

BRYSS ACADEMY

BRYSS Academy Campus Improvement Plan 2024/2025

*"BRYSS, where learning happens."
2024-2025, The year we "Lift OFF to Learning".*

Maria Knosel
2255 North Coria
956-574-7103
maria.knosel@tejanocenter.org

Date Reviewed:

Date Approved:

BRYSS ACADEMY

Mission

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

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.

BRYSS ACADEMY Site Base

Name	Position
Knosel, Maria	Principal
Bernes, Andrea	Assistant Principal
Burguete, Adriana	Middle School ELAR
Lopez, Edelmira	Science/ STEM K-7
Sylvia, De La Garza	Office Manager
Clark, Erika	Secretary
Mendoza, Stephanie	ACE 21st Century Director
Orozco, Ana	Parent-High School/ Elementary
Garcia, Veronica	Parent Elementary
Miranda, Angie	RYSS Admin
Martinez, Denise	RYSS Admin
Vicent, Ingrid	CPA/ Brownsville Children's Museum

BRYSS Academy

2024-2025 Comprehensive Needs Assessment

School Profile

BRYSS Academy opened its door in 2001. Enrollment has grown over the past few years according to campus reports (22-23= 495, 23-24=535). BRYSS Academy's is projected to serve 560 students in PK3-8th grade, which is an increase from previous year of 535.

The 2023-2024 PEIMS student data reports the following: Hispanic 99% and White 1%. BRYSS Academy has 49% male students and 51% female. Special Education students represent 7.5% of the population. The Economically Disadvantaged (EcD) percentage is 95.9%, and the at-risk percentage is 75.40%. 70.1% of students are coded EB/ EL students. The CTE program comprises 15% of the student population and is very successful with few students exiting once they have entered the program. Currently, there are no migrant or homeless students at BRYSS. The gifted and talented group comprises 1.60% of the student population; however, nomination and testing of students continues each year. According to the 2023-24 TAPR data, our professional staff is mostly Hispanics females with bachelor's degrees with 43.7% of staff having 0-5 years, 25% having 6-10 years, and 22% having 11-20 years of experience. The teacher/student ratio for 2043-2024 was 1:21.

Comprehensive Needs Assessment Process

BRYSS Academy's needs assessment process is described below. The campus leadership team evaluated the 2023-2024 data. We reviewed the following data:

- STAAR
- TELPAS
- I-Ready-BOY and EOY comparison
- Dibbles K-2 Data
- Student Retention Data
- Attendance
- Discipline
- EB's
- Special Student Populations: EB's, SPED 504, GT
- Teacher Experience
- Economically Disadvantaged
- Student/ Teacher/ Staff Surveys
- ACE 21st Century Rosters
- Safety Data

Student Achievement

Student achievement data is derived from the Texas Academic Performance Report and State Accountability. DMAC provides reports on student achievement broken out by subject, grade, ethnicity, economically disadvantaged, special education, at-risk, cohorts, and/or advanced rates. Overall student achievement data indicates a decrease in approaches reading, math, science and social studies. The meets and master's mastery showed a steady improvement or maintenance of previous year's scores. This trend resulted in an "A" accountability rating for the 2023-2024 school year.

TELPAS scores showed an increase in student mastery throughout the grade-levels. Students improved between 1 and 2 levels across the board. The number of students exiting the Bilingual increased from previous years.

The main goal for the 2024-2025 school year is to continue to increase the number of students scoring at the "Meets and/or Masters" by at least 5%. All possible contributing factors (curriculum Amplify and Eureka, scope and sequence, afterschool programs, RTI, primary instruction, and rates achievement) have been analyzed.

2024-2025 Focus areas

STAAR Data

Reading: 89% Approaches passing rate of all students and 77% at Meets and 46% Masters

Math: 90% Approaches, 67% Meets and 35% Masters.

Science: 81% Approaches, 59% Meets and 27% Masters.

Social Studies: 80% Approaches, 50% Meets and 38% Masters.

Attendance

Low student attendance adversely affects student's achievement. 94% Attendance for the year 2023-2024.

TELPAS

BRYSS Students scored lower on TELPAS speaking and listening than reading and writing.

Middle School- 6th grade EL/ Newcomer Data.

Documentation of the process includes meeting minutes, agenda and sign-in sheets. The Campus Leadership Team on May 21, 2024 (10:30-11:30), and again June 11, 2024 (10:00-11:30) to develop the CNA. The meeting was held in the BRYSS Office. We plan to meet again on September 13, 2024, January 10, 2025, and April 10, 2024, to review and revise the CNA as needed.

At the first meeting on May 21, 2024, Principal Maria Knosel began the meeting with introductions. Then, Principal Knosel shared with the team the team expectations. A power point and handouts were provided to attendees that lead discussions in the meeting. A brief introduction of the purpose of the can CNA team and the task which will be completed. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. Principal Knosel provided each person with a sample list of data options that the committee would review to identify both strengths and weaknesses from 2023-2024 school year. Principal Knosel led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 14 specific data points to identify strengths and problems from 2023-2024 school year. Principal Knosel thanked everyone for their participation and reminded everyone of the second CNA meeting on June 11, 2024.

At the second meeting on June 11, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the time on the problems that were identified from the data. Principal Knosel led in prioritizing the problems. Each team member was asked to help identify focus areas for next year based on the problems identified. The CNA came to a consensus on three main problems that represent the highest leverage focus areas. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and weaknesses.

Student Achievement

Strengths:

1. RLA 77% at Meets and 46% at Masters grade-level performance
2. Math: 93% 67% Meets and 35% Masters grade-level performance
3. Social Studies 50% Meets and 38% Masters grade-level performance.
4. Students provided intervention small group instruction to target specific needs.
5. Students provided increased learning time both before and after school.

Weaknesses:

Year 2 and 3 recent immigrants going into middle school; intensive ESL class.

88% of BRYSS students met approaches grade-level performance as compared to 93% in 2023

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Formative Assessments
Promotion/Retention Data
STAAR
TELPAS

Student Achievement Strengths

1. RLA 77% at Meets and 46% at Masters grade-level performance
2. Math: 93% 67% Meets and 35% Masters grade-level performance
3. Social Studies 50% Meets and 38% Masters grade-level performance.
4. Students provided intervention small group instruction to target specific needs.
5. Students provided increased learning time both before and after school.

Student Achievement Weaknesses

1. Year 2 and 3 recent immigrants going into middle school; intensive ESL class.
2. 88% of BRYSS students met approaches grade-level performance as compared to 93% in 2023.

Student Achievement Needs

1. The 2024 STAAR data demonstrates that 88% of all BRYSS students met Approaches grade-level performance on all tests as compared to 93% 2023.
- 2 The 2023 STAAR data denotes Math: 67% at Meets and 35% at Masters grade-level performance which fell below our overall Meets and Masters scores in Reading.
3. The 2023 Accountability Data Table demonstrate that fifth and eighth grade Science: 81% passing rate of all students and 59% at Meets at grade-level performance; however, our 8th grade Science (73%) was significantly lower than 5th grade (93%).
4. Amplify coaching is needed for teachers in RLA/ SLA to target TEKS and writing component

Student Achievement Summary

Comprehensive Needs Assessment

During year 2023-2024, rigor, higher level, and critical thinking skills were and will continue to be a priority in 2024-2025 as evidenced by our Meets and Masters scores in all areas. There is room for improvement in our approaches percentages and moving new students and recent immigrants from a DNM to met with approaches. 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 and students having trouble transferring into English in Middle School.

School Culture and Climate

School Culture and Climate Strengths

1. BRYSS has 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. BRYSS' positive climate is setting the tone for success. Programs and practices motivate, support and protect.
- 5 After-school and before-school tutorial and enrichment programs/ extracurricular activities are provided to our students every week day.
- 6 Academic workshops, trainings, and professional learning to help parents and teachers inform and explore academic success, career exploration and social emotional learning with students have been integrated to support our students' well-being and growth.
- 7 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 Social Emotional Activities
- 2 Low student attendance is adversely affecting student achievement.
- 3 Leadership opportunities for our students (Student Council, NHS, School Focus Groups, etc.)
- 4 More 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 Social Emotional 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. Attendance went to 94% in 2024 from 92% in 2023.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

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

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
TTESS
TX Kea

Curriculum, Instruction and Assessment Strengths

1. Amplify year 1 implementation Kinder-Second Grade.
2. Eureka year 2 implementation Kinder-Second Grade.
3. Weekly library visits with an emphasis on oral language development.
4. Calendar "Circle" activities have been implemented in PK-K.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

5. Kinder-7th grade weekly STEM Labs.
6. I-Ready, SUMMIT, STEMScopes Math, Progress Learning MS Science & Algebra, and Math clubs have been implemented in all K-8th math and science classrooms.
7. Intervention Labs (groups) targeting Kinder-8th grade Reading using LE, Phonics, Guided Reading strategies and online programs.
8. Scholastic Current Event magazines are implemented in K-8 to target current events by genres.

Curriculum, Instruction and Assessment Weaknesses

1. Reading-Writing Connections through the content areas.
2. Student engagement through the gradual release lesson.
3. Listening and speaking scores on TELPAS.
4. Science across grade- levels. Integration of science topics from STEM lab to classroom instruction.
5. TELPAS speaking and writing scores.

Curriculum, Instruction and Assessment Needs

1. A reading focus across the campus to target all new ELAR TEKs, the genres and reading stamina. Amplify implementation K-6.
2. Math focus with 90-120 minutes of math implemented daily. Lesson non-negotiables (problem solving, numeracy, skills). Blended learning stations in all math classes. Eureka Math implementation.
3. Emphasis in science and social studies instruction with a connection to Amplify Reading curriculum.
4. Focus on oral language development. Daily oral language activities and TELPAS practice using SUMMIT.

Curriculum, Instruction and Assessment Summary

Year 2 focus in reading across all genres and strands will be implemented (K-7). (Amplify) Strands 1-3 will be covered during the first semester. Article a Day, Poem a Week, 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. Students will participate in SUMMIT/ STEMScopes hands-on science activities and weekly labs to address all science objectives.

BRYSS ACADEMY

Goal 1. (Student Achievement) BRYSS will provide personalized learning interventions and extensions that will result in high levels of academic achievement for all students.

Objective 1. (Instruction-Accountability) By May 2025, BRYSS Academy will 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 and Region I personalized PD on all core subject curriculum and data.(Amplify, Eureka, Multi-Sensory Grammar, STEMScopes Math and SUMMIT Science, I-Ready, Language Enrichment, and RBIS (Research Based Instructional Strategies). (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6) (Target Group: All,BI,SPED,GT) (Strategic Priorities: 1,2) (ESF: 1,1.2,2.2,2.1,3,3.1,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal/Dean of Instruction, Principal</p>	<p>August 1- May 15</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: BOY, MOY and EOY I-Ready Data BOY and EOY STAAR Data BOY, MOY and EOY Dibbles Data Walkthrough and Observation Data Lesson Plans</p>
<p>2. BRYSS will increase RLA and Math proficiency through effective implementation of RTI programs, computational fluency practice , small group instruction, and high level core instruction aligned to the TEKS and instructional resources. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6) (Target Group: All,ESL,EB,SPED) (Strategic Priorities: 2) (ESF: 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>August 2024- June 2025</p>	<p>(F)Title I, (S)Bilingual Allotment, (S)Local Funds</p>	<p>Criteria: TELPAS STAAR I-Ready Dibbles CLI</p>

BRYSS ACADEMY

- Goal 1.** (Student Achievement) BRYSS will provide personalized learning interventions and extensions that will result in high levels of academic achievement for all students.
- Objective 2.** (Instruction Kinder-8th Grade) By May 2025, 50% of K-8 BRYSS students will meet their annual typical growth for Reading and Math I-Ready to meet end-of-year performance goals and growth expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will implement Eureka-Math in our K-4 grade classes in order to target RBIS in all math lessons. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6) (Target Group: All,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	August 2024-May 2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: BOY, MOY and EOY I-Ready 3rd Grade STAAR T-TESS Data Lesson Plans
2. BRYSS will implement Amplify Reading, SUMMIT and Writing across content areas in our K-8 grade classes in order to target RBIS in all RLA lessons. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6) (Target Group: All,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,2) (ESF: 1,1.2,2,2.1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	August 2025-May 2025	(F)IDEA Special Education, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds	Criteria: BOY, MOY and EOY I-Ready BOY, MOY and EOY Dibbles 3rd Grade STAAR TELPAS T-TESS Data Lesson Plans

BRYSS ACADEMY

Goal 1. (Student Achievement) BRYSS will provide personalized learning interventions and extensions that will result in high levels of academic achievement for all students.

Objective 3. (Instruction-Learning Special Populations) By March 2025, 100% of BRYSS teachers will provide high quality instruction to all students by implementing and internalizing Amplify and Eureka curriculum with a 3 out of 5 as measured by Region I coaching tool.?

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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: 1.1,2.1,2.2,2.5,2.6) (Target Group: ESL,EB,SPED,GT) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	August 2024-May 2025	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)GT Allotment, (S)Local Funds, (S)SPED Funding	Criteria: EOY I-Ready STAAR EOY Summit EOY Dibbles EOY TELPAS
2. BRYSS will offer before, after school and Saturday tutorial classes to address the needs of all special population students. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: ESL,EB,SPED,GT) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,4,4.1,5,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	September 2024-April 2025	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)GT Allotment, (S)Local Funds, (S)SPED Funding	Criteria: STAAR STAAR TELPAS I-Ready Dibbles CLI Progress Learning Science/ Math

BRYSS ACADEMY

Goal 2. (School Culture Climate) BRYSS will provide a motivating, safe, secure, respectful, and healthy learning environment for students and staff.

Objective 1. (Culture-Safety) By May 2025, BRYSS will provide a safe, supportive, and caring environment without fear of bullying or harassment as measured by the number of office referrals of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4th-8th grade students will participate in monthly Counselor/Operation Respect and student council meetings during library time to address emotions, bullying, suicide prevention and other target topics. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 3,3.1,3.2,3.3)	Assistant Principal/Dean of Instruction, Principal	October 2024-March 2025	(F)Title I, (S)Local Funds	Criteria: Discipline Referrals Counselor Referrals Attendance Data
2. BRYSS will set up a "Staying Healthy" monthly workshops for students and parents, bulletin boards/ newsletters as well as weekly healthy eating and and hygiene topics during announcements. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Parent and Family Engagement Director, Principal	August 2024-February 2025	(F)Title I, (S)Local Funds	Criteria: Attendance Data Nurse Referrals Parental involvement Sign-Ins

BRYSS ACADEMY

Goal 2. (School Culture Climate) BRYSS will provide a motivating, safe, secure, respectful, and healthy learning environment for students and staff.

Objective 2. (Culture-Attendance) By May 2025, student and teacher absences for the will decrease by 5% from the previous school 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: 1.1,2.1,2.2,2.3,2.6,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.4)	Assistant Principal/Dean of Instruction, Principal	October 2024-May 2025	(F)Title I, (S)Local Funds	Criteria: Attendance Rate-Data Discipline Referrals
2. Parent/ Student trainings and conferences will be held once every semester to student attendance and goals. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal	November 2024-May 2025	(F)Title I	Criteria: Attendance Reports MOY and EOY

BRYSS ACADEMY

Goal 3. (Curriculum and Instruction) BRYSS Academy will improve the implementation of learning practices by focusing on professional development to build teacher capacity in the areas of RLA, Math, Science and Social Studies.

Objective 1. (Lesson Internalization and Lesson Delivery) By April 2025, 100% of BRYSS teachers will implement high quality internalized lessons that focus on student engagement and differentiation as measured by TTESS observations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will hold bi-weekly leadership PLC meetings to assess PD and mentoring progress on lesson planning, scope and sequence and data from formative assessments. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	September 2024-March 2025	(F)Title I, (S)Local Funds	Criteria: STAAR TELPAS I-Ready BOY, MOY, EOY Dibbles CLI District Benchmarks
2. All staff will receive consultant-based personalized PD on all core subject curriculum and data.(Amplify, Eureka, STEMScopes Math , SUMMIT Science) (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,4,4.1,5,5.1,5.2)	Assistant Principal/Dean of Instruction, DCSI, Principal, Teacher(s)	8/2024-2/2025	(F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title III Bilingual / ESL, (S)HB3 Mentor Allotment, (S)Local Funds	Criteria: T-TESS Surveys STAAR TELPAS I-Ready

BRYSS ACADEMY

Goal 3. (Curriculum and Instruction) BRYSS Academy will improve the implementation of learning practices by focusing on professional development to build teacher capacity in the areas of RLA, Math, Science and Social Studies.

Objective 2. (Professional Development) By March 2025, 100% BRYSS teachers will participate in professional development (Amplify, Eureka Math, SUMMIT Science, etc.) to improve teacher capacity as measured by walkthroughs and observations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	October 2024- March 2025	(F)Title I	Criteria: T-Tess Summary Amplify Walkthroughs Eureka Walkthroughs Teach Like A Champion Peer Observations STAAR TELPAS I-Ready CLI Dibbles
2. All teachers will be provided with PD for RTI, New ELPS, Strategic Text Comprehension, Text Structures, Amplify Reading, Eureka Math and Structure Writing. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2,2.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	August 2024- January 2025	(F)Title I, (S)Local Funds	Criteria: STAAR TELPAS I-Ready EOY SUMMIT EOY

BRYSS ACADEMY

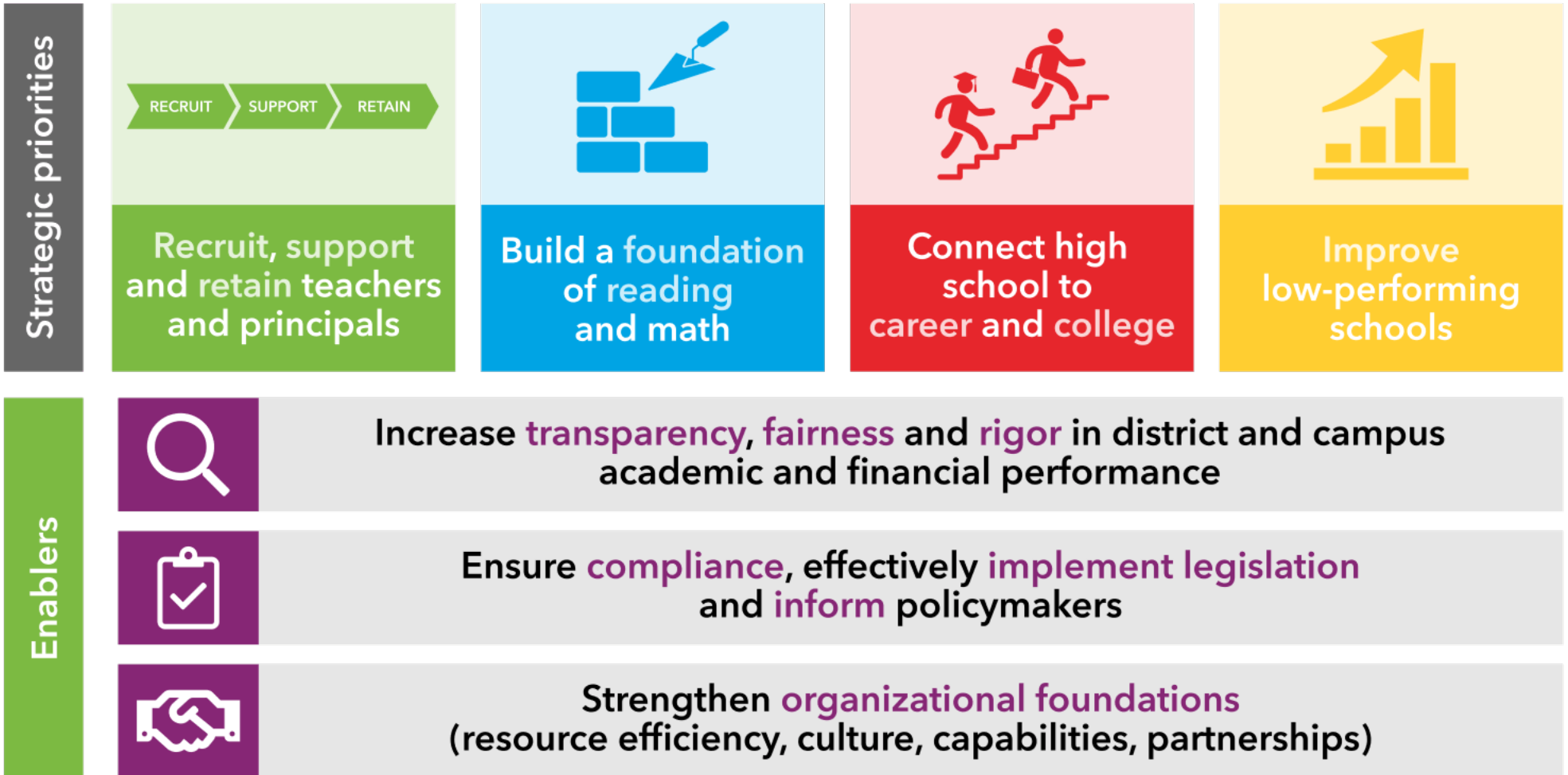
- Goal 3.** (Curriculum and Instruction) BRYSS Academy will improve the implementation of learning practices by focusing on professional development to build teacher capacity in the areas of RLA, Math, Science and Social Studies.
- Objective 3.** (Teams/ Departments Collaboration) By October 2025, all BRYSS PLC's will utilize the "four critical questions" in weekly meetings as measured by the observation tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bi-Weekly team and department PLC meetings will be conducted to cover best practices (RBIS), review Amplify and Eureka lessons, and review formative data. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,2.2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	September 2024-March 2025	(F)Title I, (S)Local Funds	Criteria: T-TESS I-Ready STAAR TELPAS Dibbles Formative unit assessments
2. BRYSS will continue to vertically align all grade levels to target core subject areas by conducting cross-level PLC meetings (semester) and peer learning walks. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,4,4.1,5,5.2,5.3)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	9/2024-1/2025	(F)Title I, (S)Local Funds	Criteria: STAAR TELPAS I-Ready

Resources

Resource	Source
No rows defined.	

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



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