BRYSS ACADEMY
Campus Improvement Plan
2025/2026

"BRYSS, where learning happens."
Launching Mission 2025-2026

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Date Approved:

BRYSS ACADEMY

Mission

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

Vision

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

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

BRYSS ACADEMY Site Base

Name	Position
Knosel, Maria	Campus Administrator
Bernes, Andrea	Assistant Principal
Mendoza, Stephanie	ACE 21st Century
Burguete, Adriana	Teacher
Morales, Idalia	Teacher
Escamilla-Hdz, Susana	Counselor
De La Garza, Sylvia	Secretary
Kattas, Diana	Teacher Assistant
Vicent, Ingrid	Community/ Children's Museum
Martinez, Denise	RYSS Administration
Miranda, Angie	RYSS Administration
Olvera, Abigail	Parent
Gamez, Veronica	Parent
Olvera, Ximena	Student
Chavez, Juan	Visionary Minds

Resources

Resource	Source
Title I	Federal
Bilingual Allotment	State
Local Funds	State

BRYSS ACADEMY

Goal 1. (Goal 1-Student Achievement) BRYSS Academy 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 2026, BRYSS Academy will increase the percent of students reaching the Approaches Level Performance by 10% Meets Level Performance Standard by 5% and Masters Level Performance Standard by 5% in all tested subjects; closing learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will have an individualized learning plan based on online benchmarks. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal	August 13-May 31	(F)Title I, (S)Local Funds	Criteria: BOY, MOY and EOY I-Ready BOY, MOY, EOY Dibbles BOY and EOY STAAR Data BOY, MOY and EOY Benchmark Walkthrough and Observation Data Lesson Plans 11/10/25 - On Track
2. SPED, At Risk, ESL and 504 students will increase Reading, Science, Math and Social Studies proficiency by effective implementation of RTI programs, computational practice , small group instruction, and high level core instruction aligned to the TEKS and instructional resources. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal	August 13-May 31	(F)Title I, (S)Bilingual Allotment, (S)Local Funds	Criteria: TELPAS STAAR 11/10/25 - On Track
3. BRYSS will participate before, after school and Saturday accelerated instruction programs to address the needs of a well rounded educational program. (Title I SW Elements: 1.1,2.5,2.6) (Strategic Priorities: 2,3,4) (ESF: 4,4.1,5,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal	August 13-May 31	(F)Title I, (S)Local Funds	Criteria: STAAR EOY I Ready TELPAS Dibbles 11/10/25 - On Track

BRYSS ACADEMY

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

Objective 2. (Instruction K-8th) By May 2026, 70% 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 a school-wide Reading Campaign with monthly AR activities and incentives to increase the amount of time students are reading daily. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	August 13-May 31	(F)Title I, (O)Local Districts	Criteria: EOY AR point summary I-Ready EOY scores STAAR Reading TELPAS 11/10/25 - On Track
2. BRYSS will utilize small group instruction to close achievement gaps, accelerate Tier II & III instructional and working with students achieving mastery to maintain their high performance. (Title I SW Elements: 1.1,2.5) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1)	Assistant Principal/Dean of Instruction, Principal, Special Ed Teachers, Teacher(s)	August 13-May 31	(F)Title I, (S)Bilingual Allotment, (S)Local Funds	Criteria: Dibbles I-Ready Reading and Math STAAR TELPAS 11/10/25 - On Track

BRYSS ACADEMY

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

Objective 3. (Instruction-Learning All Populations) By March 2026, 100% of BRYSS teachers will provide high quality instruction to all students by implementing and internalizing Bluebonnet Math and Reading curriculum and scoring a proficient or higher on T-TESS walkthroughs and evaluations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will implement SUMMIT and Writing across content areas in our K-8 grade classes in order to target English language development for all EB students. (Title I SW Elements: 1.1,2.5,2.6) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	Daily	(F)Title I, (S)Bilingual Allotment	Criteria: TELPAS I-Ready STAAR SUMMIT 11/10/25 - On Track
2. BRYSS will implement Bluebonnet-Math in our K-5 grade classes in order to target RBIS in all math lessons. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	Daily-August to May	(F)Title I, (S)Local Funds	Criteria: STAAR I-Ready Benchmarks 11/10/25 - Significant Progress

BRYSS ACADEMY

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

Objective 4. (Instruction-Professional Development) By March 2026, 100% BRYSS teachers will participate in professional development (Bluebonnet Math and Reading, SUMMIT, SUMMITScience, STEMScopes, Sirius etc.) to improve teacher capacity as measured by walkthroughs and observations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will receive consultant-based and Region I personalized PD on all core subject curriculum and data.(Bluebonnet Math and Reading, MultiSensory Grammar, STEMScopes Math and SUMMIT Science, I-Ready, Language Enrichment, and RBIS). (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.2)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	Every six weeks	(F)Title I, (S)Local Funds	Criteria: STAAR I-Ready 11/10/25 - Significant Progress

BRYSS ACADEMY

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

Objective 1. (Culture-Safety) By May 2026, BRYSS will provide a safe, supportive, and caring environment without fear of bullying or harassment as measured by student surveys and the number of office referrals of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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: 1.1,2.4,2.6,3.2) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal	August 13-May 31	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Criteria: Number of Discipline Referrals Counselor Referrals Parental Involvement sign ins 11/10/25 - Significant Progress
2. Counselors, Interventionists and Teachers will provide at-risk students with positive behavior and social-emotional learning lessons during pull-out interventions in addition to academic intervention in multiple subjects to at-risk students before school, after school, and during pull-outs. (Title I SW Elements: 2.2,2.6) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal, Teacher(s)	August 13-May 31	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Discipline Referrals Attendance Rates Student Surveys 11/10/25 - Significant Progress

BRYSS ACADEMY

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

Objective 2. (Culture-Attendance) By May 2026, 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, Slime It, etc.) Students will receive attendance certificates from "Mighty Eagle" during visit to the classroom. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal	August 13-May 31	(F)Title I	Criteria: Attendance Rates 11/10/25 - On Track
2. Parent/ Student trainings and conferences will be held once every semester to target student attendance and goals. (Title I SW Elements: 2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal	August 13-May 31	(F)Title I	Criteria: Attendance Rate 11/10/25 - On Track

BRYSS ACADEMY

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

Objective 3. (Culture-Social Emotional) By May 2026, BRYSS Academy will continue to support well rounded students and staff by building a positive school culture and climate through professional development and a strong use of school wide positive behavioral intervention and support that reinforces, reminds, and redirects students toexpected behaviors; reducing the overall number of student disciplinary infractions, and increased attendance as shown in district discipline data, attendancedata, and responses to stakeholder surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselor will provide Social Emotional Lessons to students in Grade K-8 in whole group, small group or one on one as needed. (Title I SW Elements: 2.6) (Target Group: All,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)	Assistant Principal/Dean of Instruction, Counselors, Principal	August 13-May 31	(F)Title I, (F)Title IV Safe and Drug Free	Criteria: Number of Discipline Referrals Student Surveys 11/10/25 - On Track
2. BRYSS will provide staff with classroom management skills, verbal de-escalation (CPI) and discipline flow chart. (Title I SW Elements: 2.4) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal, Teacher(s)	August 13-May 31	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Number of Discipline Referrals Student Surveys 11/10/25 - Significant Progress

BRYSS ACADEMY

Goal 3. (Goal 3-Family and Community Involvement) BRYSS Academy will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, andpartnerships that support the learning community

Objective 1. (Parental Involvement) By May 2026, BRYSS Academy will increase involvement of parents in school activities, learning and training sessions and decision making processes by 50%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will hold parent education and engagement day and night meetings in order to give parents strategies and information needed to support students in Reading/ Math, technology, organization strategies, time management, as well as all special programs. (Title I SW Elements: 2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal	August 13-May31	(F)Title I	Criteria: Parent Surveys Parent Participation 11/10/25 - On Track
2. BRYSS will increase family engagement participation over the course of the school year such as cultural celebrations, parent nights, sports or Fine Art showcases to promote bonding between families and the school community. (Title I SW Elements: 3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal	August 13-May 31	(F)Title I	Criteria: Parent Surveys Parent Sign-Ins 11/10/25 - Significant Progress

BRYSS ACADEMY

Goal 3. (Goal 3-Family and Community Involvement) BRYSS Academy will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, andpartnerships that support the learning community

Objective 2. (Parent and Community Involvement) By May 2026, BRYSS Academy will increase engagement for all stakeholders resulting in improved attendance rates and growth in student achievement by providing consistent and timely communication, opportunities to participate in campusactivities, ensure social and emotional support through Counselor so thatparents and students social and emotional needs are met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BRYSS will use multiple methods of communication such as newsletters, emails, phone calls, and online portals to share information about school events, student progress and important announcements. (Title I SW Elements: 2.1,3.1) (Target Group: All,AtRisk) (ESF: 3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal	August 13-May 31	(F)Title I	Criteria: Parent Surveys Sign In Sheets 11/10/25 - On Track
2. BRYSS will schedule 2 parent-student teacher conferences per semester to discuss student progress and address concerns. (Title I SW Elements: 2.6,3.1,3.2) (Target Group: All,BI,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	August 13-May 31		Criteria: Sign in Sheets Parent Surveys 11/10/25 - On Track

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Classroom Walkthrough Data
District Benchmark Data
STAAR

Student Achievement Strengths

90% of 3-8 Reading students met an Approaches level and 65% Meets on the STAAR Reading.
89% of 3-8 Math students met an Approaches level and 66% Meets on the STAAR Math.
88% of 5 & 8 students met an Approaches level and 67% Meets on the STAAR Science.

Student Achievement Weaknesses

75% of 8th grade students met an Approaches level and 47% Meets on the STAAR Social Studies.
Only 20% of 5 & 8 graders achieved a Masters on the STAAR Science.
Only 66% of 3-8 graders achieved a Meets in STAAR Math which is lower than on the 2024-2025 STAAR.

Student Achievement Needs

Before and afterschool Tutorial Classes
Saturday Intensive Camps
Small group interventions.
Online practice programs-SUMMIT, IReady, Ingenuity, Sirius, STEMScopes.

Student Achievement Summary

Student Achievement Summary (Continued)

There is an identified problem in meeting the higher level in the STAAR scores. All of the STAAR scores fell (2-5 points) this year. The school still achieved an "A" Rating; however, rigorous instruction needs to started on day. one. Students must participate in multiple interventions to meet the "Meets" and "Masters" levels on STAAR. (Masters) Students are lacking background knowledge, vocabulary and writing skills to meet the Master's level and TSI in the 8th grade.

School Culture and Climate

School Culture and Climate Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Promotion/Retention Data
Survey Data

School Culture and Climate Strengths

BRYSS counts with a parent liason and parent center that plans weekly parent meetings and trainings for all parents.
Discipline Data showed no serious problems in the 2024-2025 school year.
Student surveys show that more than 90% of students feel safe and respected on campus.
Areas of Strength per survey responses
3.5 out of 4 in school climate.
3.6 feel safe.
3.7 feel students are motivated.
3.8 feel teachers promote academic success.
3.7 feel students have positive relationships.

School Culture and Climate Weaknesses

Attendance in the 2024-25 school year was at 93.5%.
Teachers state that students need SEL (Social Emotional Learning) for attendance, bullying, personal support, and career planning.

School Culture and Climate Weaknesses (Continued)

Students state they do feel there is some underlying bullying.

CTE classes in 7th and 8th grade are needed to ensure 21st Century Skills.
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

Attendance incentives.
Counselor supporting student's SEL needs,
Parent trainings.
STEM/ CTE training and courses.
TSI prep courses for 8th graders.

School Culture and Climate Summary

Teacher survey data has identified a serious problem with tardiness and overall attendance. Attendance was at 93.5% in the 2024-2025 school year on 1% less than 2023-2024. Teachers state
students arrived late to class and were picked up early very frequently. It is important that student and parent trainings occur to explain the importance of being in school. A plan for attendance incentives to motivate students to be in school needs to be created. Counselor will calendar presentations to address the different topics needed to cover student needs.

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
Program Evaluations
Survey Data

Comprehensive Needs Assessment

Family and Community Involvement Strengths

Parenting classes are provided weekly trainings and presentations addressing the different needs stated in the BOY surveys.
100% Bilingual staff help bridge the language barrier so that parents or guardians are able to
communicate with teachers and counselors about their student's academic progress.
Parents have direct two-way communication with teachers as stated in surveys.
Parents state that they feel welcome at school.
Community involvement increased in 2024-2025 from previous school year 2023-2024.

Family and Community Involvement Weaknesses

BRYSS lacks 100% attendance in parental involvement in student attendance, behavioral concerns, and academic progress, which is reflected in our survey data.
Growing the number of parent volunteers.
Adding more parents to our trainings and presentations.
Growing the number of community partners.

Family and Community Involvement Needs

Parent attendance incentives for student attendance.
Parent Center and Counselor presentations for parents.
Community parent trainings.
Career Planning/ Workforce
STEM/ CTE training sessions for parents.

Family and Community Involvement Summary

Teacher survey data has identified a serious problem with tardiness and overall attendance.
Even though attendance was at 95% in the 2024-2025 school year, teachers state students arrived late to class and were picked up early. It is important that student and parent trainings occur to explain the importance of being in school. Attendance incentives need to be provided to students in order to motivate students to be in school. Counselor and parent liason will address the different presentations needed to cover parent and student needs.

School Profile

Comprehensive Needs Assessment Process

BRYSS Academy's needs assessment process is described below. The campus leadership team evaluated the 2024-25 data. We reviewed the following data:
STAAR
TELPAS
TSI Passing Percentages
Attendance/ Tardies
Discipline
Failure Reports
Economically Disadvantaged
EB's/ ESL
Special Populations (EB, GT, SPED, 504)
Master Schedules
Surveys Students/ Staff/ Parents
Technology 1:1
Staff Quality- TIA/ TTESS/ Years Experience

Documentation of the process includes minutes, agenda, power point, and sign in sheets. The Campus leadership Team met on May 7, 2025, and again on June 16, 2025 to develop the CNA. The meetings were held in the BRYSS cafeteria and in the BRYSS data room. The first meeting was held at 4:00 pm and the second at 9:00 am.
We plan to meet again on August 27, 2025, September 24, 2025, January 22, 2026 to review and revise the CNA as needed.
At the first meeting on May 7th, Principal Maria Knosel began the meeting with introductions. A kick-off activity was conducted in order to meet all members of the team. Then, Principal Knosel shared with the group the team expectations. Handouts with the power-point presentation and documents were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Knosel then provided each person with a sample list of data options that the committee members would use to help lead conversations to identify which data the committee would review to identify both strengths and weaknesses from the 2024-2025 school year. Principal Knosel lead 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 the strengths and problems from 2024-2025 school year. Principal Knosel thanked everyone for their participation and reminded everyone of the second CNA meeting on June 16, 2025.
At the second meeting on June 16th, the campus leadership team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2024-2025 but focused most of the meeting on the problems that were identified from the data. Principal Knosel led the team in prioritizing the problems. Each team member was asked to help identify the three focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next school year 2025-2026. A Root Cause Analysis was completed on the the top three problems.
The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

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

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

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

Ensure compliance, effectively implement legislation and inform policymakers

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

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