final Evaluation Method:** Retention Percentages STAAR TELPAS Discipline Referrals
	Timeline: 9/1/2021 - 6/1/2022 (Bi-Annually)	**Needs:** C1; C4; F3; F4 [Title I Components CNA, Evaluation]	

Goal #4: 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: Involvement: Create multiple opportunities for parents to be involved with their children and the school.

1	**Action:** Conduct weekly family and community forums, trainings and workshops based on strategies and engagement activities addressing career pathways, college readiness, health and wellness and social emotional.	**Person(s) Responsible:** M. Knosel L. Meneses L. Sacramento	**Resources:** Presenters Refreshments Packets Computers; Title I, Part A Funds
	Evidence of Implementation: Agendas Sign-In sheets Flyers Social Media Posts	**Ongoing Evaluation Method:** Parent and Student Surveys	**Final Evaluation Method:** Surveys STAAR TELPAS
	Timeline: 8/1/2021 - 6/1/2022 (Weekly)	**Needs:** B1; B2; B3; B4; B5; C1; F2; F3; F4; G1; G3 [Title I Components Evaluation]	

1	**Action:** 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.	**Person(s) Responsible:** M. Knosel A. Bernes L. Sacramento	**Resources:** Pictures Snacks Power-Points Padres Comprometidos CHISPA Online Programs Title I Funds/ Title III Funds $2000; Title I, Part A Funds; Title III, Part A Funds
	Evidence of Implementation: Sign -Ins Pictures Agendas ZOOM recordings	**Ongoing Evaluation Method:** Parent Participation Surveys Student Discipline Report Cards	**Final Evaluation Method:** Parent and Student Surveys Discipline Referrals Student retention
	Timeline: 8/1/2021 - 6/1/2022 (Monthly)	**Needs:** B1; B2; B3; B4; B5; C4; F1; F2; F3; F4; G1; G3 [Title I Components CNA, CIP, Evaluation]	

Goal #4: 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: Culture: Ensure students and family members are welcomed in a safe, disciplined, and healthy environment conducive to student learning.

1	**Action:** Safety Committee will conduct meetings with teachers, staff and parents every month to address topics to maintain a safe secure environment.	**Person(s) Responsible:** Safety Committee Lead M. Knosel L. Meneses	**Resources:** Safety survey/ audit Safety topics;
	Evidence of Implementation: Sign-in sheets Agendas Safety Reports/ Accident Reports	**Ongoing Evaluation Method:** Safety Records/ Accident Reports	**Final Evaluation Method:** EOY Safety Incident Reports
	Timeline: 8/1/2021 - 6/1/2022 (Monthly)	**Needs:** C1 [Title I Components CNA, Evaluation]	

2	**Action:** In the Spring, BRYSS SDMC (consisting of staff and parents) will annually 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.	**Person(s) Responsible:** M. Knosel	**Resources:** Campus Improvement Plan; Title I, Part A Funds
	Evidence of Implementation: Completed Needs Assessment, CIP, and evaluation of prior years plan. Sign-in sheets Agendas and minutes of meetings.	**Ongoing Evaluation Method:** Measuring actions in CIP	**Final Evaluation Method:** Final evaluation of CIP plan. Evaluation of successes and failures in CIP.
	Timeline: 2/1/2021 - 5/1/2022 (Annually)	**Needs:** F3 [Title I Components CNA, CIP, Evaluation]	

Goal #5: Social Emotional Learning - RYSS will engage students in self-awareness practices, goal-setting, develop empathy for others, and make responsible decisions.

Objective #1: Provide a safe, supportive, and caring environment without fear of bullying or harrassment.

1	**Action:** Choosing Love and Cool2BKind will be implemented across the campus.	**Person(s) Responsible:** Principal Counselor Teacher Student Council	**Resources:** ZOOM Choose Love! T-Shirts Flyers; Local Funds; Title I, Part A Funds $300.00
	Evidence of Implementation: Brain Pop Schedules Do Now Videos Recordings Posters/ Flyers	**Ongoing Evaluation Method:** Discipline Referrals Counseling Referrals Report Cards	**Final Evaluation Method:** Report Cards Discipline Referrals
	Timeline: 8/1/2021 - 5/30/2022 (Weekly)	**Needs:** C3; C4; C4; C4; C4; C7; C7; C7 [Title I Components CIP]	

2	**Action:** Counselor will conduct monthly library wellness meetings with students to address social emotional learning.	**Person(s) Responsible:** M. Knosel S. Hernandez M. Hernandez	**Resources:** Library Books Power-Point Brain Pop Social Emotional program; Title I, Part A Funds
	Evidence of Implementation: Library Schedule Counselor plans	**Ongoing Evaluation Method:** Number Office Discipline referrals	**Final Evaluation Method:** EOY Discipline Data
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** C1; C4; E1; F2 [Title I Components CNA, CIP]	

Goal #5: Social Emotional Learning - RYSS will engage students in self-awareness practices, goal-setting, develop empathy for others, and make responsible decisions.

Objective #2: Students will be able to mange emotions and behaviors in different situations and persevere in the face of challenges.

1	**Action:** During morning announcements principal will discuss different practices to help students manage emotions and challenges.	**Person(s) Responsible:** M. Knosel	**Resources:** ZOOM Powerpoint Computer;
	Evidence of Implementation: Daily announcements	**Ongoing Evaluation Method:** Number of counselor and discipline referrals.	**Final Evaluation Method:** EOY Discipline Data
	Timeline: 8/1/2021 - 6/1/2022 (Daily)	**Needs:** C1; C4 [Title I Components CNA, CIP]	

Goal #5: Social Emotional Learning - RYSS will engage students in self-awareness practices, goal-setting, develop empathy for others, and make responsible decisions.

Objective #3: Students will be able to demonstrate skills related to achieving personal and academic goals.

1	**Action:** Principal and teachers will hold individual student conferences to map out 6 week goals to meet HB4545 and individual EOY goals.	**Person(s) Responsible:** M. Knosel Teachers A. Bernes	**Resources:** Folders Learning Plans Conference periods; Career & Technology Funds
	Evidence of Implementation: Student Documentation Folders Meeting Schedules	**Ongoing Evaluation Method:** Report Card Grades MOY REN Scores Benchmarks	**Final Evaluation Method:** STAAR TELPAS REN Star
	Timeline: 9/1/2021 - 6/1/2022 (Every 6 weeks)	**Needs:** B1; B2; B3; B4; B5; C1; C4; E1; E3; E4; G1; G3; I 1; 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 #1: All campuses will reach and maintain a 97% student attendance rate by the end of school year 2021-2022.

1	**Action:** 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.	**Person(s) Responsible:** Counselor Teacher Principal	**Resources:** Award Certificates Medals Prizes-(Pizza, Pencil, Mini Toys); Local Funds; State Comp Ed Funds
	Evidence of Implementation: Award Ceremony lists Report card Invites	**Ongoing Evaluation Method:** 6 week Attendance Rate	**Final Evaluation Method:** EOY Attendance Percentage/ Rate
	Timeline: 8/1/2021 - 6/1/2022 (Daily)	**Needs:** B4; B4; B4; B4; C4; C7; C7; C7; E1; E1; E1; E1; F2; F2; F2; F2 [Title I Components CIP, Evaluation]	
2	**Action:** Students with monthly perfect attendance will be named during announcements and receive a scratch off.	**Person(s) Responsible:** Counselor Teachers Principal	**Resources:** Announcements ZOOM Scratch-Offs Lunch Bunch; Local Funds; State Comp Ed Funds
	Evidence of Implementation: Announcements Monthly List of Students	**Ongoing Evaluation Method:** Attendance Rates	**Final Evaluation Method:** EOY Attendance Rates
	Timeline: 8/1/2021 - 6/1/2022 (Monthly)	**Needs:** 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 2021-2022 school year at each campus will decrease by 5% from the previous year.

1	**Action:** Teachers with perfect attendance the first semester will have a day off while office covers instruction for the day.	**Person(s) Responsible:** Principal	**Resources:** Substitute Pay;
	Evidence of Implementation: Teacher absentee form Principal Lesson Plans	**Ongoing Evaluation Method:** Percentage of Teacher Absences	**Final Evaluation Method:** EOY number of teacher absences
	Timeline: 8/1/2021 - 6/1/2022 (Bi-Annually)	**Needs:** C1; C1; C1; C1 [Title I Components 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 #3: Develop student's personal hygiene habits that help students stay healthy and prevent them from getting sick.

1	**Action:** BRYSS will implement weekly hygiene tips during morning announcements.	**Person(s) Responsible:** M. Knosel	**Resources:** ZOOM Computer Flyer/ Poster;
	Evidence of Implementation: Announcements Weekly topic list	**Ongoing Evaluation Method:** 6 week attendance rate	**Final Evaluation Method:** EOY Attendance percentage
	Timeline: 8/1/2021 - 8/1/2022 (Daily)	**Needs:** E1 [Title I Components CIP]	

2	**Action:** BRYSS cafeteria will set up a "Staying Healthy" monthly bulletin board.	**Person(s) Responsible:** M. Knosel E. Clark A. Bernes Y. Masso	**Resources:** Posters Borders Bulletin Board; State Comp Ed Funds
	Evidence of Implementation: Bulletin Board Picture	**Ongoing Evaluation Method:** Attendance Report	**Final Evaluation Method:** EOY Attendance Rate
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** C4; E1; F2 [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: Provide students with tools to understand the importance of healthy sleeping habits and the correlation with school success.

1	**Action:** BRYSS cafeteria will have a monthly "Healthy Habits" bulletin board.	**Person(s) Responsible:** M. Knosel S. Hernandez Y. Masso E. Clark	**Resources:** Bulletin Board Posters "Teacher Pay Teachers"; Title I, Part A Funds
	Evidence of Implementation: Bulletin Board picture	**Ongoing Evaluation Method:** Attendance rate per 6 weeks	**Final Evaluation Method:** EOY Attendance rate
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** B1; B2; B3; B4; B5; C4; E1 [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 #5: Promote physical fitness for students to improve students' health and reduce childhood obesity.

1	**Action:** Students will participate in Physical Education classes.	**Person(s) Responsible:** Coach Rodriguez M. Knosel I. Petrarca	**Resources:** PE Equipment;
	Evidence of Implementation: Lesson Plans Walk-Throughs	**Ongoing Evaluation Method:** Obesity Rates for School Fitness Gram	**Final Evaluation Method:** EOY Fitness Gram
	Timeline: 8/1/2021 - 6/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; B5; C2 [Title I Components CNA]	
2	**Action:** Teachers will provide short 3-5 min physical activity breaks throughout the school day. (Brain Breaks, Energizers, Brain Boosters)	**Person(s) Responsible:** Teachers	**Resources:** Computer Speakers;
	Evidence of Implementation: Lesson Plans Walk-Throughs	**Ongoing Evaluation Method:** Report Cards Weekly Grades	**Final Evaluation Method:** EOY REN Star STAAR TELPAS
	Timeline: 8/1/2021 - 6/1/2022 (Daily)	**Needs:** B1; B2; B3; B4; B5; C4; E1 [Title I Components CNA]	
3	**Action:** BRYSS 5th-8th students will participate in sports and compete with our league. (Volleyball, Cross Country, Soccer)	**Person(s) Responsible:** Coach Rodriguez E. Buenrostro 21st Century M. Knosel	**Resources:** Sports Equipment Coaches' extra duty pay League membership dues ($3500) Gym Rental $40 per home game;
	Evidence of Implementation: Student sport sign up Game rosters	**Ongoing Evaluation Method:** Discipline Records Weekly grades Report Cards	**Final Evaluation Method:** EOY Report Cards EOY Discipline Referrals STAAR
	Timeline: 8/1/2021 - 6/1/2022 (On-going)	**Needs:** B1; B2; B3; B4; B5; C1; C2; C4; E1 [Title I Components CNA]	

Funding

Career & Technology Funds	$1,000.00
Education Foundation Funds	
Local Funds	$600.00
State Comp Ed Funds	
Title I, Part A Funds	$68,800.00
Title I, Part A Focus Grant Funds	
Title III, Part A Funds	$6,200.00

Title I

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

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 1, Objective #1 , Strategy # 2: Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

Goal # 1, 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 # 1, Objective #2 , Strategy # 2: Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

Goal # 1, Objective #3 , Strategy # 1: All staff will receive PD on all core subject curriculum. (Multi-Sensory Grammar, STEMScopes Math and Science, Imagine Learning, Language Enrichment, Reading Academy Strategies)

Goal # 1, Objective #3 , Strategy # 2: Employ part-time math and reading coaches to provide professional development and classroom modeling for teachers.

Goal # 1, Objective #3 , Strategy # 3: Hold a Math/ Science/Reading Day/Fair once a year to target higher order thinking skills with all students and parents.

Goal # 1, Objective #3 , Strategy # 3: BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

Goal # 1, 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 # 1, Objective #4 , Strategy # 1: Students will participate in Blended Learning station rotations to target focus skills from BOY and MOY data.

Goal # 1, Objective #4 , Strategy # 2: Before school and afterschool learning labs will be offered daily to all students.

Goal # 1, Objective #5 , Strategy # 1: Students with perfect attendance will be honored at 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 # 1, Objective #5 , Strategy # 2: Teacher appreciation will be an ongoing priority. Teachers with perfect attendance the whole first semester will be rewarded with "Release Time Coupons".

Goal # 2, Objective #1 , Strategy # 2: Morning and afterschool programs will be offered to all ELL students to address small group/ TIER II instruction.

Goal # 2, Objective #2 , Strategy # 1: All special population students will participate in Language Enrichment, Basic Language Skills, Education Galaxy, Imagine Learning and AR activities in TIER small groups/ pull outs to target special needs.

Goal # 3, Objective #2 , Strategy # 1: All 8th grade students will participate in career pathways trainings in CCR Lab once a month. Trainings will cover academic success, career exploration, and creating a better you.

Goal # 4, 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 # 4, Objective #2 , Strategy # 1: 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 # 4, Objective #3 , Strategy # 1: Safety Committee will conduct meetings with teachers, staff and parents every month to address topics to maintain a safe secure environment.

Goal # 4, Objective #3 , Strategy # 2: In the Spring, BRYSS SDMC (consisting of staff and parents) will annually 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 # 5, Objective #1 , Strategy # 2: Counselor will conduct monthly library wellness meetings with students to address social emotional learning.

Goal # 5, Objective #2 , Strategy # 1: During morning announcements principal will discuss different practices to help students manage emotions and challenges.

Goal # 5, Objective #3 , Strategy # 1: Principal and teachers will hold individual student conferences to map out 6 week goals to meet HB4545 and individual EOY goals.

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

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

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Goal # 6, Objective #5 , Strategy # 3: BRYSS 5th-8th students will participate in sports and compete with our league. (Volleyball, Cross Country, Soccer)

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1 , Strategy # 2: Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

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

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Goal # 1, Objective #3 , Strategy # 3: BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

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

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Goal # 1, Objective #4 , Strategy # 2: Before school and afterschool learning labs will be offered daily to all students.

Goal # 2, Objective #1 , Strategy # 1: Teachers will be provided with PD for ELPS, ESL strategies, Social and academic vocabulary development, JELL, Language to Literacy and Text structures to target the needs of all LEP students.

Goal # 2, Objective #1 , Strategy # 2: Morning and afterschool programs will be offered to all ELL students to address small group/ TIER II instruction.

Goal # 2, Objective #2 , Strategy # 1: All special population students will participate in Language Enrichment, Basic Language Skills, Education Galaxy, Imagine Learning and AR activities in TIER small groups/ pull outs to target special needs.

Goal # 2, Objective #2 , Strategy # 2: BRYSS will offer before and afterschool tutorial and homework help classes to address the needs of all special population students.

Goal # 2, Objective #3 , Strategy # 1: Students will participate in English oral language development activities. Students will participate in plays, oral presentations, group activities and sentence stem activities.

Goal # 3, Objective #1 , Strategy # 1: 6th-8th grade students will participate in monthly C2BK meetings during library time to address emotions, bullying, suicide prevention and other target topics.

Goal # 3, Objective #1 , Strategy # 2: 8th grade students will participate in Student Council with monthly meetings to plan schoolwide activities

Goal # 3, Objective #2 , Strategy # 1: All 8th grade students will participate in career pathways trainings in CCR Lab once a month. Trainings will cover academic success, career exploration, and creating a better you.

Goal # 3, Objective #2 , Strategy # 2: Middle School students will participate in virtual career meetings where community members will provide students insight into different careers on a monthly basis.

Goal # 4, Objective #2 , Strategy # 1: 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 # 4, Objective #3 , Strategy # 2: In the Spring, BRYSS SDMC (consisting of staff and parents) will annually 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 # 5, Objective #1 , Strategy # 1: Choosing Love and Cool2BKind will be implemented across the campus.

Goal # 5, Objective #1 , Strategy # 2: Counselor will conduct monthly library wellness meetings with students to address social emotional learning.

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

Element 3: Parent and Family Engagement

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

Goal # 1, Objective # 3, Strategy # 3: Hold a Math/ Science/Reading Day/Fair once a year to target higher order thinking skills with all students and parents.

Goal # 1, Objective # 4, Strategy # 2: Before school and afterschool learning labs will be offered daily to all students.

Goal # 1, Objective # 5, Strategy # 1: Students with perfect attendance will be honored at 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 # 2, Objective # 1, Strategy # 1: Teachers will be provided with PD for ELPS, ESL strategies, Social and academic vocabulary development, JELL, Language to Literacy and Text structures to target the needs of all LEP students.

Goal # 2, Objective # 2, Strategy # 2: BRYSS will offer before and afterschool tutorial and homework help classes to address the needs of all special population students.

Goal # 2, Objective # 3, Strategy # 1: Students will participate in English oral language development activities. Students will participate in plays, oral presentations, group activities and sentence stem activities.

Goal # 3, Objective # 2, Strategy # 3: Conduct parent meetings on High school/ College choice and career readiness for all 7th and 8th grade parents.

Goal # 4, Objective # 1, Strategy # 1: Student conferences will be held once every semester to discuss student growth and goals.

Goal # 4, 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 # 4, Objective # 2, Strategy # 1: Conduct weekly 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 # 4, Objective # 2, Strategy # 1: 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 # 4, Objective # 3, Strategy # 1: Safety Committee will conduct meetings with teachers, staff and parents every month to address topics to maintain a safe secure environment.

Goal # 4, Objective # 3, Strategy # 2: In the Spring, BRYSS SDMC (consisting of staff and parents) will annually 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.

Requirement: Methods and instructional strategies that strengthen the academic program at the school

Goal # 1, Objective # 1, Strategy # 2: Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

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

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Goal # 1, Objective # 3, Strategy # 2: Employ part-time math and reading coaches to provide professional development and classroom modeling for teachers.

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Goal # 5, Objective # 3, Strategy # 1: Principal and teachers will hold individual student conferences to map out 6 week goals to meet HB4545 and individual EOY goals.

Requirement: Opportunities for all children

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Goal # 6, Objective # 5, Strategy # 3: BRYSS 5th-8th students will participate in sports and compete with our league. (Volleyball, Cross Country, Soccer)

Requirement: Increases the amount of quality learning time

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Requirement: Provides an enriched and accelerated curriculum

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Goal # 2, Objective # 3, Strategy # 1: Students will participate in English oral language development activities. Students will participate in plays, oral presentations, group activities and sentence stem activities.

Requirement: Provides a well-rounded education

Goal # 1, Objective # 1, Strategy # 2: Bi-Monthly PLC meetings to assess progress of mentoring, coaching, PD, pacing calendars, and formative assessments.

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Goal # 3, Objective # 2, Strategy # 3: Conduct parent meetings on High school/ College choice and career readiness for all 7th and 8th grade parents.

Goal # 6, Objective # 5, Strategy # 3: BRYSS 5th-8th students will participate in sports and compete with our league. (Volleyball, Cross Country, Soccer)

Requirement: Addresses the needs of at-risk students

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Goal # 1, 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 # 1, Objective # 2, Strategy # 2: Teachers will implement Blended Learning stations to meet the needs and provide students with differentiated instruction daily.

Goal # 1, Objective # 3, Strategy # 1: All staff will receive PD on all core subject curriculum. (Multi-Sensory Grammar, STEMScopes Math and Science, Imagine Learning, Language Enrichment, Reading Academy Strategies)

Goal # 1, Objective # 3, Strategy # 2: Employ part-time math and reading coaches to provide professional development and classroom modeling for teachers.

Goal # 1, Objective # 3, Strategy # 3: Hold a Math/ Science/Reading Day/Fair once a year to target higher order thinking skills with all students and parents.

Goal # 1, Objective # 3, Strategy # 3: BRYSS will implement a Blended Learning approach in order to target the different needs of all our students.

Goal # 1, 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 # 1, Objective # 4, Strategy # 1: Students will participate in Blended Learning station rotations to target focus skills from BOY and MOY data.

Goal # 1, Objective # 4, Strategy # 2: Before school and afterschool learning labs will be offered daily to all students.

Goal # 1, Objective # 5, Strategy # 1: Students with perfect attendance will be honored at 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 # 1, Objective # 5, Strategy # 2: Teacher appreciation will be an ongoing priority. Teachers with perfect attendance the whole first semester will be rewarded with "Release Time Coupons".

Goal # 2, Objective # 1, Strategy # 1: Teachers will be provided with PD for ELPS, ESL strategies, Social and academic vocabulary development, JELL, Language to Literacy and Text structures to target the needs of all LEP students.

Goal # 2, Objective # 1, Strategy # 2: Morning and afterschool programs will be offered to all ELL students to address small group/ TIER II instruction.

Goal # 2, Objective # 2, Strategy # 1: All special population students will participate in Language Enrichment, Basic Language Skills, Education Galaxy, Imagine Learning and AR activities in TIER small groups/ pull outs to target special needs.

Goal # 2, Objective # 2, Strategy # 2: BRYSS will offer before and afterschool tutorial and homework help classes to address the needs of all special population students.

Goal # 2, Objective # 3, Strategy # 1: Students will participate in English oral language development activities. Students will participate in plays, oral presentations, group activities and sentence stem activities.

Goal # 3, Objective # 1, Strategy # 1: 6th-8th grade students will participate in monthly C2BK meetings during library time to address emotions, bullying, suicide prevention and other target topics.

Goal # 3, Objective # 1, Strategy # 2: 8th grade students will participate in Student Council with monthly meetings to plan schoolwide activities

Goal # 3, Objective # 2, Strategy # 1: All 8th grade students will participate in career pathways trainings in CCR Lab once a month. Trainings will cover academic success, career exploration, and creating a better you.

Goal # 3, Objective # 2, Strategy # 2: Middle School students will participate in virtual career meetings where community members will provide students insight into different careers on a monthly basis.

Goal # 3, Objective # 2, Strategy # 3: Conduct parent meetings on High school/ College choice and career readiness for all 7th and 8th grade parents.

Goal # 4, 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 # 4, Objective # 2, Strategy # 1: Conduct weekly 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 # 4, Objective # 2, Strategy # 1: 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 # 4, Objective # 3, Strategy # 1: Safety Committee will conduct meetings with teachers, staff and parents every month to address topics to maintain a safe secure environment.

Goal # 4, Objective # 3, Strategy # 2: In the Spring, BRYSS SDMC (consisting of staff and parents) will annually 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 # 5, Objective # 1, Strategy # 1: Choosing Love and Cool2BKind will be implemented across the campus.

Goal # 5, Objective # 1, Strategy # 2: Counselor will conduct monthly library wellness meetings with students to address social emotional learning.

Goal # 5, Objective # 2, Strategy # 1: During morning announcements principal will discuss different practices to help students manage emotions and challenges.

Goal # 5, Objective # 3, Strategy # 1: Principal and teachers will hold individual student conferences to map out 6 week goals to meet HB4545 and individual EOY goals.

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

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 # 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 # 5, Strategy # 1: Students will participate in 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 sports and compete with our league. (Volleyball, Cross Country, Soccer)

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